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***IPEDS***  
**Graduation Rate Survey**  
**Guidelines for Survey Respondents**

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## PREFACE

This manual provides a guide and reference materials for institutions responding to the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GRS) administered by the U. S. Bureau of the Census for the National Center for Education Statistics (NCES), part of the U.S. Department of Education. The manual provides a general description of the GRS, the survey schedule, the *Glossary* and other materials that will be of use to respondents, and a guide to completing the survey with copies of the survey instruments interspersed where appropriate.

There are approximately 7,000 institutions in the IPEDS universe that are accredited by an agency recognized by the Secretary, U.S. Department of Education. And according to Sec. 490(a)(17) of the Higher Education Reauthorization Act of 1992, these 7,000 schools are **required** to complete the IPEDS surveys in order to maintain their eligibility for federal student financial aid. More than 4,100 of these institutions either 1) grant at least an associate's or higher degree or 2) offer a certificate program above the baccalaureate level. These institutions are asked to complete a full packet of IPEDS surveys which includes "Institutional Characteristics", "Fall Enrollment", "Fall Enrollment in Occupationally-Specific Programs", "Completions", "Finance", "Salaries", "Fall Staff", "Libraries", and the "Graduation Rate Survey". Other institutions receive a "Consolidated" survey in addition to their "Graduation Rate Survey", which combines several of the individual surveys requested of the degree-granting institutions. This manual covers only the IPEDS "Graduation Rate Survey".

We hope that this manual answers the majority of your questions, but should you need additional guidance or clarification on specific issues, please direct your questions to:

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## Table of Contents

<b>Directory</b>		v
<b>Introduction</b>		ix
<b>I. What is IPEDS</b>		ix
Why and how was it developed?		ix
IPEDS Definition of Postsecondary Education		xi
Scope of IPEDS		xi
Data Collection Principles and Instruments		xiii
<b>II. What Can IPEDS Do For You?</b>		xxii
General Data Uses		xxii
What about MY need for institutional data?		xxii
Statutory Requirements for Reporting IPEDS		xxiii
<b>III. IPEDS State Coordination Plan</b>		xxv
<b>IV. How Institutions Fit Into the IPEDS System</b>		xxxiii
 <b>The IPEDS Graduation Rate Survey:</b>		<b>Tab</b>
<b>I. The Graduation Rate Survey and Student Right-to-Know-- A Comparison of Their Requirements</b>		<b>I</b>
<b>II. Guidelines for Respondents</b>		<b>II</b>
<b>A. Purpose</b>		<b>II-1</b>
<b>B. Uses of Data</b>		<b>II-1</b>
<b>C. Periodicity</b>		<b>II-2</b>
<b>D. Choosing a Cohort</b>		<b>II-2</b>
<b>E. Coverage</b>		<b>II-2</b>
<b>F. General Instructions for Completing the GRS</b>		<b>II-4</b>
<b>G. Confidentiality of Data</b>		<b>II-7</b>
<b>H. Before You Complete This Report</b>		<b>II-8</b>

I.	Section I (GRS-1 only) .....	II-9
J.	Section II (GRS-1 only) .....	II-10
K.	Section III (GRS-1) .....	II-15
L.	Section III (GRS-2, GRS-2A, and GRS-3).....	II-15
M.	Section IV (GRS-2 only) .....	II-20
N.	Section V (GRS-1, GRS-2, and GRS-2A) .....	II-21
O.	Section VI (GRS-1, GRS-2, and GRS-2A) .....	II-22
P.	Worksheets .....	II-24
Q.	Before You Mail Your Report .....	II-29
III.	Glossary of Terms.....	III
IV.	Frequently Asked Questions .....	IV
	A. Questions for All Institutions .....	IV-1
	B. Additional Questions for 4-Year Institutions .....	IV-7
	C. Additional Questions for 2-Year Public Institutions.....	IV-9
	D. Additional Questions for 2-Year Private Institutions .....	IV-11
	E. Additional Questions for Less Than 2-Year Institutions.....	IV-13
V.	Narrative Edit Specifications .....	V
VI.	Format for Electronic Reporting .....	VI
	General Instructions.....	VI-1
	1997 File Layout for GRS-1 .....	VI-5
	1997 File Layout for GRS-2 .....	VI-17
	1997 File Layout for GRS-2A .....	VI-29
	1997 File Layout for GRS-3 .....	VI-37

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800-451-6236	IC, EF, C, EP, CN, L, GRS surveys
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**U.S. Bureau of the Census  
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All surveys (must include individual's name)

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**Helpful Web Sites:**

NCES: <http://nces.ed.gov/ipeds/index.html>

Census: <http://www.census.gov/govs/www/tools.html>

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To access the Student Assistance General Provisions which includes the compilation of regulations for Student Right to Know:

<http://sfa.ope.ed.gov/TM/T1682>

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To access the SRK regulations as published in the 12/1/95 Federal Register:

<http://frwebgate.access.gpo.gov/cgi-bin/waisgate.cgi?WAISdocID=254043109+0+0+0&WAISaction=retrieve>

If this is too much to type, then do the following:

Use your search browser (like YAHOO) to find Federal Register; then enter into the search function that you want 1995, final rules, actual date is 12/01/95 and you can either enter "Student Right to Know" as a search string or enter "page 61776". This should bring up the document.

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## INTRODUCTION

The National Center for Education Statistics (NCES) is directed by law "*to collect, analyze, and disseminate statistics and other information related to education in the United States...*", (P.L. 103-382, National Education Statistics Act of 1994, Sec. 404(a)). In addition, it is also part of NCES' mandate to assist states and local education agencies in improving their education information systems. In carrying out these responsibilities, NCES supports a wide range of statistical reporting and analysis activities including annual surveys of institutional activity and resources; quick response surveys on specific educational concerns or issues; representative cross sectional and longitudinal studies of students as they progress through formal education; sample surveys of faculty; various special surveys and studies; and cooperative programs for library data, and for both the elementary/secondary and postsecondary levels, which provide funding to states, institutions, and/or organizations to foster data development, data sharing, and analysis.<sup>1</sup> Various divisions within NCES administer the programs for elementary/ secondary and postsecondary education, as well as areas that cut across these levels, such as libraries, educational assessment, longitudinal studies, and vocational education.

### **I. What is IPEDS?**

The Integrated Postsecondary Education Data System (IPEDS) is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. IPEDS is the core postsecondary education data collection program within the U.S. Department of Education, and it is sponsored by the National Center for Education Statistics (NCES). The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, finances, and academic libraries.

### **Why and how was it developed?**

One of the tasks charged to the National Center for Education Statistics by Congress is to report on the condition of postsecondary education in the United States. To do this, NCES must describe the postsecondary education enterprise and follow changes in its size, participants, providers, and other characteristics.

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<sup>1</sup> For a description of these activities, see *Programs and Plans of the National Center for Education Statistics, 1995 Edition*. U. S. Department of Education, Office of Educational Research and Improvement. Available from the U.S. Government Printing Office, Washington, D.C.

During the late 1960's and continuing through the mid-1980's, NCES surveyed postsecondary institutions through three major survey efforts: the Higher Education General Information Surveys (HEGIS); the Vocational Education Data System (VEDS); and the Survey of Noncollegiate Postsecondary Schools with Occupational Programs. The data from these survey systems were supplemented periodically with "special studies," including Fast Response Surveys, the surveys of Recent College Graduates, and others. Throughout the tenure of these surveys, several methodological problems became evident. For example, because of considerable overlap in the data collection universes (the institutions responding to the surveys), especially for HEGIS and VEDS, institutions involved in both of these collection efforts were confronted with additional response burden. The surveys had different data definitions, survey procedures varied, and in some instances, certain types of education providers were excluded. As a result, NCES could not synthesize the data and arrive at a total postsecondary enrollment count, much less begin to describe all of postsecondary education.

Recognizing these shortcomings, NCES began a 3-year effort to revamp its entire postsecondary data collection system. IPEDS was developed to address the technical problems of the previous survey programs by focusing on the following objectives:

- \* eliminate duplication and redundancy in postsecondary education data collection;
- \* minimize data burden;
- \* permit the collection of similar data across all postsecondary sectors;
- \* allow for the unique factors of certain types of postsecondary education providers; and
- \* provide valid and reliable statistics from all postsecondary education providers.

IPEDS is based on the old HEGIS model, and is designed to gather institutional-level data, submitted either directly to NCES by the institutions, or through a central, state coordinating office. The institutional-level data collection allows for aggregation of results at various levels and permits significant controls on data quality through editing. HEGIS collected data from 1965-1986 from a more limited universe of higher education institutions. These institutions were accredited (at the higher education level) by an agency recognized by the Secretary, U.S. Department of Education.

The transition from HEGIS to IPEDS expanded the survey universe from 3,600 higher education institutions to approximately 10,000 postsecondary schools at all levels. IPEDS thus includes many non-accredited institutions as well as those schools not accredited at the college level (but with vocational/occupational accreditation). This expanded universe of institutions and their branch campuses forms the core data collection for postsecondary education.

#### **IPEDS Definition of Postsecondary Education**

Within IPEDS, postsecondary education is defined as:

*The provision of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes avocational and adult basic education programs.*

## **Scope of the Integrated Postsecondary Education Data System**

Organizations that provide instructional programs as described in the definition are considered institutions within the IPEDS universe if their **primary purpose** is the provision of postsecondary education. The size of the institution, diversity of program offerings, degree levels, collegiate or noncollegiate curricula, type of accreditation, or other distinguishing criteria are considered characteristics of particular institutions; they are not used to determine which institutions are included in or excluded from the IPEDS universe.

This broad universe of postsecondary education institutions is divided into three categories based on the highest degree awarded or the length of the longest program: (1) baccalaureate or higher degree institutions; (2) two-year award institutions (that is, institutions must have at least a 2-year program but less than a 4-year program); and (3) less than two-year institutions. Each of these three categories is further disaggregated by type of financial control: public, private nonprofit and private for-profit. The resulting nine institutional categories are called "sectors" within the IPEDS postsecondary universe (as indicated in Figure 1) and are used, in conjunction with accreditation status, to determine which forms institutions complete.

Despite the diversity of institutions across these sectors, since institutions are the primary unit for data collection, institutional units must be defined as consistently as possible. IPEDS does not request separate reports from more than one component within an individual institution; however, separate branch campuses are asked to report as individual units. Following the HEGIS model, IPEDS is intended to report data for each institution in a multi-institutional system and each separate branch in a multi-campus system. IPEDS defines a **branch institution** as "*a campus or site that is not temporary, is located in a community beyond a reasonable commuting distance from its parent institution, and offers organized programs of study, not just courses.*" This last criteria is the most important. It means that at least one degree or award program can be completed entirely at the site, without requiring any attendance at the main campus, or any other institution within the system.

### **Figure 1**

**IPEDS Universe of Institutions by Sector:  
Degree/Program Level and Financial Control**

<b>Degree/Program Level</b>	<b>Type of Financial Control</b>		
	<b>Public Institutions</b>	<b>Private Nonprofit</b>	<b>Private for-Profit</b>
<p><b>Baccalaureate or Higher Institutions</b></p> <p>Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and that award at least a baccalaureate or higher degree or award in one or more programs.</p>	Sector 1	Sector 2	Sector 3
<p><b>Two-Year Award Institutions</b></p> <p>Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and that confer at least a two-year formal award (certificate or associate's degree) or have a two-year program that is creditable toward a baccalaureate or higher degree in one or more programs, but do not award a baccalaureate degree.</p>	Sector 4	Sector 5	Sector 6
<p><b>Less Than Two-Year Institutions</b></p> <p>Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and whose programs are less than two years in duration and result in a terminal occupational award, or are creditable toward a formal two-year or higher award.</p>	Sector 7	Sector 8	Sector 9

The IPEDS universe of postsecondary institutions includes only those institutions that are open to the general public. Therefore, training sites at prisons, military bases, corporations, etc., are not considered as separate institutions or branches in IPEDS, regardless of how the institutional system classifies such training sites. Data on enrollment, finance, completions, etc. from such locations or training sites, are to be incorporated into the data reported by the main campus or any other institution or branch campus in the system that is most appropriate.

With respect to postsecondary education provided in conjunction with hospitals, the intent of IPEDS is to include only those hospitals that contain one or more separate entities whose primary purpose is the provision of postsecondary education. A school of nursing or a school of radiology are two examples of such entities. Hospitals offering only internships or residency programs should not be included, nor should hospitals that only offer training as part of a medical school program. Training conducted as part of a medical school program should be included in the reports of the postsecondary institution offering the medical program. Hospitals operating more than one school should be treated as a single postsecondary entity. This is consistent with the practice for all other postsecondary institutions, where NCES only requests reports for the institution as a whole, not separate reports for each program within the institution.

Since the definition of postsecondary education excludes non-credit continuing education programs and education units, organizational entities that provide only these educational services should not be included as institutions. Schools whose only mission is to prepare students to take a particular test, such as the CPA examination or the Bar examination, are not included in IPEDS. These programs are not considered academic, vocational or continuing professional. Organizations that offer training at many sites (such as H&R Block) may be consolidated into a single institutional unit when deemed appropriate by NCES. High schools with vocational programs are also excluded from IPEDS because their **primary purpose** is **not** postsecondary education.

## **Data Collection Principles and Instruments**

The collection of IPEDS data from this diverse universe of institutions is based upon several principles. First, data elements identify characteristics common to all providers of postsecondary education. Within these data elements, specific values define characteristics of different types of providers of postsecondary education. As mentioned above, although accreditation is not a requirement for inclusion in IPEDS, it is a data element that distinguishes specific institutions in IPEDS.

Second, the data elements and the component surveys in IPEDS, through which they are collected, are interrelated to avoid duplicative reporting and thus enhance the analytic potential of the data base. For example, enrollment data from one survey may be used in conjunction with data on degrees granted, faculty or financial resources from other surveys. To deal with the problems of data comparability involved in inter-state and inter-institutional comparisons, IPEDS includes clarifying questions — questions that help

to clarify what is or is not included in a reported count or total.

Third, the surveys are compatible but are adapted to meet the needs and characteristics of the different sectors of postsecondary education providers. In general, the survey questionnaires for postsecondary institutions granting baccalaureate and higher degrees are the most extensive; forms for the other sectors request less data. This feature accommodates the varied operating characteristics, program offerings, and reporting capabilities of postsecondary institutions, while yielding comparable statistics for all institutions.

Prior to 1993, NCES sampled the private less-than-two year sectors. However, the Higher Education Act of 1992 mandated the completion of IPEDS surveys, in a timely and accurate manner, for all institutions that participate or are applicants for participation in any Federal student financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 U.S.C. 1094(a)(17)). Thus, beginning with the 1993 survey year, NCES began to survey in detail, all postsecondary institutions that met the mandate stated above. Those that are not eligible to participate in Federal student financial aid programs currently receive only a basic Institutional Characteristics form.

Between 1993 and 1996, NCES began to examine the universe of **accredited** institutions in order to form a crosswalk between the IPEDS data files and those maintained by the Office of Postsecondary Education (OPE) for student financial aid purposes. During this period, OPE discontinued their policy of differentiating institutions by level of accreditation; that is, those accredited at the higher education level (formerly the HEGIS universe) and those with occupational/vocational accreditation. Since IPEDS was no longer able to identify the “HEGIS” institutions, a new approach was developed to categorize institutions for mailout and analysis purposes. Thus, beginning with the 1997 mailout, the IPEDS universe is subdivided based on: (1) accreditation; (2) level of institution; and (3) degree-granting status.

First, IPEDS identifies and separates institutions according to accreditation status -

- (1) **Accredited institutions**, those with Program Participation Agreements (PPA’s) that are eligible for federal student financial aid, will be surveyed in detail;
- (2) institutions that are **not accredited** and thus not eligible for federal student financial aid will receive only the Institutional Characteristics survey (IC4 or IC4A).

Second, institutions are divided by degree-granting status and level of award -

- (1) all institutions that grant a baccalaureate (bachelor’s degree) or higher award, including certificates, will receive a full packet of surveys;

- (2) institutions granting the associate's degree as the highest award also receive a full package; and
- (3) all other institutions (those granting only certificates at the subbaccalaureate level) receive the IC, CN and GRS surveys.

The full packet (groups 1 and 2 above) includes:

- Institutional Characteristics (IC);
- Fall Enrollment (EF), including age and residence data;
- Fall Enrollment in Occupationally Specific Programs (EP);
- Completions (C);
- Graduation Rate Survey (GRS);**
- Finance (F);
- Salaries of Full-time Instructional Faculty (SA);
- Fall Staff (S); and
- Academic Libraries (L).

The certificate granting schools in group 3 above are required to complete the "Institutional Characteristics" (IC) survey, the **Graduation Rate Survey (GRS)**, and a "Consolidated" (CN) survey which is made up of four or five parts (depending on the year in which the data are collected) that request minimal data on enrollment, completions, finance, and either staff or library information.

As mentioned earlier, institutions without program participation agreements with the Department of Education (and are thus not eligible for Federal student financial aid under Title IV) are asked to complete the "Institutional Characteristics" survey only.

IPEDS attempts to minimize institutional respondent burden by coordinating data collection with the state education agencies and other Federal offices and agencies that regularly collect data from institutions. These coordinating efforts include:

- State Agencies

In many states, IPEDS institutional data are provided by the state higher education agency from data collected on state surveys. Alternatively, state agencies may extract data from IPEDS surveys rather than conduct their own surveys.

- Office for Civil Rights (OCR)

Racial/ethnic degree and enrollment compliance data are incorporated into IPEDS

surveys and are provided annually to OCR.<sup>2</sup>

- Equal Employment Opportunity Commission

In 1993, NCES began collecting fall staff data for EEOC in much the same way that data are collected for OCR.<sup>3</sup>

- Office of Vocational and Adult Education

The Occupationally Specific Enrollment survey was incorporated into IPEDS in response to the Carl D. Perkins Vocational Education Act. IPEDS is also part of the Vocational Education Plan for Postsecondary Education (P.L. 98-524).

- State Occupational Coordinating Committees and Career Information Systems

IPEDS Institutional Characteristics survey incorporates many data elements required by state Career Information Delivery Systems (CIDS), thereby reducing or eliminating the need for these organizations to conduct their own surveys.

The IPEDS survey instruments or questionnaires include a number of annual or periodic surveys that obtain data on who provides postsecondary education (institutions), who participates in it and completes it (students), what programs are offered, and the resources involved in the provision of postsecondary education, both human resources and financial resources. These component surveys (each with a standard abbreviation or identifier) are outlined below with their content as of 1997:

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<sup>2</sup> The Office for Civil Rights is required to monitor compliance with the Department of Education regulations implementing Title VI of the Civil Rights Act of 1964 (34 CFR 100.13), or defined in any ED regulations implementing Title IX of the Education Amendments of 1972. In addition the collection of racial/ethnic data in vocational programs is mandated by Section 421(a)(1) of the Carl D. Perkins Vocational Education Act. The reporting of these mandated data are incorporated into IPEDS.

<sup>3</sup> The collection of fall staff data from institutions with 15 or more full-time staff are mandated by P.L. 88-352, Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (29 CFR 1602, subparts O, P, and Q).

### **Institutional Characteristics: IC**

Cycle: Annual

Data Elements: Address; congressional district; county; telephone number; room and board charges; tuition and required fees; control or affiliation; calendar system; levels of awards offered; types of programs; and accreditation. In addition, the IC survey



collects the instructional activity and unduplicated headcount data, which are needed to compute a standardized, full-time equivalent (FTE) enrollment statistic for the entire academic year. FTE is useful for gauging the size of the educational enterprise at the institution. Short form used in odd-numbered years collects minimal data for universe maintenance and student charges; full form used in even-numbered years.

**Fall Enrollment: EF**

Cycle: Annual  
Data Elements: Full- and part-time enrollments by level (undergraduate, first-professional, and graduate), and by race/ethnicity and sex of student. Beginning in 1990, racial/ethnic data were collected annually. (Prior to 1990, racial/ethnic data were collected in even-numbered years.) Age distributions are collected in odd-numbered years by student level; data on state of residence of first-time freshmen (first-time first-year students) are collected in even-numbered years. Four-year institutions are also required to complete enrollment data by level, race/ethnicity, and sex for 9 selected fields of study in even-numbered years for the Office for Civil Rights. Additional questions are asked on students enrolled in branch campuses in foreign countries, those enrolled exclusively in remedial courses, and those exclusively at extension divisions.

**Fall Enrollment in Occupationally Specific Programs: EP**

Cycle: Biennial (odd-numbered years)  
Data Elements: Data on numbers of students enrolled in occupationally specific programs at the subbaccalaureate level, by race/ethnicity and sex of student, and by six-digit *Classification of Instructional Programs (CIP)* code. Total **unduplicated** count of students enrolled in these programs (new in 1995) is also requested.

**Completions: C**

Cycle: Annual  
Data Elements: Degree completions by level (associate's, bachelor's, master's, doctor's, and first-professional) and other formal awards by length of program, by race/ethnicity and sex of recipient, and by 6-digit CIP code. Completion data by race/ethnicity at the 2-digit CIP level became an annual collection in 1990; beginning in 1995,

race/ethnicity is collected at the 6-digit CIP level. Additional questions about numbers of completers with double majors and numbers of degrees granted at branch campuses in foreign countries added in 1995.

### **Graduation Rate Survey: GRS**

Cycle: Annual  
Data Elements: Numbers of students entering the institution as full-time, first-time, degree or certificate seeking in a particular year (cohort), by race/ethnicity and sex; length of time to complete; number still persisting; number transferred to other institutions; number of students receiving athletically-related student aid in the cohort and their time to completion. Worksheets are provided to calculate rates, including average rates over 4 years. This survey was developed to help institutions comply with requirements of Student Right-to-Know.

### **Fall Staff: S**

Cycle: Biennial (odd-numbered years)  
Data Elements: Number of full-time faculty by racial/ethnic category, sex, contract length, and salary class intervals; number of other persons employed full time by racial/ethnic category, primary occupational activity and salary class intervals; part-time employees by primary occupational activity, racial/ethnic category and sex; tenure of full-time faculty by academic rank and new hires by primary occupational activity, both by racial/ethnic category and sex. Number of persons donating (contributing) services or contracted for by the institution.

### **Salaries, Tenure and Fringe Benefits of Full-Time Instructional Faculty: SA**

Cycle: Annual  
Data Elements: Number of full-time instructional faculty by rank, sex, tenure status, and length of contract; total salary outlay; and fringe benefits and number of full-time instructional faculty covered by these benefits. The survey became annual in 1990.

### **Financial Statistics: F**

Cycle: Annual  
Data Elements: Current fund revenues by source (e.g., tuition and fees, government, private gifts); current fund expenditures by function (e.g., instruction, research, plant maintenance and operation); physical plant assets and indebtedness; and endowment investments.

**Academic Libraries: L**

Cycle: Biennial (even-numbered years)  
Data Elements: Number of libraries and branches; library staff in FTE's; library operating expenditures by category including salaries and fringe benefits; book and media collections; library services (by fiscal year and in a typical week); and electronic services.

**Consolidated Form: CN**

Cycle: Annual  
Data Elements: Enrollments and program completions by race/ethnicity and sex; finance data; and either fall staff or libraries. Collected from all institutions eligible for Title IV programs, that do not complete the full package of IPEDS surveys described above.

The Institutional Characteristics survey is used to define the IPEDS universe of postsecondary institutions, and is intended to be completed by or for all currently-operating postsecondary institutions. The IC data provide the basis for assigning the institution to a specific sector, which, in conjunction with its eligibility for Title IV funding, determines the selection and distribution of other IPEDS survey forms and the specific version of each survey appropriate to the institution. Several of the surveys include different versions of the questionnaire tailored to specific sectors. This is intended to prevent, for example, a request for enrollment data on graduate students from institutions whose highest level program is less-than-four-year's in length. See IPEDS survey distribution as indicated in Figure 2.

**Figure 2**  
**Integrated Postsecondary Education Data Systems (IPEDS)**  
**Survey Distribution**

IPEDS Surveys	4-Year-and-Above			2-But-Less-Than-4-Year		
	Public	Private		Public	Private	
		Nonprofit	For-Profit		Nonprofit	For-Profit
	Sector 1	Sector 2	Sector 3	Sector 4	Sector 5	Sector 6
<del>Institutions eligible for Title IV programs (accredited) granting associate's degrees and those granting baccalaureate and higher degrees</del>						
Institutional Characteristics	IC	IC	IC	IC	IC	IC
Fall Enrollment	EF1	EF1	EF1	EF2	EF2	EF2
Occupationally Specific Enrollment	EP	EP	EP	EP	EP	EP
Completions	C	C	C	C	C	C
Graduation Rate Survey	GRS1	GRS1	GRS1	GRS2	GRS2A	GRS2A
Salaries, Tenure and Fringe Benefits of Full-Time Instructional Faculty	SA	SA	SA	SA	SA	SA
Fall Staff	S	S	S	S	S	S
Finance	F1	F1A	F1A	F1	F1A	F1A
Academic Libraries	L	L	L	L	L	L
Institutions granting certificates <b>only</b> at the subbaccalaureate level that are eligible for Title IV programs:						
Institutional Characteristics				IC	IC	IC
Graduation Rate Survey				GRS2	GRS2A	GRS2A

Consolidated				CN	CN	CN
Institutions not eligible for Title IV:						
Institutional Characteristics	IC4	IC4	IC4	IC4	IC4	IC4

## **II. What Can IPEDS Do For You?**

### **General Data Uses**

IPEDS surveys provide the data that are used for analyzing and reporting such things as trends in enrollment and degree completions by sex and race/ethnicity, patterns of expenditures and revenues of institutions, patterns of student costs and faculty composition, and types and numbers of institutions. The data are also used by NCES for annual reports to Congress on the condition of postsecondary education, statistical digests and other publications. In addition, data are used at the state level for planning and comparative analysis as well as for budget setting. Individual institutions can access IPEDS files to aid in peer analysis, while many researchers have used IPEDS for a variety of projects.

### **What about MY need for institutional data?**

- \* Much of the Institutional Characteristics (IC) data and some summary enrollment data are shared each year with the Career Information Delivery Systems (CIDS) networks throughout the Nation. These systems make IPEDS data about your institution available to over 5 million potential students each year.
- \* Information on your school will help influence federal and state policy decisions on student financial aid and other funding issues.
- \* IPEDS provides basic information about your institution and by using responses from prior years in conjunction with information on peer institutions, it provides a sound basis for analysis of your institutions and its programs.
- \* IPEDS helps military and industrial recruiters identify sources of manpower trained for special skills.
- \* Data will facilitate economic development in your local area by identifying concentrations of trained manpower.
- \* It will allow you to become aware of other schools offering similar programs and services.
- \* It will keep you informed of changes in the supply of trained manpower and the availability of specialized programs.
- \* IPEDS was designed to reduce the need to respond to multiple education-related surveys, including those from state agencies, licensing bureaus, and other data requestors.

### **Statutory Requirements for Reporting IPEDS Data**

## General Mandate

IPEDS is conducted by NCES as part of the Center's Congressional mandate under the **National Education Statistics Act of 1994** (P.L. 103-382, Sec. 404(a)) which states that "The duties of the Center are to collect, analyze, and disseminate statistics and other information related to education in the United States and in other nations, including--

- collecting, acquiring, compiling (where appropriate, on a state by state basis), and disseminating full and complete statistics on the condition and progress of education, at the pre-school, elementary, secondary, and postsecondary levels in the United States, ...;
- conducting and publishing reports and analyses of the meaning and significance of such statistics;
- collecting, analyzing, cross-tabulating, and reporting, to the extent feasible, so as to provide information by gender, race, ...; and
- assisting public and private educational agencies, organizations, and institutions in improving and automating statistical and data collection activities..."

## Vocational Education Data

IPEDS responds to certain of the requirements pursuant to Section 421(a)(1) of the **Carl D. Perkins Vocational Education Act**. The data related to vocational students, programs, program completions, and program enrollment are collected from postsecondary institutions known to provide occupationally specific vocation education.<sup>4</sup>

## Data on Race/Ethnicity and Gender of Students

The collection and reporting of racial/ethnic data on students and completers are mandatory for all institutions which receive, are applicants for, or expect to be applicants for Federal financial assistance as defined in the Department of Education (ED) regulations implementing **Title VI of the Civil Rights Act of 1964** (34 CFR 100.13), or defined in any ED regulation implementing **Title IX of the Education Amendments of 1972**. The collection of racial/ethnic data in vocational programs is mandated by Section 421(a)(1) of the **Carl D. Perkins Vocational Education Act**.

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<sup>4</sup> Institutions providing vocational/occupational programs are identified through responses to the Institutional Characteristics (IC) survey and the Completions (C) survey or the completions portion of the Consolidated (CN) survey.

## Fall Staff Data

The collection and reporting of racial/ethnic data on the Fall Staff (S) survey are mandatory for all institutions which receive, are applicants for, or expect to be applicants for Federal financial assistance as defined in the Department of Education (ED) regulations implementing **Title VI of the Civil Rights Act of 1964** (34 CFR 100.13). The collection of data are also mandated by Public Law 88-352, **Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972** (29 CFR 1602, subparts O, P, and Q).

### **Library Data**

Section 406 of the **General Education Provisions Act**, as amended by P.L. 100-297, The **Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988** requires NCES to collect data from libraries. Pursuant to this statute, NCES collects data from academic libraries.

### **Mandatory Reporting for Institutions with Program Participation Agreements**

Section 490 of the **Higher Education Amendments of 1992** (P.L. 102-325) requires that "the institutions will complete surveys conducted as part of the Integrated Postsecondary Education Data System (IPEDS)...in a timely manner and to the satisfaction of the Secretary". That is, the IPEDS surveys are now mandatory for any institutions which participate in or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094(a)(17)).

### **Student Right-to-Know**

Sections 668.41, 668.46, and 668.49 of the **Student Assistance General Provision** were amended to implement the Student Right-to-Know Act, as amended by the Higher Education Amendments of 1991 and further by the Higher Education Technical Amendments of 1993. These final regulations require an institution that participates in any student financial assistance program under Title IV of the Higher Education Act of 1965, as amended, to disclose information about graduation or completion rates to current and prospective students. The final regulations also require such institutions that also award athletically-related student aid to provide certain types of data regarding the institution's student population, and the graduation or completion rates of categories of student-athletes, to potential athletes, their parents, coaches, and counselors.



### **III. IPEDS State Coordination Plan**

Most of the data collection from the institutions that complete the full complement of IPEDS forms (IC, EF, EP, C, F, SA, S, and L) is done through state level agencies.

Coordinators are given the option of assisting NCES at various levels including: responsibility for mailing packages to schools; coordinating nonresponse followup; mailing survey forms back to NCES; error resolution; and universe maintenance. Coordinators may also choose the sectors they wish to coordinate. The coordinators names and addresses are included below. Be sure to contact the coordinators directly to determine their individual responsibilities in your state.

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#### **IV. How Institutions Fit Into the IPEDS System**

Your institution will fit into the IPEDS system based on its control (public, private nonprofit, and private for-profit), its highest level of offering, and its degree-granting status as described on page xiv.

All institutions entering into Program Participation Agreements with the Department of Education are **required** to complete the IPEDS package. **Section 490 of the Higher Education Amendments of 1992 (P.L. 102-325, 106 Stat. 448) states that "The institution will complete surveys conducted as part of the Integrated Postsecondary Education Data System (IPEDS)...in a timely manner and to the satisfaction of the Secretary."** Those postsecondary institutions (not eligible to receive Title IV funding) report "Institutional Characteristics" (IC) data only. The IC survey is voluntary for these institutions **only**.

**NOTES:**

## **I. The Graduation Rate Survey and Student Right-to-Know-- A Comparison of Their Requirements**

This section compares the requirements of the IPEDS Graduation Rate Survey (**GRS**) with those of the Student Right-to-Know (**SRK**) regulations. Each **Section** of the GRS will be outlined separately and compared to the requirements of SRK.

### **Reporting Date**

The **Graduation Rate Survey** is due to NCES on the March 1 following the survey status date of August 31. **Note that SRK disclosure must be made prior to this date**, whereas the GRS due date is well before the date that institutions awarding athletically-related student aid must report to the Secretary.

The **Student Right-to-Know** regulations require institutions to comply with two dates:

“an institution shall disclose its completion or graduation rate and transfer-out rate no later than...January 1...”

“The institution shall also submit to the Secretary the report [on athletes]...by July 1, 1997 and by every July 1...”

■

### **Choosing a Cohort**

The **Graduation Rate Survey** requests that institutions report on a cohort as follows:

- 4-year institutions should report on a 1991 cohort; and
- less than 4-year institutions should use a 1994 cohort.

The **SRK regulations** under Section 668.46 state that institutions should prepare information on the cohort entering on “or after July 1, 1996.”<sup>5</sup> Thus, disclosure would not be required until 150% of normal time had elapsed, which means that 4-year schools would not need to disclose their rates until 2003, 2-year schools in 2000, and others after 150% of normal time for the longest program. Note that institutions offering athletically-related student aid have reporting requirements beginning July 1, 1997 and every July 1 thereafter.

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<sup>5</sup> The Technical Amendment passed on June 12, 1997 changes the cohort year to September 1 through August 31.

### **Section I - Identifying the Cohort According to Intent (GRS-1 only)**

In addition to the SRK requirements (in col. 2), the **GRS** requests that institutions further classify their cohort as: (1) seeking a bachelor’s degree; or (2) seeking other than a bachelor’s degree.

Under **SRK**, institutions are asked to identify their cohort of full-time, first-time degree-seeking undergraduate students (either in the fall term or for the full year). See Sec. 668.46 (a) (1) and (2).

### **Section II - Cohort of Full-Time, First-Time Bachelor’s (or Equivalent) Degree-Seeking Students (GRS-1 only); and**

### **Section III - Cohort of Full-Time, First-Time Undergraduate Students Seeking Other Than A Bachelor’s Degree (GRS-1, GRS-2, GRS-2A, GRS-3)**

**GRS** --Part A of these Sections requests information on students in each cohort in terms of total students in the cohort; the number of completers, by length of program completed, by time to complete the program; the number of noncompleters still enrolled; and the number of noncompleters no longer enrolled. Data are requested by race/ethnicity and sex of students.

Institutions are also asked to report the number of students completing their programs within 150% of normal time.

Part B requests information on transfers out, by level of institution (transferred to), by race/ ethnicity and sex of the transfer student. Data are also requested on the number of transfers out who returned to the institution and are still enrolled. Two-year institutions are also asked how many students left the institution in good academic standing. Less than 2-year institutions are asked how many students left for jobs in their field prior to completion of their program.

Part C requests the number of “allowable exclusions.” Also institutions are asked to indicate how many students “still enrolled” (in Part A) are in 5-year programs at the 4-year schools (or 3-year programs at the 2-year schools).

The **SRK** regulations specify that only schools that offer athletically-related student aid must report completion and graduation rates and transfer out rates of all full-time, first-time degree- (or certificate) seeking students to the Secretary. These rates must be reported by race/ethnicity and sex. There is no requirement for these institutions to separate the cohort by degree intent, as requested on the GRS-1<sup>6</sup> nor to report by time to degree. The SRK regulations require other institutions to disclose graduation/ completion and transfer out rates for the entire cohort only (i.e., one rate).

Although much of the information included in Parts A, B, and C is needed to compute these rates (for disclosure and/or reporting purposes), the detailed data are not required in the institution’s report to the Secretary.

Additionally, the data on time to degree, numbers of noncompleters, detail on transfers out, and the clarifying questions are not required under SRK, but are being collected on the GRS to provide comparable national data for research purposes and to aid policymaking and peer analysis.

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<sup>6</sup> This separation (by degree intent) was made to increase the utility of the data for researchers and to satisfy the requirements of the NCAA.

#### **Section IV - Cohort of Part-Time, First-Time Degree/Certificate-Seeking Students (GRS-2 only)**

Parts A, B, and C of this Section of the **GRS** collect data on a part-time cohort of students at 2-year public institutions in the same terms as reported for full-time students in Section III. This collection was added at the request of the 2-year public institutions in order to provide a context for analysis of the data on graduation rates and to help understand the mission of the institution.

#### **Section V - Prior Year Enrollment of Students Receiving Athletically-Related Student Aid (GRS-1, GRS-2, and GRS-2A)**

This section of the **GRS** requests data on the number of full-time degree/certificate-seeking students enrolled in the institution the year prior to the status date and the number of these students that received athletically-related student aid, by race/ethnicity and sex, and by

The **SRK** regulations do not require information on a part-time cohort.

sport.

exactly the way they are collected on the GRS. See Sec. 668.49 (a) (1) (i) and (ii).

The **SRK** regulations require institutions offering athletically-related student aid to report these data

**Section VI - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students with Athletically-Related Student Aid (GRS-1, GRS-2, GRS-2A)**

Parts A, B, and C of this Section of the **GRS** collect data, by sport, for students with athletically-related student aid in the same format as Sections II and III. As additional cohorts are surveyed, NCES will collect data on the average graduation rates until a 4-year average rate is established as required by **SRK**.

**Worksheets for Calculating SRK Rates**

The **GRS** provides worksheets for calculating rates for disclosure and reporting purposes. These worksheets provide a consistent methodology for institutions to follow so that data will be as comparable as possible. The worksheets are provided for the convenience of the institution, and need not be returned to NCES.

The **SRK** regulations require the reporting of completion or graduation rates and transfer out rates on the entire cohort (beginning with those that enter in the 1996/97 academic year), as well as cohorts of student athletes, by sport and by race/ethnicity and gender. See Sec. 668.49 (a) (1) (iii), (iv), and (v). Four-year average rates are also required.

The **SRK** regulations do not specify a methodology for calculating rates. However, the preamble section of the final regulations (published December 1, 1995) includes the following statement:

*“In order to increase comparability...the Department will work with ... NCES ..[and] other organizations..to help those organizations develop protocols that will generate data substantially comparable to the data required by thee statute and these regulations.”*  
(Pg.61778)

**What Is Required Under Student Right-to-Know?**

The final regulations, published December 1, 1995, as amended, require any institution participating in Federal financial aid programs under Title IV to disseminate to all currently enrolled students, and to prospective students upon request completion or graduation and transfer out rates of full-time, first-time degree or certificate-seeking undergraduates entering the institution on or after September 1, 1996. An institution shall disclose its rates no later than the January 1 immediately following the point in time that 150% of the normal time for completion has elapsed for all of the students in the cohort.

In addition, when a school offers athletically-related student aid to a potential student-athlete, it shall provide the student, and his or her parents, high school coach, and guidance counselor, the information on completion or graduation and transfer out rates of the general population and a cohort of students receiving athletically-related student aid, by race/ethnicity and gender, and by sport. This same information, along with the enrollment of all full-time degree/certificate-seeking students enrolled the prior academic year by race/ethnicity and gender and, of these, the number that received athletically-related student aid, by sport, must be reported to the Secretary, U.S. Department of Education.

***Special Considerations:***

1. Transfers out must be documented (see “Transfer Verification” in the *Glossary* or refer to the instructions on the **GRS** survey forms).
2. Exclusions may be taken but must be documented (refer to the **GRS** survey forms).
3. For schools with athletically-related student aid, 4-year average graduation or completion rates must also be reported by race/ethnicity and gender for the entire cohort and the cohorts of students with athletically-related student aid by sport.

4. Waivers may be granted to institutions that are members of athletic associations that publish the information required by the Secretary .

**Does the IPEDS Graduation Rate Survey (GRS) Satisfy the Requirements of Student Right-to-Know?**

The GRS satisfies an institution's reporting requirements to the Secretary if the school offers athletically-related student aid. Note that schools that do not offer such aid are not required under SRK to submit data to the Secretary. The IPEDS surveys are required under a different mandate.

The GRS **does not** satisfy an institution's disclosure requirements to current or prospective students or to potential student-athletes and their parents, coaches, or guidance counselors.

## **II. Guidelines for Respondents**

### **GRADUATION RATE SURVEY (GRS-1, GRS-2, GRS-2A, GRS-3)**

#### **A. Purpose**

The “Graduation Rate Survey” (GRS) is the newest component in the IPEDS system. The survey is designed to collect information on the number of full-time first-time degree-seeking students in a particular year (cohort) and their status after 6 years at 4-year institutions or after 3 years at less than 4-year institutions. These data allow institutions to disclose and/or report information on the completion or graduation rates and transfer-out rates of these students. The survey provides a new indicator in the National Center for Education Statistics’ ongoing effort to report on the condition of postsecondary education in the United States.

These data will also help institutions satisfy the requirements of the Student Right-to-Know legislation. According to the Student Assistance General Provisions (Sections 668.41, 668.46, and 668.49), institutions that offer athletically-related student aid are required to report graduation and transfer-out rates to the Secretary, U.S. Department of Education. In addition, other institutions that participate in any student financial assistance program under Title IV of the Higher Education Act of 1965, as amended, are required to disclose graduation rates to students and prospective students.

The completion of this survey, in a timely and accurate manner, is mandatory for all institutions which participate or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended. The completion of the survey is also mandated by 20 U.S.C. 1094(a)(17).

#### **B. Uses of Data**

These data will provide comparable graduation rate statistics for all postsecondary institutions in the nation. The data will also provide much needed information to researchers as an institutional outcome measure and it will offer insight into the relationship between the changing demographics of college-going cohorts within different types of institutions. The information collected by this survey can also be used by institutions to partially satisfy the final regulations regarding the Student Right-to-Know Act. By responding to the GRS, institutions that offer athletically-related student aid will fulfill their requirements to report data to the Secretary. All institutions will have, at hand, the data needed to calculate graduation and transfer-out rates for disclosure purposes.

Data collected through the IPEDS “Graduation Rate Survey” will be used by the Office of Postsecondary Education to report completion and graduation rates and transfer-out rates to Congress. In addition, the National Collegiate Athletic Association (NCAA) will use the data collected through the GRS to partially satisfy the reporting requirements of their member institutions. The data will be used in their annual publication of graduation rates which currently satisfies the institutions’ disclosure requirements to parents, coaches, and counselors.

### C. Periodicity

The “Graduation Rate Survey” is mailed annually to every postsecondary institution in the IPEDS universe that meets the following criteria:

- The institution must be eligible for Federal student financial assistance.
- The institution must enroll full-time, first-time students at the undergraduate level.

The survey is due to NCES by March 1. Institutions that are members of the NCAA are required to send a copy of their GRS-1 to the NCAA at the same time they respond to IPEDS.

### D. Choosing a Cohort

When establishing a cohort, institutions are to include only those full-time, first-time degree or certificate-seeking undergraduates who entered the institution during one of the time periods used to establish a cohort as described below:

- (1) Institutions that offer a predominant number of programs based on standard academic terms (semesters, trimesters, or quarters) will report using a **fall cohort** of students. Institutions may use a census date of October 15, or the end of the institution’s drop-add period, or another official fall reporting date to determine the cohort. This date should be the same reporting date established for the IPEDS Fall Enrollment report.
- (2) Institutions that do not offer a predominant number of programs based on standard academic terms (as defined in #1 above) must count as entering students all those students who entered the institution at any time between September 1 and August 31 of the cohort year **and** who attended at least 1 day of class.

Once you establish your cohort it **will not change**. Students will remain in the cohort even though they may drop out, stop out, change to part-time status, or change their program.

### E. Coverage

#### Period of Report

For the majority of the survey, institutions are to report on the status of the students in their cohort as of August 31. Section V requests data on students enrolled during the period of September 1 through August 31 of the year prior to submission of the report, or during the fall term of that same year.



### **What to Include in the Report**

Institutions are asked to provide information on a variety of topics depending on the control and level of the institution. At a minimum, institutions will report on a cohort of full-time, first-time degree- or certificate-seeking students as of August 31 in terms of the total students in the cohort; the number of completers, by length of program completed, by time to complete the program; the number of noncompleters still enrolled; and the number of noncompleters not enrolled, including noncompleters who transferred out of the institution.

Schools that offer athletically-related student aid will be asked to provide similar information for a cohort of students receiving athletic aid, by race/ethnicity and sex and by sport.

### **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.

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

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

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

- Becomes a part-time student; (or changes his/her status from part time to full time)
- Transfers to another institution;
- Drops out of the institution;
- Stops out of the institution; or
- Has not fulfilled the institution's requirements to receive a degree or certificate.

## Who to Exclude from the Cohort

**DO NOT** include students in this cohort who are:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., nondegree seeking);
- Taking CEU's unless they are also enrolled full time in courses creditable toward a degree or other formal award;
- Exclusively auditing classes;
- Studying abroad (e.g., at a foreign university) if their enrollment at this institution is only an administrative record and the fee is only nominal;
- In any branch campus located in a foreign country;
- Part time (except on GRS-2 when reporting on part-timers); or
- Transfers into the institution.

## **F. General Instructions for Completing the GRS**

- Follow the instructions on the survey form or in this manual and refer to the *Glossary* as needed. Be sure to use the detailed definitions of specific terms to help define students in the initial cohort. The *Glossary* should also be used to identify completers, noncompleters still enrolled, noncompleters not enrolled, and transfer-out students.
- Be sure to include all full-time, first-time degree or certificate-seeking students enrolled for credit toward the completion of an academic or occupational program. Include students in off-campus centers as well as those studying through distance learning or home study programs.
- **Do not include data from other campuses of your institution on your survey form.** If you must combine data, because separate records are not maintained, be sure to note this information in the spaces designated on page 4 of the survey.
- Report whole numbers only.
- Report each student only **once** when reporting completers and transfers-out.
- Make sure all rows and columns add to the totals reported.
- Before mailing your survey form, be sure to complete the information on the cover page including the name and phone number of the respondent and the certification block.

- If your institution is a member of the National Collegiate Athletic Association (NCAA), mail one copy of this survey form to the NCAA and one copy to either the Census Bureau or your IPEDS State Coordinator.

**Reporting Students by Racial/Ethnic Category and Sex**

Nonresident alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/ethnicity unknown		TOTAL ALL STUDENTS	
Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)	Men (15)	Women (16)

These categories are used to collect information on race, ethnicity, and citizenship of students. The collection of the racial/ethnic data from institutions offering athletically-related student aid is mandated by Section 485 of the Higher Education Act of 1965 (20 U.S.C. 1092) as amended.

**Method of Collection**

The manner of collecting racial/ethnic information is left to the discretion of the institution provided that the system which is established results in reasonably accurate data, which may be replicated by others when the same documented system is utilized. One acceptable method is a properly controlled system of post-enrollment self-identification by students. If a self-identification method is utilized, a verification procedure to ascertain the completeness and accuracy of student submissions should be employed.

**Assignment to Categories**

For the purpose of this report, a student may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person may be counted in more than one racial/ethnic group. Racial/ethnic designations are requested only for United States citizens, resident aliens, and other eligible noncitizens. *(See definitions below.)*

**Racial/Ethnic Descriptions**

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

- **Black, non-Hispanic** - A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
- **American Indian or Alaskan Native** - A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

- **Asian or Pacific Islander** - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.
- **Hispanic** - A person of Mexican, Puerto Rican, Cuban, Central, or South American, or other Spanish culture or origin, regardless of race.
- **White, non-Hispanic** - A person having origins in any of the original peoples of Europe, North Africa or the Middle East (except those of Hispanic origin).

#### **Other Descriptive Categories**

- **Nonresident alien** - 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.
- **Race/ethnicity unknown** - This category is used **ONLY** if the student did not select a racial/ethnic designation, **AND** the postsecondary institution finds it impossible to place the student in one of the aforementioned racial/ethnic categories during established enrollment procedures or in any post-enrollment identification or verification process.

When reporting students by racial/ethnic category and citizenship be sure to follow these guidelines:

- (10) Nonresident aliens are to be reported separately, in **the columns 1 and 2**, rather than in any of the five racial/ethnic categories described above.
- (20) **Resident aliens** and other eligible (for financial aid purposes) noncitizens who are not citizens or nationals of the United States and who have been lawfully admitted as legal immigrants for the purpose of obtaining permanent resident alien status (and who hold either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian) are to be reported in the appropriate racial/ethnic categories along with United States citizens in **columns 3 through 12**.
- (30) Report students whose race/ethnicity is unknown in **columns 13 and 14 only**.
- (40) In **columns 15 and 16**, report the grand total of all students in the cohort regardless of race/ethnicity or citizenship.

## **Instructions for Reporting Students Receiving Athletically-Related Student Aid**

Sections V and VI are to be completed by any institution that participates in any Federal student financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended, **and** awards athletically-related student aid. Athletically-related student aid is defined in the *Glossary* as “*any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution in order to be eligible to receive such assistance.*”

The GRS is designed to collect data by sport in order to be in compliance with the requirements of the Student Right-to-Know legislation. The sports specified are as defined in 34 CFR Section 668.49 of the Student Assistance General Provisions.

### **Definition of Sport**

For the purposes of this survey, institutions should report separately for the following sports: (1) Football; (2) Basketball; (3) Baseball; (4) Cross-country and track combined; and (5) All other sports combined.

If a student receives athletically-related student aid for **more than one sport**, count that student only **once**. Please place the student in a cohort using the following sports hierarchy: football; basketball; baseball; cross-country and track combined; and all other sports combined. **For example**, if a student receives athletically-related aid for playing football **and** baseball, provide information for this student **only** under the sport of football.

### **G. Confidentiality of Data**

The confidentiality of individuals (students) will be preserved in accordance with Title V, Section 501(a) of the Education Amendments of 1974 (P.L. 93-380) which amends Part A of the General Education Provisions Act by adding a new Section 406 specifically referring to NCES. Section (d)(2) of the Act is cited below:

*"The Center shall develop and enforce standards designed to protect the confidentiality of persons in the collection, reporting, and publication of data under this section. This subparagraph shall not be construed to protect the confidentiality of information about institutions, organizations, and agencies receiving grants from or having contracts with the Federal Government."*

The Freedom of Information Act requires that data retained by the Federal Government must be made available to the public so long as the rights to privacy of individuals are not violated. When requested, data collected in this survey will be made available to the public. Data cells containing fewer than three individuals will be removed. The database will contain all data items on the report (except those which might identify individuals), as well as the names of institutions submitting the reports.

## H. Before You Complete This Report . . .

These questions were developed to help institutions determine which sections of the form they will need to complete.

### 1. Did your institution offer athletically-related aid to students in academic year 1996-97?

If your institution answers “Yes” to this question, you must complete Section V of the GRS-1, GRS-2, or GRS-2A. This question is not included on the GRS-3 (less than 2-year institutions). If you receive a GRS-3 **and** your institution awards athletically-related student aid, please contact the Census Bureau for a new form.

If you answer “No”, Sections V and VI of the form are not applicable to your institution.

### 2. For academic year 1991-92 (1994-95), did your institution have any full-time, first-time students enrolled in programs at the baccalaureate level or below? (GRS-1)

Let’s start with the “No” responses. Please check the appropriate box. You do not need to complete this survey if--

- your institution does not enroll full-time, first-time students, or
- your institution does not offer programs at or below the baccalaureate

If you do enroll these types of students, check the “Yes” box. If you can report on a 1991 cohort, complete Sections I, II, and III of the survey form. Otherwise, indicate in the box provided, the first year for which cohort data are, or will be, available.

Similar questions are included on GRS-2, GRS-2A, and GRS-3 to direct respondents to the Sections that apply to their institution; however, the questions refer to reporting on a 1994-95 cohort and direct the respondent to Section III only.

### 3. Which method does your institution use to identify a cohort for reporting data on this survey?

- **Fall Cohort** - Check this box if your institution offers a predominant number of programs based on standard academic terms (semesters, trimesters, or quarters). Institutions may use a census date of October 15, or the end of the institution's drop-add period, or another official fall reporting date to determine the cohort. This should be the same reporting date established for your IPEDS Fall Enrollment (EF) or Consolidated (CN)-Part A report.
- **Full-Year Cohort (September 1 through August 31)**- Check this box if your institution does not offer a predominant number of programs based on standard academic terms (as defined above). Then, count as entering students all those students who entered the institution between September 1 and August 31 of the academic year, and who attended at least 1 day of class.

## I. Section I - Establishing Your Cohorts (GRS-1 only)

### **Line 01 - Report the total cohort by race/ethnicity and gender**

Four-year institutions are to report their initial cohort of full-time, first-time degree/certificate-seeking undergraduate students by race/ethnicity and gender on Section I **line 01**.

If you are using a **fall cohort**, report your enrollment as of your institution's official fall reporting date or October 15. This should be (almost) the same number that you reported on your IPEDS Fall Enrollment report. For the first year of the GRS, you are asked to report data on a 1991 cohort. If the numbers in your cohort do not approximate those on your 1991 EF report, please indicate in the remarks section why they differ; e.g., "new system is more accurate" or "previous respondent did not include students in occupational programs."

If you are reporting on a **full-year cohort**, your enrollment should be an unduplicated count of all full-time, first-time degree/certificate-seeking undergraduates enrolled at any time during the entire year (September 1 through August 31). This means that to be included in the cohort--

1. the student can enroll (for the first time) at any time between September 1 and August 31; but
2. the student must be full time at entry.

### **Determining Degree Intent Upon Entry**

If your institution determines degree intent upon entry, students in your initial cohort are to be separated into two groups: (1) students entering bachelor's (or equivalent) degree programs and (2) students seeking other than a bachelor's degree (associate's degrees, certificates, etc.). Institutions that do not determine degree intent upon entry should report their entire cohort on **line 01** and continue as if all students are bachelor's degree seeking. **In all cases, students whose intent is not known are to be reported on line 02.**

**Line 02:** Of the initial cohort, indicate how many are seeking the bachelor's (or equivalent) degree. As indicated above, this should also include any students whose intent is not known.

**Line 03:** Of the initial cohort, indicate how many students are seeking other than a bachelor's level degree or other formal award.

**NOTE:** **Line 01** should equal **lines 02+03**.

**If you entered any data on line 02**, transfer the data from **Section I, line 02** to **Section II, line 10** and complete **Section II**. Similarly, **if you completed line 03**, transfer these data to **Section III, line 10** and complete **Section III**. **Be sure you reported each student ONCE in Section I.**

**J. Section II - 1991 Cohort of Full-Time First-Time Bachelor's (or Equivalent) Degree-Seeking Undergraduate Students (GRS-1 only)**

**Part A - Status of Students in this Cohort**

Institutions are to report the status of their 1991 cohort of bachelor's (or equivalent) degree-seeking students (including any students whose intent was not known) as of August 31, 1997 in terms of the total students in the cohort; the number of completers, by length of program completed, by time to complete the program; the number of noncompleters still enrolled; and the number of noncompleters not enrolled, including noncompleters who transferred out of the institution. Students are to be reported by race/ethnicity and sex.

**Report only for full-time, first-time bachelor's (or equivalent) degree-seeking students. Do not include students who transfer into your institution.**

**Line 10: Initial Cohort--**This should be the same data as reported in **Section I, line 02** if your institution can determine degree intent for students upon entry. Otherwise, it is the entire cohort of full-time, first-time degree-seeking undergraduate students.

*Status of Your Cohort as of August 31, 1997:*

**Reporting Program Completers**

The next portion of the survey form asks for the number of students who completed their program, by the length of the program completed and the time it took them to complete the program. When reporting completers, be sure to report each student **only once**. NCES recommends that you report the student at the highest degree-level attained.

**Line 11: Completers of programs of less than 2 years--**Report all students in the cohort (those intending to get a bachelor's degree) who completed programs of less than 2 years at any time during the 6-year period.

**Lines 12 - 17: Completers of programs of at least 2 years but less than 4-years--**Report the total number of students in the cohort who completed these programs on **line 12**. Then, report the students according to how long it took them to complete their program on **lines 13 through 17**.

**Lines 18 - 21: Completers of programs of at least 4 years--**Include all students in the cohort who completed programs of at least 4-years duration; i.e., baccalaureate level or equivalent degrees, 5-year bachelor's (including cooperative) programs, and those bachelor's degrees in which the normal 4 years of work are completed in 3 years. Report the total number of these completers on **line 18**. On **lines 19 through 21**, report students according to how long it took them to complete their program.

**Lines 11A and 12A - Completers of Programs Within 150% of Normal Time**



Now that you have accounted for all completers in your cohort, you must determine how many of these students completed their program within 150% of normal time to completion. In order to calculate a graduation rate to comply with Student Right-to-Know regulations, institutions can only count as completers, those students who received their degree/certificate within 150% of normal program time. The *Glossary* defines “normal time” 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 terms) for a bachelor's degree in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an associate's degree in a standard term-based institution; and the various scheduled times for certificate programs.*”

**Line 11A:** Enter the number of students reported on **line 11**, who completed programs of less than 2-years duration within 150% of normal time. For example, a student who completed a 6-month (or equivalent) program in 9 months or less would be reported on **line 11A**; those taking longer would only show on **line 11**. Note that the count on **line 11A** is a subset of those completers reported on **line 11**.

**Line 12A:** Indicate the number of students who completed programs of at least 2-years but less than 4-years duration within 150% of normal time to completion of their program. For example, a student who completed a 3-year program in 4½ years or less should be reported on **line 12A**. Again, **line 12A** should be a subset of those students reported on **line 12**.

#### ***Accounting for Other Students in the Cohort***

##### **Line 22: Noncompleters Still Enrolled**

All students (who have not completed a program) who re-enroll in the institution the fall term following the status date of August 31, are to be considered “*still enrolled*” and should be reported on **line 22**. Students must be “*still enrolled*” as of October 15, or the institution’s official fall reporting date.

If your institution offers **5-year programs**, be sure to include students who have not completed within the 6-year period following their enrollment as **still enrolled** on **line 22**. There is also a special question in Part C about students still enrolled in 5-year programs..

##### **Line 23: Noncompleters Not Enrolled**

Report on **line 23** all students not accounted for elsewhere in **Section II, Part A**. This will include such students as drop outs, stop outs, and those who transferred out of the reporting institution.

**\*\*SPECIAL INSTRUCTIONS FOR INSTITUTIONS WITH 5-YEAR PROGRAMS\*\***

Institutions with 5-year undergraduate programs are to report on the same cohort of students who are being reported by the traditional 4-year institutions. Report students by the length of time in which they completed their 5-year programs **on lines 19 through 21**. Students who have not yet completed their 5-year programs are to be reported **as still enrolled on line 22**. In 1999, you will be sent a special form that will allow you to update the information about your 1991 cohort so that you can calculate graduation/completion and transfer out rates after 7 ½ years.

## **Part B - Transfer-out Students**

**Lines 30-38** request information about students who transferred out of your institution at any time within 150% of the student's normal time to completion. In order to report transfers out, the transfer must be verified through one of the processes listed below. Students may or may not have subsequently returned to your institution, but should be reported here if the transfer has been verified.

- A certification letter or document from the registrar of the receiving institution that the student is enrolled in the receiving institution.
- An electronic certification, such as SPEEDE/ExPRESS or a secure e-mail message from the registrar of the receiving institution stating that the student is enrolled at that institution.
- Confirmation of enrollment data from a legally-authorized, statewide or regional tracking system (or shared information from those systems) confirming that the student has enrolled in another institution.
- Institutional data exchange information confirming that a student has enrolled in another institution.
- An equivalent level of documentation.

**DO NOT** consider requests for a transcript as a valid verification of a student's transfer to another institution.

The **Check Box** should be used to indicate whether your institution receives data about students who transfer to other institutions through any verification process as described above. If you check **YES**, complete **lines 30-38**. If you check **NO**, skip to **Part C** (Clarifying Questions).

**Line 30:** For those institutions that check **YES**, report students who transferred (without a degree/award) out of your institution, within 150% of normal time to completion of their program, if you can provide verification of that transfer.

**Lines 31-33:** Report transfer students according to the level of institution that received the student and by race/ ethnicity and sex.

Since some transfer students return to their original institution to complete their program while others do not, transfers out may be included in Part A as either

- (1) noncompleters still enrolled on line 22, or
- (2) noncompleters not enrolled on line 23.

In order to properly use these data for research purposes, NCES is requesting that institutions provide the number of students who transferred out of their originating institution, returned at a later date, and are still enrolled (did not complete a program) on **line 38**.

## **Part C - Clarifying Questions**

### **Adjustments to Cohort - Item 1**

The Student Right-to-Know regulations allow institutions to remove certain students from their cohort before calculating graduation/completion and transfer out rates. Be sure that the cohort reported on **line 10**, includes all students. Then in Part C, **lines 41 - 45**, indicate the number of students who are no longer considered enrolled in your institution (and have neither graduated nor transferred) because of one of the following **documented** reasons:

- The student is deceased or is totally and permanently disabled and thus unable to return to school. (Line 41)
- The student has left school to serve in the armed forces. **DO NOT** include students already in the military who transfer to another duty station.) (Line 42)
- The student has left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps. (Line 43)
- The student has left school to serve on an official church mission. (Line 44)

Total “exclusions” should be reported on **line 45**. Be sure that **line 45 = lines 41+42+43+44**.

### **Students Still Pursuing 5-Year Programs - Item 2**

If your institution does **not** offer 5-year programs, mark the **Check box**. However, if 5-year programs are offered, refer to Part A, **line 22**, the number of students in the original cohort who are still enrolled at your institution and have not received a degree or other formal award, and indicate how many of these students are still enrolled in programs of 5 years or longer.

**K. Section III - 1991 Cohort of All Other Full-time, First-time Degree/Certificate-Seeking Undergraduate Students (GRS-1)**

Section III collects information on the cohort of students that are seeking other than the bachelor's (or equivalent) degree. Remember, however, that all students whose intent is not known are to be considered "bachelor's degree-seeking" and should be reported in Section II.

**Line 10: Initial Cohort--**This should be the same data as reported in **Section I, line 03** if your institution can determine degree intent of students upon entry. These students are seeking **undergraduate** degrees other than the bachelor's degree (e.g., associate's degrees) or certificates, including those in occupational or vocational programs.

Four-year institutions should follow all instructions for **Section II, Parts A, B, and C** when completing **Section III**.

**L. Section III - 1994 Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students (GRS-2, GRS-2A, and GRS-3)**

Since these institutions do not offer bachelor's (or equivalent) level degrees, there is no need to separate the initial cohort by degree intent. Follow all the instructions on Pages II-2 and II-3 for **Choosing a Cohort** and **Who to Include in the Cohort**.

**Part A - Status of Students in this Cohort**

Institutions are to report the status of the 1994 cohort of degree/ certificate-seeking students as of August 31, 1997 in terms of the total students in the cohort; the number of completers, by length of program completed, by time to complete the program; the number of noncompleters still enrolled; and the number of noncompleters not enrolled, including students who transferred out of the institution. All students are to be reported by race/ethnicity and sex.

Be sure to **report only for full-time, first-time degree/certificate-seeking students. DO NOT** include students who transfer into your institution.

**Line 10: Initial Cohort--**Enter the total number of students in your initial cohort according to their race/ethnicity and sex. If you are reporting on a **fall cohort**, this should be approximately the same information you reported on **line 01** (full-time students) of your 1994 IPEDS Fall Enrollment (EF-2) or Consolidated (CN)-Part A report. If the numbers in your cohort do not approximate those on your 1994 EF report, please indicate in the remarks section why they differ; e.g., "new system is more accurate" or "previous respondent did not include students in occupational programs."

*Status of Cohort as of August 31, 1997:*

### **Reporting Program Completers**

The next portion of the survey form asks for the number of students who completed their program, by the length of the program completed and the time it took them to complete the program.

When reporting completers, be sure to report each student **only once**. NCES recommends that you report the student at the highest level attained.

**Line 11: Completers of programs of less than 2 years--**Report all students in the cohort who completed programs of less than 2 years at any time during the 3-year period.

**Lines 12 - 14: Completers of programs of at least 2 years but less than 4 years--**Report the total number of students in the cohort who completed these programs on **line 12**. Then, report the students according to how long it took them to complete their program on **lines 13 and 14**.

**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.

### **Lines 11A and 12A - Completers of Programs Within 150% of Normal Time**

Now that you have accounted for all completers in your cohort, you must determine how many of these students completed their program within 150% of normal time to completion. In order to calculate a graduation rate to comply with Student Right-to-Know regulations, institutions can only count as completers, those students who received their degree/certificate within 150% of normal program time. The *Glossary* defines “normal time” 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 terms) for a bachelor’s degree in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an associate’s degree in a standard term-based institution; and the various scheduled times for certificate programs.*”

**Line 11A:** Enter the number of students reported on **line 11**, who completed programs of less than 2-years duration within 150% of normal time. For example, a student who completed a 6-month (or equivalent) program in 9 months or less would be reported on **line 11A**; those taking longer would only show on **line 11**. Note that the count on **line 11A** is a subset of those completers reported on **line 11**.

**Line 12A:** Indicate the number of students who completed programs of at least 2-years but less than 4-years duration within 150% of normal time to completion of their program. For example, a student who completed a 3-year program in 4½ years or less should be reported on **line 12A**. Again, **line 12A** should be a subset of those students reported on **line 12**.

### *Accounting for Other Students in the Cohort*

#### **Line 22: Noncompleters Still Enrolled**

All students (who have not completed a program) who re-enroll in the institution the fall term following the status date of August 31, are to be considered “*still enrolled*” and should be reported on **line 22**. Students must be “*still enrolled*” as of October 15, or the institution’s official fall reporting date.

If your institution offers **3-year programs**, be sure to include students who have not completed within the 3-year period following their enrollment as **still enrolled** on **line 22**. There is also a special question in Part C about students still enrolled in 3-year programs.

#### **Line 23: Noncompleters Not Enrolled**

Report on **line 23** all students not accounted for elsewhere in **Section III, Part A**. This will include such students as drop outs, stop outs, and those who transferred out of the reporting institution.

### **Part B - Transfer-Out Students and Noncompleters Not Enrolled**

#### **Transfers Out of Your Institution - Item 1:**

**Lines 30-38** request information about students who transferred out of your institution at any time within 150% of the student’s normal time to completion. In order to report transfers out, the transfer must be verified through one of the processes listed below. Students may or may not have subsequently returned to your institution, but should be reported here if the transfer has been verified.

- A certification letter or document from the registrar of the receiving institution that the student is enrolled in the receiving institution.
- An electronic certification, such as SPEEDE/ExPRESS or a secure e-mail message from the registrar of the receiving institution stating that the student is enrolled at that institution.
- Confirmation of enrollment data from a legally-authorized, statewide or regional tracking system (or shared information from those systems) confirming that the

student has enrolled in another institution.

- Institutional data exchange information confirming that a student has enrolled in another institution.
- An equivalent level of documentation.

**DO NOT** consider requests for a transcript as a valid verification of a student's transfer to another institution.

The **Check Box** should be used to indicate whether your institution receives data about students who transfer to other institutions through any verification process as described above. If you check **YES**, complete **lines 30-38**. If you check **NO**, skip to Item 2, **line 39**.

**Line 30:** For those institutions that check **YES**, report students who transferred (without a degree/award) out of your institution, within 150% of normal time to completion of their program, if you can provide verification of that transfer.

**Lines 31-33:** Report transfer students according to the level of institution that received the student and by race/ ethnicity and sex.

Since some transfer students return to their original institution to complete their program while others do not, transfers out may be included in Part A as either

- (1) noncompleters still enrolled on line 22, or
- (2) noncompleters not enrolled on line 23.

In order to properly use these data for research purposes, NCES is requesting that institutions provide the number of students who transferred out of their originating institution, returned at a later date, and are still enrolled (did not complete a program) on **line 38**.

### **Students Who Left the Institution in Good Academic Standing - Item 2:**

**Line 39** requests information on the number of students who left your institution (without a degree or certificate and without a verified transfer) in good academic standing. The *Glossary* defines "good academic standing" as "The minimum quality point average or grade point average your institution requires for graduation."

### **Part C - Clarifying Questions**

#### **Adjustments to Cohort - Item 1**

The Student Right-to-Know regulations allow institutions to remove certain students from their cohort before calculating graduation/completion and transfer out rates. Be sure that the cohort reported on **line 10**, includes all students. Then in Part C, **lines 41 - 45**, indicate the number of students who are no longer considered enrolled in your institution (and have neither graduated nor



transferred) because of one of the following **documented** reasons:

- The student is deceased or is totally and permanently disabled and thus unable to return to school. (Line 41)
- The student has left school to serve in the armed forces. **DO NOT** include students already in the military who transfer to another duty station.) (Line 42)
- The student has left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps. (Line 43)
- The student has left school to serve on an official church mission. (Line 44)

Total “exclusions” should be reported on **line 45**. Be sure that **line 45 = lines 41+42+43+44**.

### **Students Still Pursuing 3-Year Programs - Item 2**

If your institution does **not** offer 3-year programs, mark the **Check box**. However, if 3-year programs are offered, refer to Part A, **line 22**, the number of students in the original cohort who are still enrolled at your institution and have not received a degree or other formal award, and indicate how many of these students are still enrolled in programs of 3 years or longer.

### **SPECIAL INSTRUCTIONS FOR INSTITUTIONS WITH 3-YEAR (OR LONGER) PROGRAMS\*\***

Institutions with 3-year (or longer) programs are to report on the same cohort of students who are being reported by the traditional 2-year institutions. In **Part A, lines 13 and 14**, report students by the length of time in which they completed their 3-year programs. Students who have not yet completed their 3-year programs are to be reported **as still enrolled on line 22** and also accounted for in **Part C, line 47**. Since the Student Right-to-Know regulations require graduation and transfer out rates to be calculated after 150% of normal time to completion (4 ½ years for schools with 3-year programs, NCES will send you a supplemental form to report these data. Public institutions will complete data on their cohort in the year 2000 (along with their report on the 1997 cohort); private institutions will provide their information in 1999.

### **SHADED PORTIONS OF THE GRS-2 FORM**

The GRS-2 form, for public institutions, includes shaded areas to indicate 1994 cohort information that NCES will request from institutions in the year 2000. A separate form will be developed to collect this information and any previously reported data will be pre-printed on the form for the convenience of the institution. The additional data will allow institutions with programs of 3 years or longer to calculate graduation/completion and transfer out rates after 4 ½ years in order to comply with the requirements of Student Right-to-Know. This additional data collection, which

looks at your cohort after 6 years, was initiated at the request of a special group of community college representatives. They did not feel that the GRS form allowed public 2-year schools to adequately describe their success or their mission, since students traditionally take longer to complete their programs either because they are primarily part time or because they have a tendency to stop out for longer periods of time.

**M. Section IV - 1994 Cohort of Part-Time, First-Time Degree/Certificate-Seeking Students (GRS-2 only)**

Section IV collects information on a cohort of part-time, first-time degree or certificate-seeking students enrolled in public 2-year institutions.

Institutions are to report the status of the 1994 cohort of part-time, first-time degree/certificate-seeking students as of August 31, 1997 in terms of the total students in the cohort; the number of completers, by length of program completed, by time to complete the program; the number of noncompleters still enrolled; and the number of noncompleters not enrolled, including students who transferred out of the institution. All students are to be reported by race/ethnicity and sex.

Be sure to **report only for part-time, first-time degree/certificate-seeking students. DO NOT** include students who transfer into your institution.

**Line 10: Initial Cohort--**Enter the total number of students in your initial cohort according to their race/ethnicity and sex. If you are reporting on a **fall cohort**, this should be approximately the same information you reported on **line 15** (part-time students) of your 1994 IPEDS Fall Enrollment (EF-2) or Consolidated (CN)-Part A report. If the numbers in your cohort do not approximate those on your 1994 EF report, please indicate in the remarks section why they differ; e.g., “new system is more accurate” or “previous respondent did not include students in occupational programs.”

Two-year public institutions should follow all instructions for **Section III, Parts A, B, and C** when completing **Section IV**. Additional data (6-years out-shown shaded here) will be collected on the 1994 part-time cohort as a supplemental survey in the year 2000.

**N. Section V - 1996 Enrollment of Students Receiving Athletically-Related Student Aid (GRS-1, GRS-2, and GRS-2A)**

The Student Right-to-Know regulations (34 CFR Student Assistance General Provisions, Section 668.41(b)(2) and, by reference 668.49(a)(1)) require that institutions participating in Title IV funding and attended by students receiving athletically-related student aid report on

*“(I) The number of students, categorized by race and gender, who attended that institution during the year prior to the submission of the report.*

*“(ii) The number of students described (above) who received athletically-related student aid, categorized by race and gender within each sport.”*

Section V of the Graduation Rate Survey was developed to help fulfill the requirements of this mandate.

This Section (for the 1997 GRS) collects enrollment information on the 1996-97 academic year.

**Line 50: Institutional Enrollment** -Institutions should report the **total** number of full-time, degree/certificate-seeking undergraduate students, categorized by race and sex, who attended the institution during the year prior to the submission of this report.

- For institutions reporting on a **fall cohort**, this should be the same as the total of **lines 01 through 06** (all full-time degree/certificate-seeking undergraduate students) from your **1996** IPEDS Fall Enrollment (EF-1) or Consolidated (CN-Part A) report<sup>7</sup>. For some institutions, this information will be preprinted for you. Please review the pre-printed enrollment data and make any necessary corrections. If the information **online 50** is not pre-printed, please provide your enrollment data as requested.
- For institutions reporting on a **full-year cohort**, report the unduplicated count of all full-time, degree/certificate-seeking undergraduate students enrolled at your institution at anytime during the 12-month period (September 1, 1996 through August 31, 1997).

**Lines 51 through 56: Students Receiving Athletically-Related Student Aid**

Respondents should report the total number of students included **online 50** who received athletically-related student aid, categorized by race and sex within sport (football, basketball, baseball, cross-country and track combined, and all other sports combined) **online 51**, and then distribute them by sport on **lines 52 through 56**. These figures should represent **all** undergraduate students receiving athletically-related student aid.

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<sup>7</sup>For 2-year and less than 2-year institutions, this should be the same as the total of **lines through 03** of your 1996 IPEDS EF-2 or CN-Part A report.

**O. Section VI - Reporting by Specified Sport for the 1991 (1994) Cohort of Students Receiving Athletically-Related Student Aid (GRS-1, GRS-2, and GRS-2A)**

**General Information**

The Student Right-to-Know regulations (34 CFR Student Assistance General Provisions, Section 668.41(b)(2) and, by reference, 668.49 (a)(1)), also require that institutions participating in Title IV funding and attended by students receiving athletically-related aid report on:

*“(iii) The completion or graduation rate and transfer-out rate of all the entering, certificate- or degree-seeking full-time, undergraduate students (in the cohort).*

*“(iv) The completion or graduation rate and transfer-out rate of the entering students (in the cohort) who received athletically-related student aid, categorized by race and gender within each sport. (and)*

*“(v) The average completion or graduation rate and transfer-out rate for the four most recent completing or graduating classes on entering students...categorized by race and gender...”*

The Graduation Rate Survey has been customized with the names of each sport for which your institution provides athletically-related student aid. The **check box** at the top of each page determines which sport cohort should be reported. Please note that this information was collected on the IPEDS Institutional Characteristics Survey in 1996-97 and it may not apply (be correct) for the cohorts reported on this year's GRS . If your institution did not offer athletically-related student aid during the cohort year for a pre-checked sport, please check **box 8** at the top of the page, and leave that sport section blank.

Individual sections are provided so that you can report data separately for each sport. A blank set of **Section VI** pages is provided for your convenience so that respondents may report data for any of the five specified sports we may have missed. Please complete Parts A, B, and C for each sport cohort.

**Establishing the Sport Cohorts**

Section VI collects information on cohorts of full-time, first-time degree/certificate-seeking undergraduates receiving athletically-related student aid. Cohorts are divided according to sport. Four-year institutions should report only for students in the 1991 cohort; 2-year institutions should report on a 1994 cohort of students receiving athletically-related student aid. Report each student **only once**.

Students receiving athletically-related student aid are defined in the Student Right-to-Know regulations (Section 668.49(a)(1)(iv)) as those entering students (full-time, first-time degree-seeking undergraduates) who receive athletically-related student aid. **Exclude** students receiving athletically-related student aid who transfer into a sports program from another institution; this survey **does not** collect information on transfer-in students.

**Part A - Full-Time, First-Time Degree/Certificate Seeking Undergraduates Receiving Athletically-Related Student Aid**

Institutions should report the status of the 1991 (1994) cohort of degree/certificate-seeking undergraduate students as of August 31, 1997 in terms of all students receiving athletically-related student aid in the cohort; the number of completers, by length of program completed, by time to complete the program; the number of students receiving athletically-related student aid still enrolled; and the number of students receiving athletically-related student aid not graduated and no longer enrolled, including students receiving athletically-related student aid who transferred out of the institution. Report all students by race/ethnicity and sex.

**Report only for full-time, first-time degree/certificate-seeking students receiving athletically-related student aid.**

**Do not include students receiving athletically-related student aid who transfer into your institution.**

Be sure to review the general instructions for students receiving athletically-related student aid so that students are classified correctly by sport.

**GRS-1 Institutions:**

**Line 60: Initial Cohort**--Four-year institutions should report the number of students from **Section I, line 01** who received athletically-related student aid. Remember to report separately for each sport cohort.

**GRS-2 and GRS-2A Institutions:**

**Line 60: Initial Cohort**--Two-year institutions should report the number of students from **Section III, line 10** who received athletically-related student aid. Remember to report separately for each sport cohort.

All institutions should follow the instructions for the corresponding line items in an earlier Section when completing **Section VI. Be sure to complete Parts A, B, and C.**

**P. Worksheets**

The worksheets were developed and are provided as part of the Graduation Rate Survey form strictly for the convenience of the institution. These worksheets do not need to be returned to NCES. They provide a methodology (or protocol) for calculating graduation and completion rates and transfer out rates for disclosure or reporting purposes. You should duplicate the worksheets as needed so that you may calculate additional rates for sub-groups of your cohort. For example, you may wish to calculate rates by race/ethnicity and gender or other student characteristics.

**Worksheet for Calculating Student Right-to-Know Graduation and Transfer-Out Rates of Full-Time, First-Time Degree/Certificate-Seeking (Undergraduate) Students**

***GRS-1 for Four-Year Institutions:***

**Cohort Determination - Item 1:**

- a. Enter your initial cohort from the Section(s) noted on the worksheet. Four-year institutions should use the data from Section I, line 01, columns 15 and 16.
- b. Sum the entries in Item 1.a. and enter the total in **Item 1.b. This number is your Initial Cohort.**
- c. Enter the number of allowable exclusions as reported in Section II, Part C, line 45, columns 15 and 16.
- d. Enter the number of allowable exclusions as reported in Section II, Part C, line 45, columns 15 and 16.
- e. Sum the data reported in **Item 1.c. and Item 1.d.** and report the totals as requested for columns 15 and 16.
- f. Sum the entries in Item 1.e. and enter the total in **Item 1.f. This number represents your Allowable Exclusions.**
- g. Subtract your Allowable Exclusions (Item 1.f.) from the Initial Cohort total (Item 1.b.) and enter the result in **Item 1.g. This number is your Final Cohort.**

**Calculation of Total Completers Within 150% of Normal Time - Item 2:**

- a. Enter the total number of Completers of less than 2-year programs from Section II, Part A, line 11A, columns 15 and 16.
- b. Enter the total number of Completers of at least 2- but less than 4-year programs from Section II, Part A, line 12A, columns 15 and 16.
- c. Enter the total number of Completers of 4-year programs from Section II, Part A,

line 18, columns 15 and 16.

- d. Enter the total number of Completers of less than 2-year programs from Section III, Part A, line 11A, columns 15 and 16.
- e. Enter the total number of Completers of at least 2- but less than 4-year programs from Section III, Part A, line 12A, columns 15 and 16.
- f. Enter the total number of Completers of 4-year programs from Section III, Part A, line 18, columns 15 and 16.
- g. Sum the data reported in Items 2.a. through f., as requested, and enter the totals in **Item 2.g.** columns 15 and 16.
- h. Sum the entries in Item 2.g. and enter the total in **Item 2.h.** **This is your total number of Completers within 150% of normal time to completion.**

**Calculation of Total Transfers Out - Item 3:**

- a. Enter the number of transfer-out students reported in Section II, Part B, line 30, columns 15 and 16.
- b. Enter the number of transfer-out students reported in Section III, Part B, line 30, columns 15 and 16.
- c. Sum the data reported in Item 3.a. and Item 3.b. and report the totals as requested in columns 15 and 16.
- d. Sum the entries in Item 3.c. and enter the total in **Item 3.d.** **This number is your total Transfers Out.**

**Institutions are now ready to calculate the rates required under Student Right-to-Know.**

**Item 4. Student Right-to-Know Completion or Graduation Rate Calculation:**

To calculate this rate, **divide Item 2.h. by Item 1.g.**

**Item 5. Student Right-to-Know Transfer-Out Rate Calculation:**

To calculate this rate, **divide Item 3.d. by Item 1.g.**

**GRS-2 and GRS-2A for Two-Year Institutions:**

**Cohort Determination - Item 1**

- a. Enter your initial cohort from the Section(s) noted on the worksheet. Two-year institutions should use the data reported in Section III, Part A, line 10, columns 15 and 16.
- b. Sum the entries in Item 1.a. and enter the total in **Item 1.b. This number is your Initial Cohort.**
- c. Enter the number of allowable exclusions as reported in Section III, Part C, line 45, columns 15 and 16.
- d. Sum the entries in Item 1.c. and enter the total in **Item 1.d. This number represents your Allowable Exclusions.**
- e. Subtract your Allowable Exclusions (Item 1.d.) from the Initial Cohort total (Item 1.b.) and enter the result in **Item 1.e. This number is your Final Cohort.**

**Calculation of Total Completers - Item 2:**

- a. Enter the total number of Completers of less than 2-year programs from Section III, Part A, line 11A, columns 15 and 16.
- b. Enter the total number of Completers of at least 2- but less than 4-year programs from Section III, Part A, line 12A, columns 15 and 16.
- c. Sum the data reported in Items 2.a. and b., as requested, and enter the totals in **Item 2.c.** columns 15 and 16.
- d. Sum the entries in Item 2.c. and enter the total in **Item 2.d. This is your total number of Completers within 150% of normal time to completion.**

**Calculation of Total Transfers Out - Item 3:**

- a. Enter the number of transfer-out students reported in Section III, Part B, line 30, columns 15 and 16.
- b. Sum the entries in Item 3.a. and enter the total in **Item 3.b. This number is your total Transfers Out.**

**Institutions are now ready to calculate the rates required under Student Right-to-Know.**



**Item 4. Student Right-to-Know Completion or Graduation Rate Calculation:**

To calculate this rate, **divide Item 2.d. by Item 1.e.**

**Item 5. Student Right-to Know Transfer-Out Rate Calculation:**

To calculate this rate, **divide Item 3.b. by Item 1.e.**

***GRS-3 for Less Than Two-Year Institutions:***

**Cohort Determination - Item 1**

- a. Enter your initial cohort from Section III, Part A, line 10, columns 15 and 16.
- b. Sum the entries in Item 1.a. and enter the total in Item 1.b. **This number is your Initial Cohort.**
- c. Enter the number of allowable exclusions as reported in Section III, Part C, line 45, columns 15 and 16.
- d. Sum the entries in Item 1.c. and enter the total in **Item 1.d. This number represents your Allowable Exclusions.**
- e. Subtract your Allowable Exclusions (Item 1.d.) from the Initial Cohort total (Item 1.b.) and enter the result in **Item 1.e. This number is your Final Cohort.**

**Calculation of Total Completers - Item 2:**

- a. Enter the total number of Completers of less than 2-year programs from Section III, Part A, line 11A, columns 15 and 16.
- b. Sum the entries in Item 2.a. and enter the total in **Item 2.b. This is your total number of completers within 150% of normal time to completion.**

**Calculation of Total Transfers Out - Item 3:**

- a. Enter the number of transfer-out students reported in Section III, Part B, line 30, columns 15 and 16.
- b. Sum the entries in Item 3.a. and enter the total in **Item 3.b. This number is your total Transfers Out.**

**Institutions are now ready to calculate the rates required under Student Right-to-Know.**

**Item 4. Student Right-to-Know Completion or Graduation Rate Calculation:**

To calculate this rate, **divide Item 2.b. by Item 1.e.**

**Item 5. Student Right-to Know Transfer-Out Rate Calculation:**

To calculate this rate, **divide Item 3.b. by Item 1.e.**

**Worksheet for Calculating Student Right-to-Know Graduation and Transfer-Out Rates of Full-Time, First-Time Degree/Certificate-Seeking (Undergraduate) Students Receiving Athletically-Related Student Aid (GRS-1, GRS-2, and GRS-2A)**

This worksheet should be completed in the same manner you completed the other worksheet. Follow the directions carefully and note the references to the earlier Sections when filling in the data requested. Be sure to make extra copies of the worksheet before you begin. You will need to calculate rates separately by sport and by race/ethnicity and gender.

**Worksheet for Reporting Four-Year Average Graduation Rates**

NCES will develop a format for reporting 4-year average graduation rates by creating an additional worksheet for this purpose. This worksheet was not available at the time this manual was developed. NCES will consider pre-printing prior year(s) data on the worksheet so that the respondent need only add the current year information, sum the entries, and calculate the new rates. Since the 1997 GRS will provide the first year's information, the 1998 GRS will allow calculation of a 2-year average graduation rate. By 1999 a 3-year rate can be calculated, etc. As 4-year rates become available, the earliest year's data will drop off and new data will be added to the calculations.

## Q. Before You Mail Your Report

### Final Checks before Mailing

- Check to make sure your UNITID appears on each page of the survey form. It is normally preprinted for you.
- Be sure the data add to the totals correctly. Refer to the Edit Checks provided at the end of the Instructions section of your survey form. Also refer to the Narrative Edit Specifications in Section V of this manual.
- If you have included data from another IPEDS institution in this report, please indicate the name (including branch location) and UNITID (if known) of the institution whose data are also included in this report. A separate page (page 4) is provided for this information. NCES prefers that branches report data separately.
- Please be sure you are returning your survey form to the correct address. The cover sheet of each questionnaire indicates a **RETURN TO** address. If you are returning your form to Jeffersonville, a postage paid envelope should have been provided for your use.
- If your institution is a member of the National Collegiate Athletic Association (NCAA) you are to return one copy of your survey form to the NCAA at the same time you mail a copy to IPEDS or your State Coordinator.
- Be sure to include any comments in the **REMARKS SECTIONS** that would help explain or clarify the data that you are including on your survey form. For example, please explain any differences between the initial cohort data reported on the GRS and that reported on your Fall Enrollment survey.

**NOTES:**

### III. Glossary of Terms (GRS-1, GRS-2, GRS-2A, GRS-3)

**ACADEMIC PROGRAM** - Instructional program leading toward an associate's, bachelor's, master's, doctor's, or first-professional degree or resulting in credits that can be applied to one of these degrees.

**ACADEMIC YEAR** - The period of time generally extending from September to June; usually equated to 2 semesters or trimesters, 3 quarters, or the period covered by a 4-1-4 plan.

**AMERICAN INDIAN OR ALASKAN NATIVE** - A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

**ASIAN OR PACIFIC ISLANDER** - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

**ASSOCIATE'S DEGREE** - An award that normally requires at least 2 years but less than 4 years of full-time equivalent college work.

**ATHLETICALLY-RELATED STUDENT AID** - Any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution in order to be eligible to receive such assistance.

**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.

**BLACK, NON-HISPANIC** - A person having origins

in any of the black racial groups of Africa (except those of Hispanic origin).

**CERTIFICATE** - A formal award certifying the satisfactory completion of a postsecondary education program.

**CEU** - Continuing education unit. One continuing education unit is normally defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

**COHORT** - A specific group (of students) established for tracking purposes. [For this survey, the initial cohort is defined as all students who enter an institution as full-time, first-time degree-seeking undergraduate students during either (1) the fall term of a given year, or (2) between September 1 and August 31 of the same academic year. (*See instructions for further clarification.*)]

**COMPLETER** - A student who receives a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred.

**CONTINUOUSLY ENROLLED STUDENT** - One who enrolls in successive regular academic terms with no break in attendance. (Regular academic terms do not include summer terms unless the summer term is specified in the catalog description as part of the regular program; e.g. during cooperative study programs.)

**COOPERATIVE (WORK-STUDY PLAN)**

**PROGRAM** - A program that provides for alternate class attendance and employment in business, industry, or government.

**CREDIT** - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

**CREDIT COURSE** - A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

**DEGREE** - An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

**DEGREE-SEEKING STUDENTS** - Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

**DIPLOMA** - A formal document certifying the successful completion of a prescribed program of studies.

**DROP OUT** - A student who left the institution and did not return

**FALL TERM** - The part of the academic year beginning between late August and November 1.

**FIRST-TIME FRESHMAN** - An entering freshman who has never attended any college (or other postsecondary institution). Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

**FIRST-TIME STUDENT** - A student attending any institution for the first time at the level (undergraduate, **NONCREDIT COURSE** - A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.

graduate, or first-professional) enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

**5 - YEAR PROGRAM** - A program offered by an institution that is defined in the catalog as requiring a student to take courses over a 5-year period in order to attain a bachelor's degree. These include, but are not limited to, 5-year cooperative programs, which alternate class attendance with employment.

**FULL-TIME STUDENT** - At the undergraduate level, a student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.

**GOOD ACADEMIC STANDING** - The minimum quality point average or grade point average your institution requires for graduation.

**HISPANIC** - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture/ origin, regardless of race.

**INITIAL COHORT** - *See Cohort.*

**NONCOMPLETERS NOT ENROLLED** - A student from a given cohort who has not completed a program and is not enrolled as of October 15 or the institution's official fall reporting date (following the August 31 status date). The student may have left either formally or without notice.

**NONCOMPLETERS STILL ENROLLED** - A student from a given cohort who has not completed a program and is still enrolled at the institution as of October 15 or the institution's official fall reporting date (following the August 31 status date). Also known as persisters.

**NONRESIDENT ALIEN** - 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.

**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 terms) for a bachelor's degree in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an associate's degree in a standard term-based institution; and the various scheduled times for certificate programs.

**OCCUPATIONAL PROGRAM** - A program of study consisting of one or more courses, designed to provide the student with sufficient knowledge and skills to perform in a specific occupation.

**OFF-CAMPUS CENTERS (EXTENSION CENTERS)** - Sites outside the confines of the parent institution where courses are offered that are part of an organized program at the parent institution. The sites are not considered to be temporary but may be rented or made available to the institution at no cost by another institution or an organization, agency, or firm.

**OFFICIAL FALL REPORTING DATE** - The date (in the fall) on which an institution must report fall enrollment data to either the state, its board of trustees or governing board, or some other external governing body.

**PROGRAMS OF LESS THAN 2-YEARS** - Programs requiring less than 2 years of full-time equivalent college level work (4 semesters or 6 quarters) or less than 1,800 contact hours to obtain a degree, diploma, certificate, or other formal award.

**QUARTER CALENDAR SYSTEM** - A calendar system in which the academic year consists of 3 sessions

**OTHER STUDENTS NOT GRADUATED AND NOT ENROLLED** - A student from a given cohort that leaves the institution either formally or without notice and does not complete a program, or is not still enrolled in the program as of the status date.

**PART-TIME STUDENT** - At the undergraduate level, a student enrolled for either 11 semester credits or less, or 11 quarter credits or less, or less than 24 contact hours a week each term.

**POSTSECONDARY EDUCATION** - The provision of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes avocational (leisure) and adult basic education programs.

**PROGRAM** - A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.

**PROGRAMS OF AT LEAST 4-YEARS** - Programs designed to be completed in at least 8 semesters or 12 quarters to obtain a degree, diploma, or other formal award. Includes programs resulting in all bachelor's degrees and other baccalaureate level or equivalent degrees, as well as 5-year cooperative programs, and those programs in which the normal 4 years of work are completed in 3 years.

**PROGRAMS OF AT LEAST 2-YEARS BUT LESS THAN 4-YEARS** - Programs requiring at least 2 years but less than 4 years of full-time equivalent college level work, including associate's degrees and programs that can be completed in at least 1,800 but less than 3,600 contact hours to obtain a degree, diploma, certificate, or other formal award.

called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

**RACE/ETHNICITY** - Categories 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. A person may be counted in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible noncitizens are as follows:

- Black, non-Hispanic
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic
- White, non-Hispanic

**RACE/ETHNICITY UNKNOWN** - Category used to classify students or employees whose race/ethnicity is not known **and** institutions are unable to place them in one of the specified racial/ethnic categories.

**REMEDIAL COURSES** - Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

**RESIDENT ALIEN (and other eligible non-citizens)** - A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of

**SUMMER SESSION** - A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have two or more sessions occurring in the summer months. Some schools, such as vocational

obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

**SEMESTER CALENDAR SYSTEM** - A calendar system that consists of 2 semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer term.

**STATUS DATE** - August 31 of the reporting year; at which time institutions determine the status of their cohort.

**STOP OUT** - A student who leaves the institution with or without notice for a period of at least one regular term. The student may or may not re-enroll at a later time.

**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 disclose completion or graduation rates of certificate- or degree-seeking, full-time students entering an institution to all students and prospective students. Further, Section 104 requires each institution which participates in any Title IV program and is attended by students receiving athletically-related student aid to annually submit a report to the Secretary. This report is to contain, among other things, graduation/completion rates of students receiving athletically-related student aid by race/ethnicity and sex and by sport, and the average completion or graduation rates for the four most recent years. These data are also required to be disclosed to potential student athletes (and others) when the institution offers athletically-related student aid.

and beauty schools, have year-round classes with no separate summer session.

**3/2 PROGRAM** - A program of study that normally requires the first 3 years of undergraduate study at one institution and the last 2 years of study at another institution in order to attain a bachelor's degree. These



programs are predefined by the institutions and are normally offered when an institution is unable to grant a degree in a particular field or program of study.

**TRANSCRIPT** - An official record of student performance showing all schoolwork completed at a given school and the final mark or other evaluation received in each portion of the instruction. Transcripts often include an explanation of the marking scale used by the school.

**TRANSFER-OUT STUDENT** - A student that leaves the reporting institution and enrolls at another institution. (For this survey, certification of transfer must be documented and transfer must occur within 150% of normal time to completion of the student's program.)

**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.

**TRANSFER-READY STUDENT** - A student who has successfully completed a transfer-preparatory program. (For purposes of this report, these students are counted as Completers.)

**TRANSFER VERIFICATION** - Evidence of transfer as documented by:

- a. A certification letter or document from the registrar of the receiving institution that the student is enrolled in the receiving institution.
- b. An electronic certification, such as SPEEDE/ExPRESS or a secure e-mail message from the registrar of the receiving institution stating that the student is enrolled at that institution.
- c. Confirmation of enrollment data from a legally-authorized, statewide or regional tracking system (or shared information from those systems) confirming that the student has enrolled in another institution.

- d. Institutional data exchange information confirming that a student has enrolled in another institution.

- e. An equivalent level of documentation.

**TRIMESTER CALENDAR SYSTEM** - An academic year consisting of 3 terms of about 15 weeks each.

**12-MONTH PERIOD** - The 12-month period used by the institution for reporting a full year of activity. This time period should be consistent among all IPEDS surveys and from year-to-year. [The 12-month reporting period used for the purposes of the Graduation Rate Survey is September 1 to August 31.]

**UNDERGRADUATE** - A student enrolled in a 4-year or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

**UNDUPLICATED COUNT** - The sum of students enrolled for credit with each student counted only once during the reporting period regardless of when the student enrolled.

**WHITE, NON-HISPANIC** - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

## IV. Frequently Asked Questions

### A. Questions for All Institutions

#### General Questions

**Question:** My institution has programs that operate on both a term basis and a clock hour (continuing enrollment) basis. How do I choose my cohort?

**Answer:** If most programs operate on a term basis, (semester, quarter, or trimester), use a fall entering cohort; otherwise you should use a full-year cohort. You must report completers according to the program they completed and calculate 150% based on the length of that program.

**Question:** I thought the cohort year was defined as July 1 through June 30, but the form says September 1 through August 31. Which is it?

**Answer:** Public Law 105-18 enacted on June 12, 1997 redefined the cohort year as September 1 through August 31.

**Question:** When can I adjust my cohort?

**Answer:** For purposes of this survey, NCES recommends that you wait until you are ready to calculate your SRK completion and transfer-out rates. The worksheets provide a place to subtract the exclusions/adjustments from the cohort to establish a number for your denominator.

**Question:** Do I need to track students every term?

**Answer:** No, you can set up your system to identify your cohort upon entry and then, at the end of 150% of normal time for the longest program, look back to see what happened to those in the cohort. You will need to know when they completed, but it is not necessary to compare or track from term-to-term.

#### Cohort Questions

**Question:** What is a "first-time" student?

**Answer:** According to the IPEDS *Glossary*, a first-time student is "A student attending any institution for the first time at the level enrolled." By this we mean at the undergraduate level, graduate level, or first-professional level. Since the GRS is only interested in undergraduates, it means that the student is first time in postsecondary education (or the student is not known to have attended another postsecondary institution). There are two exceptions: (1) students who attended any institution 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).

**Question:** 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?

**Answer:** You should include the student on line 22 as a "noncompleter still enrolled". Also you should show that the student successfully transferred on lines 30-33 as appropriate, and on line 38, report the number of students who returned to the institution and were still enrolled as of August 31, 1997.

**Question:** Where do I place transfers into my institution?

**Answer:** The IPEDS GRS does NOT collect information on transfers in. THESE STUDENTS SHOULD NOT BE INCLUDED IN ANY COHORT.

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

**Answer:** 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 formal award and if they are not eligible for Title IV Federal financial aid.

**Question:** Are students in remedial courses included in the cohort?

**Answer:** Use the same reasoning here that you use to determine who to report as degree seeking on your IPEDS Fall Enrollment report. If they are degree seeking for purposes of qualifying for student financial aid, then they must be included in the cohort.

**Question:** If a student took only remedial courses last year and applies as a full-time degree-seeking student this fall, can I count the student as "first-time"?

**Answer:** No. The student does not qualify as "first-time" because they are known to have previously attended a postsecondary institution (your's or another school) even though they enter with no credit.

**Question:** What about non-credit enrollment, or students taking CEU's?

**Answer:** Neither should be included in your cohort.

**Question:** Are non-degree/certificate seekers included?

**Answer:** Even though these students are enrolled for credit, if they are not seeking a degree or other formal award, they are not to be included in your cohort according to the SRK regulations. Be sure to carefully read the definition of degree-seeking in the

*Glossary.*

**Question:** How do I treat new entrants that get credit for life experience?

**Answer:** If the student has never enrolled in a postsecondary institution, they are to be counted as "first-time."

**Question:** Do I count students who have acquired credits through distance learning or correspondence as "first-time"?

**Answer:** Since these students must have been enrolled in an institution in order to obtain credit through correspondence or distance learning, they are not "first-time."

**Question:** Many of our students take courses during the summer at other schools; should these be considered transfers out?

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

**Question:** How do I determine who is a "noncompleter still enrolled" (line 22) on the August 31 status date?

**Answer:** Since many institutions are not in session at this time, NCES prefers that you wait until the fall semester has begun to determine this number. A student from a given cohort who has not completed a program and is still enrolled in the institution as of October 15, or the institution's official fall reporting date (following the August 31 status date), should be reported here. These are also known as persisters. **Line 23**, "noncompleters not enrolled" should be determined at the same time.

**Transfer-out Questions**

**Question:** If I get a request for transcript, can I use that as verification of transfer for a student in the cohort?

**Answer:** No, a request for transcript is not sufficient; however, should some follow up to the request for transcript indicate that the student has enrolled in another institution (e.g., confirmation from the receiving institution or postcard follow up with the student), that would be sufficient.

**Question:** In our school, we contact students who have not re-enrolled the next semester and/or conduct exit interviews. The exit interview is done in person; the contact is done by telephone or through a postcard survey. Some students indicate to us that they are currently enrolled in another institution. Can we consider these students as verified "transfers out"?

**Answer:** If you have written confirmation from a student as on the postcard survey or a note is made to the file during the exit interview or telephone call that **the student is attending another institution and the 150% of normal time has not elapsed**, then under the circumstances described above, you should consider these students as verified transfers out. However, if you only contact a sample of the students who have left, YOU MAY NOT EXTRAPOLATE THE DATA ON CONFIRMED TRANSFERS TO THE ENTIRE NUMBER OF LEAVERS.

**Question:** My school does not track transfers out and our limited budget does not allow us to set up a system to do this. Am I still in compliance with the SRK requirements and responsive to the GRS if I don't report transfers out?

**Answer:** Yes. You are to report any transfers for which you have verification, but there is no requirement to set up expensive systems to track transfer students.

#### Questions on Normal Time and Calculation of 150% of Normal Time

**Question:** How do I calculate 150% of normal time to completion?

**Answer:** In order to calculate this, we must first define "normal time to completion." IPEDS has adopted the definition of "normal time" developed by the Joint Commission on Accountability Reporting (JCAR). Normal time is defined as *"the time necessary for a student to complete all requirements for a degree or certificate according to an institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree, 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an associate's degree, and the scheduled times for certificate programs."* Let's look at some examples:

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

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

However, the Technical Amendments that redefine the cohort year allow you to count completers through August 31 of the summer following the sixth year of a 4-year program ( or the third year for 2-year programs).

Certificate programs must be handled somewhat differently. If a 900 contact 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.

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

**Answer:** There is no difference in the calculation. The 150% of normal time is applied to the 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.

#### Questions on Students with Athletically-related Aid

**Question:** What do I do with students who receive athletically-related student aid to play more than one sport?

**Answer:** IPEDS has adopted the hierarchy established by the NCAA for reporting these students, which is as follows: football, basketball, baseball, cross-country/track, and finally all other sports combined. Please be sure to count each student athlete only once.

**Question:** If a student enrolls with the promise of athletic aid the second semester (provided they maintain good grades the first semester), should they be included in my cohort of students receiving athletic aid? What if they receive athletically-related student aid the second semester?

**Answer:** Students who receive athletically-related student aid (see definition in *Glossary*) at any time during their first year are to be included in the cohort for purposes of calculating graduation rates.

#### Other Questions

**Question:** The number of students who could be considered for the adjustment to cohort (in the clarifying questions) is very small in my school. Do I need to try to track these "leavers"?

**Answer:** 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.

**Question:** What is a "transfer-preparatory program"?

**Answer:** 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 "formal award") are to be counted as completers.

**Question:**           **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?**

**Answer:** No, there is no such provision.

**Question:**           **Since I don't have data on the cohort you are requesting (1991 for 4-year institutions or 1994 for less than 4-year institutions) should I report for another cohort?**

**Answer:** No, you need only answer the questions on page 3 (and complete the required Section V if you institution offer athletically-related student aid), complete the information requested on the cover, and sign the form.

**Question:**           **Will the GRS satisfy all my requirements for SRK?**

**Answer:** NO! NO! and NO! The GRS 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 consistency in the way the rates are calculated.

SRK requires disclosure of these rates to students and prospective students. By completing the GRS, you now have the rates you need to disclose. But you need to make them available.

For schools that offer athletically-related student aid, there are additional disclosure requirements and some reporting requirements. The GRS satisfies the reporting requirements only.

**Question:**           **Exactly what must be disclosed in order to be in compliance with SRK?**

**Answer:** The regulations state that *"Beginning with the group of students who enter the institution between July 1, 1996 and June 30, 1997 [don't forget that there is a Technical Amendment that changes this to September 1, 1996 through August 31, 1997], an institution shall disclose its completion or graduation rate and transfer-out rate information no later than the January 1 immediately following the point in time that 150% of the normal time for completion or graduation has elapsed for all of the students in the groups on which the institution bases its completion or graduation rate and transfer-out rate calculations."*

Therefore, at a minimum, you must disclose (January 1) 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 additional rates as well, such as rates for part-time students and possibly rates 8 or 10 years out, if your students take longer to complete.

## B. Additional Questions for 4-Year Institutions (GRS-1)

**Question:** My school has mostly 5-year programs. According to the Student Right-to-Know (SRK) regulations, I need not disclose graduation rates until 7½ years after the start of my fall 1996 cohort. Do I still need to respond to the IPEDS GRS?

**Answer:** Yes. IPEDS is mandated by a different law and must be completed by institutions that have Program Participation Agreements (PPA's) with the Department of Education for Federal student financial assistance.

You will be asked to report on your 1991 cohort (after 6 years) on the 1997 GRS form. There is a specific question in Part C where you are asked to report the number of students still enrolled in 5-year programs. In addition, during the 1999 survey year, NCES will request supplemental information on your 1991 cohort; that is, the total number of completers and transfers out (within 150% of normal time - or 7 ½ years). These numbers can then be used to calculate the rates for Student Right-to-Know.

**Question:** Why do 4-year institutions need to separate their entering cohort into two groups?

**Answer:** NCES is asking 4-year schools that offer undergraduate awards other than the bachelor's degree to define two "cohorts": (1) students who enter with the intent to complete a bachelor's degree and (2) students who intend to complete other than a bachelor's degree program. Students whose intent is unknown are to be placed in with those seeking a bachelor's degree.

By separating the cohort this way, the graduation and transfer-out rates of the first group can be compared to those at like institutions as well as those at institutions offering only a bachelor's degree. Likewise, the rates of the second group can also be compared to rates at 2-year institutions.

**Question:** My institution offers a bachelor's degree, but we do not have any information on a 1991 cohort. Do I have to do anything this year?

**Answer:** Not much. You will need to answer the questions on page 3 where it says...**Before You Complete This Report...**so that NCES will know when you will be able to report graduation rate data. You should also complete the cover sheet and sign the form before returning it to NCES or your State Coordinator.

**Question:** My initial cohort includes all full-time, first-time degree-seeking undergraduates enrolled as of October 15 - the same as on my IPEDS Fall Enrollment report. Now what happens to: stop outs, drop outs, students who enroll part time next semester, students who switch to another program?

**Answer:** It looks like your cohort is defined correctly. Remember YOUR COHORT NEVER CHANGES. Students who stop out or drop out do not change the line 01 initial cohort number. They remain in the count and either return and complete (possibly

within 150%), return but are still enrolled at the time you report their status, or they fall into the "noncompleters not enrolled" category.

Students who switch to part time status or into another program are not given extra time to complete, nor are they removed from the cohort. Report their status as requested.

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

**Answer:** No, you may only count one. NCES recommends that you report the highest degree obtained, but it is your decision as to which one you prefer to report.

**Question:** How do I deal with "3/2" programs? My institution provides the first 3 years of an engineering program and our students go on to another university for the last 2 years of study to get their degree. Can we count them as completers when they get their degree from the second institution?

**Answer:** No, you can never count a student as a completer if they get their degree from another institution. In this case, however, if the student completes the first 3 years of a 3/2 program **and** successfully "transfers" or is accepted into the last 2 years of the program at another institution, then you should count them as a completer at the end of the 3-year program at your institution (not after 5 years). This works the same way as the "transfer-preparatory program" described above. Remember, count them as a completer of a "2 but less than 4-year program"!

**Question:** If I report on the 1991 cohort in 1997, what gets reported next year?

**Answer:** Next year (1998) you should report on a 1992 cohort. In 1999, NCES will request data on your 1993 cohort (and for institutions with 5-year programs, there will be a short form requesting additional information on the 1991 cohort to allow for reporting after 7 ½ years).

**Question:** My institution belongs to the NCAA; do I have to report GRS data to IPEDS? Do I also need to report to the Secretary of Education?

**Answer:** The IPEDS GRS form satisfies all your reporting requirements to the Secretary of Education. You should send one copy of your GRS form to NCES or to your State Coordinator for forwarding to NCES. **At the same time**, be sure to send a copy of the GRS form to the NCAA. They may request additional information, but will not ask for the same information covered on the GRS.

C. Additional Questions for 2-Year Public Institutions (GRS-2)

**Question:** My school has mostly 3-year programs. According to the Student Right-to-Know (SRK) regulations, I need not disclose graduation rates until 4½ years after the start of my fall 1996 cohort. Do I still need to respond to the IPEDS GRS?

**Answer:** Yes. IPEDS is mandated by a different law and must be completed by institutions that have Program Participation Agreements (PPA's) with the Department of Education for Federal student financial assistance.

You will be asked to report on your 1994 cohort (after 3 years) on the 1997 GRS form. There is a specific question in Part C where you are asked to report the number of students still enrolled in 3-year programs. In addition, during the 2000 survey year, NCES will request information on your 1994 cohort after 6 years and you will be able to report the total number of completes and transfers out (within 150% of normal time - 4½ years). These numbers can then be used to calculate the rates for Student Right-to-Know.

**Question:** My institution offers an associate's degree, but we do not have any information on a 1994 cohort. Do I have to do anything this year?

**Answer:** Not much. You will need to answer the questions on page 3 where it says...**Before You Complete This Report...** so that NCES will know when you will be able to report graduation rate data. You should also complete the cover sheet and sign the form before returning it to NCES or your State Coordinator.

**Question:** My initial cohort includes all full-time, first-time degree-seeking students enrolled as of October 15 - the same as on my IPEDS Fall Enrollment report. Now what happens to: stop outs, drop outs, students who enroll part time next semester, students who switch to another program?

**Answer:** It looks like your cohort is defined correctly. Remember YOUR COHORT NEVER CHANGES. Students who stop out or drop out do not change your initial cohort number. They remain in the count and either return and complete (possibly within 150%), return but are still enrolled at the time you report their status, or they fall into the "noncompleters not enrolled" category.

Students who switch to part time status do not move into the part-time cohort, nor are they given extra time to complete their program. Report their status as requested.

**Question:** If a student in my cohort obtains two undergraduate level degrees/awards (certificate in cosmetology and an AA) within the 3-year period, can I count both completions?

**Answer:** No, you may only count one. NCES recommends that you report the highest degree attained, but it is your decision as to which one you prefer to report.

**Question:** Do I only report transfers out if they enroll at a higher level institution?

**Answer:** No, you should report all transfers out, regardless of the level of the institution to which they transfer. The form allows for transfers to less than 2-year institutions; schools with programs of at least 2 but less than 4-years, and 4 year and higher institutions.

**Question:** My institution is a 2-year public school. What are the shaded portions of the form for that look at my cohort after 6 years?

**Answer:** During the comment period provided following publication of the proposed regulations and at several association meetings, representatives from both the National Center for Education Statistics (NCES) and the Office of Postsecondary Education (OPE) were told that community colleges and other 2-year institutions had very different missions and students rarely completed their programs in 3 years. NCES therefore agreed to extend the "tracking period" so that 2-year schools could look at their cohorts at two points in time: first at 150% of normal time (or 3 years out) for SRK purposes; and again at 6 years out in order to provide a better picture of the role of the community college. Public 2-year institutions are also asked to track a part-time cohort since much of their enrollments are part time.

**Question:** If 2-year public institutions are reporting both 3-years and 6-years out, what cohorts are being reported in the next few years?

**Answer:** Two-year public institutions will report as follows:

In 1997 - cohort year 1994 (3-years out)  
In 1998 - cohort year 1995 (3-years out)  
In 1999 - cohort year 1996 (3-years out)  
In 2000 - cohort year 1997 (3-years out) and 1994 (6-years out)  
In 2001 - cohort year 1998 (3-years out) and 1995 (6-years out)...

**Question:** My school enrolls students on a monthly basis so we will be using a full year cohort. If I have programs of varying lengths, how do I calculate 150% of normal time and which cohort do I use?

**Answer:** Let's look at this one step at a time. First, schools with programs of less than 4 years are to report on a 1994 cohort; therefore, you should look at those students who entered your institution between September 1, 1994 and August 31, 1995. Next: The latest possible enrollment date would be August 31, 1995.

Using a 9-month program as an example, 150% of 9 months following this date would extend to October 15, 1996 (13½ months later). In order to complete the IPEDS GRS, the first status date following this is August 31, 1997 and the report is due March 1, 1998, so you will be on track for reporting your initial cohort.

D. Additional Questions for 2-Year Private Institutions (GRS-2A)

**Question:** My school has mostly 3-year programs. According to the Student Right-to-Know (SRK) regulations, I need not disclose graduation rates until 4½ years after the start of my fall 1996 cohort. Do I still need to respond to the IPEDS GRS?

**Answer:** Yes. IPEDS is mandated by a different law and must be completed by institutions that have Program Participation Agreements (PPA's) with the Department of Education for Federal student financial assistance.

You will be asked to report on your 1994 cohort (after 3 years) on the 1997 GRS form. There is a specific question in Part C where you are asked to report the number of students still enrolled in 3-year programs. In addition, during the 1999 survey year, NCES will request supplemental information on your 1994 cohort; that is, the total number of completes and transfers out (within 150% of normal time - 4½ years). These numbers can then be used to calculate the rates for Student Right-to-Know.

**Question:** My 2-year private institution has 3-year programs, please explain what cohorts are being reported in the next few years!

**Answer:** Two-year private institutions will report as follows:

In 1997 - cohort year 1994 (3-years out)  
In 1998 - cohort year 1995 (3-years out)  
In 1999 - cohort year 1996 (3-years out) and supplemental data  
on 1994  
In 2000 - cohort year 1997 (3-years out) and supplemental data  
on 1995...

**Question:** My institution offers an associate's degree, but we do not have any information on a 1994 cohort. Do I have to do anything this year?

**Answer:** Not much. You will need to answer the questions on page 3 where it says...**Before You Complete This Report...** so that NCES will know when you will be able to report graduation rate data. You should also complete the cover sheet and sign the form before returning it to NCES or your State Coordinator.

**Question:** My initial cohort includes all full-time, first-time degree-seeking students enrolled as of October 15 - the same as on my IPEDS Fall Enrollment report. Now what happens to: stop outs, drop outs, students who enroll part time next semester, students who switch to another program?

**Answer:** It looks like your cohort is defined correctly. Remember YOUR COHORT NEVER CHANGES. Students who stop out or drop out do not change your initial cohort number. They remain in the count and



either return and complete (possibly within 150%), return but are still enrolled at the time you report their status, or they fall into the "noncompleters not enrolled" category.

Students who switch to part time status are not given extra time to complete their program. Report their status as requested.

**Question:** If a student in my cohort obtains two undergraduate level degrees/awards (certificate in cosmetology and an AA) within the 3-year period, can I count both completions?

**Answer:** No, you may only count one. NCES recommends that you report the highest degree attained, but it is your decision as to which one you prefer to report.

**Question:** Do I only report transfers out if they enroll at a higher level institution?

**Answer:** No, you should report all transfers out, regardless of the level of the institution to which they transfer. The form allows for transfers to less than 2-year institutions; schools with programs of at least 2 but less than 4-years, and 4 year and higher institutions.

**Question:** If I only have data on a 1995 cohort this year, how should I report my information?

**Answer:** You only need to answer the questions on page 3 of the survey to let NCES know that your first cohort year is 1995. In addition, if your institution offers athletically-related student aid, you must complete Section V.

**Question:** My school enrolls students on a monthly basis so we will be using a full year cohort. If I have programs of varying lengths, how do I calculate 150% of normal time and which cohort do I use?

**Answer:** Let's look at this one step at a time. First, schools with programs of less than 4 years are to report on a 1994 cohort; therefore, you should look at those students who entered your institution between September 1, 1994 and August 31, 1995. Next: The latest possible enrollment date would be August 31, 1995. Using a 9-month program as an example, 150% of 9 months following this date would extend to October 15, 1996 (13½ months later). In order to complete the IPEDS GRS, the first status date following this is August 31, 1997 and the report is due March 1, 1998, so you will be on track for reporting your initial cohort.

**E. Additional Questions for Less Than 2-Year Institutions (GRS-3)**

**Question:** My institution offers degrees/certificates for less than 2-year programs, but we do not have any information on a 1994 cohort. Do I have to do anything this year?

**Answer:** Not much. You will need to answer the questions on page 3 where it says...**Before You Complete This Report...**so that NCES will know when you will be able to report graduation rate data. You should also complete the cover sheet and sign the form before returning it to NCES or your State Coordinator.

**Question:** If a student in my cohort obtains two awards (certificate in cosmetology and certificate in word processing) within the 150% of normal time for the longest program (cosmetology), can I count both completions?

**Answer:** No, you may only count one.

**Question:** 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?

**Answer:** No, you should report these students as "noncompleters not enrolled", since they left the institution prior to completion of their program. However, they can be reported in Part B, Item 2 as additional information.

**Question:** My institution has a job placement program. Can I include the number of students placed in jobs after they complete their program in Part B, Item 2?

**Answer:** No, the IPEDS GRS does NOT collect information on job placement after program completion. THESE STUDENTS SHOULD BE COUNTED AS COMPLETERS ONLY.

**Question:** 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 do I use?

**Answer:** Let's look at this one step at a time. First, schools with programs of less than 4 years are to report on a 1994 cohort; therefore, you should look at those students who entered your institution between September 1, 1994 and August 31, 1995. Next: The latest possible enrollment date would be August 31, 1995 and 150% of 9 months following this date would extend to October 15, 1996 (13½ months later). In order to complete the IPEDS GRS, the first status date following this is August 31, 1997 and the report is due March 1, 1998, so you will be on track for reporting your initial cohort.

**NOTES :**

**V. Narrative Edit Specifications  
GRS-1, GRS-2, GRS-2A, GRS-3**

**A. Addition Checks - by Line - All Surveys - All Sections**

<i>For each line, the addition checks indicated below are performed. The results are compared to the totals and, if different, a "balance" is created and stored.</i>		<i>Totals</i>
<b>MEN</b>	Columns 1 + 3 + 5 + 7 + 9 + 11 + 13	Column 15
<b>WOMEN</b>	Columns 2 + 4 + 6 + 8 + 10 + 12 + 14	Column 16

For each addition performed, the balance is compared to the reported total, and variances greater than 1% are flagged for resolution. If all data are reported as either nonresident aliens or as unknowns, error messages will be generated.

**B. Addition Checks - by Columns**

<b>GRS-1</b>		
<i>For each column, the addition checks indicated below are performed. Generated totals are compared to reported totals. If different, but within tolerance levels, reported totals are changed and generated totals are used; otherwise, errors are flagged for resolution.</i>		<i>Totals</i>
<b>SECTION</b>	<b>EDIT CHECK</b>	
<b>I</b>	Line 2 + 3	Line 1
<b>II and III</b>	Line 11 + 12 + 18 + 22 + 23	Line 10
	Line 13 + 14 + 15 + 16 + 17	Line 12
	Line 19 + 20 + 21	Line 18
	Line 31 + 3 2 + 33	Line 30
	Line 41 + 4 2 +43 + 44	Line 45
<b>V</b>	Line 52 + 53 + 54 + 55 + 56	Line 51
<b>VI</b>	Line 61 + 62 + 68 + 72 + 73	Line 60
	Line 63 + 64 + 65 + 66 + 67	Line 62
	Line 69 + 70 + 71	Line 68
	Line 81 + 8 2 + 83	Line 80
	Line 91 + 9 2 +93 + 94	Line 95

<b>GRS-2 and 2A</b>		
<i>For each column, the addition checks indicated below are performed. Generated totals are compared to reported totals. If different, but within tolerance levels, reported totals are changed and generated totals are used; otherwise, errors are flagged for resolution.</i>		<i>Totals</i>
<b>SECTION</b>	<b>EDIT CHECK</b>	
<b>III and IV</b>  Note: Section IV applies only to GRS-2	Line 11 + 12 + 22 + 23	Line 10
	Line 13 + 14	Line 12
	Line 31 + 3 2 + 33	Line 30
	Line 41 + 4 2 + 43 + 44	Line 45
<b>V</b>	Line 52 + 53 + 54 + 55 + 56	Line 51
<b>VI</b>	Line 61 + 62 + 72 + 73	Line 60
	Line 63 + 64	Line 62
	Line 81 + 8 2 + 83	Line 80
	Line 91 + 9 2 + 93 + 94	Line 95

<b>GRS-3</b>		
<i>For each column, the addition checks indicated below are performed. Generated totals are compared to reported totals. If different, but within tolerance levels, reported totals are changed and generated totals are used; otherwise, errors are flagged for resolution.</i>		<i>Totals</i>
<b>SECTION</b>	<b>EDIT CHECK</b>	
<b>III</b>	Line 11 + 22 + 23	Line 10
	Line 31 + 3 2 + 33	Line 30
	Line 41 + 4 2 + 43 + 44	Line 45

### **C. Comparability Within Parts**

Where applicable, checks are made to ensure internal consistency within a specific Section of the survey form. For example,

#### **On the GRS-1:**

Section II, line 11A must be less than or equal to Section II, line 11;  
Section II, line 12A must be less than or equal to Section II, line 12;  
Section II, line 30 must be less than the sum of Section II, lines 22 and 23; and  
Section II, line 46 must be less than or equal to Section II, line 22.

#### **On GRS-2, GRS-2A:**

Section III, line 11A must be less than or equal to Section III, line 11;  
Section III, line 12A must be less than or equal to Section III, line 12;  
Section III, line 30 must be less than the sum of Section III, lines 22 and 23; and  
Section III, line 47 must be less than or equal to Section III, line 22.

#### **On GRS-3:**

Section III, line 11A must be less than or equal to Section III, line 11.

### **D. Comparability Between Parts**

Where applicable, checks are made to ensure internal consistency is maintained among data items in different Sections of the GRS forms. For example,

#### **On the GRS-1:**

Section I, line 02 should equal Section II, line 10;  
Section I, line 03 should equal Section III, line 10; and  
Section I, line 01 should be greater than the sum of Section VI, line 60 for all sports .

#### **On GRS-2, GRS-2A:**

Section III, line 10 should be greater than the sum of Section VI, line 60 for all sports .

**E. Comparability to Prior Year Graduation Rate Surveys**

At this time the details of the prior year comparisons have not been developed, since this is the initial data collection. However, current/prior year edits will address the following areas:

- Cohort Comparison
- Comparison of Completers
- Sport Comparisons
- Transfer-Out Comparison
- Racial/Ethnic Detail Comparison

**F. Comparability to the Fall Enrollment Survey**

Checks are made to ensure the cohort reported on the GRS forms are comparable to the Fall enrollment data reported on the Fall Enrollment Survey or the Consolidated Survey for the appropriate cohort year. Large discrepancies are flagged for analyst review.

For institutions that offer athletically related student aid to students, the information reported on line 50, is compared to the prior year fall enrollment data. Large discrepancies are flagged for analyst review.

**NOTES:**

## **VI. Format for Electronic Reporting**

**Please follow these directions carefully when submitting data for the IPEDS Graduation Rate Survey (GRS) in electronic format.**

### **How to Name your Files:**

#### **A. For State Coordinated Respondents:**

Please name your file in the following manner:

- (1) the two letter abbreviation of the survey;
- (2) the year of the data;
- (3) your two letter state abbreviation;
- (4) the version number you are sending; and
- (5) a TXT (or ZIP if zipped) extension. For resubmissions and revisions, use a "TX2" extension to represent the next version of the file.

An example for Illinois Graduation Rate data would be **GR97IL1.TXT**

#### **B. For Coordinated Community College Respondents:**

Please name your file in the following manner:

- (1) the two letter abbreviation of the survey;
- (2) your two letter state abbreviation;
- (3) "CC" (to represent Community College);
- (4) the version number you are sending; and
- (5) a TXT (or ZIP if zipped) extension. For resubmissions and revisions, use a "TX2" extension to represent the next version of the file.

An example for Illinois Community College Graduation Rate data would be **GRILCC1.TXT**

#### **C. For Individual Respondents:**

Please name your file in the following manner:

- (1) the two letter abbreviation of the survey;
- (2) the institution's UNITID;
- (3) a TXT (or ZIP if zipped) extension. For resubmissions and revisions, use a "TX2" extension to represent the next version of the file.

An example for an individual school's Graduation Rate data would be **GR123456.TXT**



## How to Submit Your Data File

### A. OPTION 1: E-mail Attachment

Please submit data via e-mail using ZIP software to compress the data file(s) with a file extension of .ZIP, .LZH, .ARJ or .ARC. Attach the zipped data file to an e-mail message which includes the **name of the file(s) and the number and type of institutions** reported. This information is valuable in cases where two or more Coordinators are submitting data for one State.

Please send the message to John Medina or Andrew Mary at:

**jmedina@census.gov**

**amary@census.gov**

### B. OPTION 2: Diskette Submission

If E-mail submission is not possible, please submit your data via diskette (preferably 3 1/4). If data files are too large for one diskette, you can use ZIP software to compress the data file(s).

Please mail the diskettes to:

John Medina  
IPEDS Electronic Reporting Coordinator  
Postsecondary Education Statistics Branch  
Governments Division  
U.S. Bureau of the Census  
Washington, D.C. 20233-6800

### C. OPTION 3: FTP Program/ Protocol

If you are connected to Internet, you should have access to the FTP program/protocol. If you are unsure about FTP, consult your system manager. Start the FTP program. Once the "FTP" prompt appears, type the following command **exactly** as it appears. **Case sensitivity (capital letters vs small letters) is critical.**

FTP> **open ftp.census.gov** (or type "open 148.129.129.15")

Type the command above and press <return/enter>. This command will connect you to our internet site. You should see the following message in response to your "open" command:

```
Connected ftp.census.gov
200 Gateway FTP server...
Name (ftp.census.gov: <user name>): anonymous
```

Type in "anonymous" as your user name. You will be prompted for a password.

```
Password: <type in your e-mail address here>Type in your e-mail address at
the password prompt (i.e. jpublic@census.gov). A welcome message will
appear next.
```

Transfer to the appropriate directory by entering the following command:

```
FTP> cd pub/incoming/govs/ipeds
```

Then transfer your data to our site using the following command:

```
FTP> put <filename>
```

NOTE: Due to security concerns, you will **not** be able to check to see that the file was transferred. For those who are concerned about the security of FTP and/or the inability to verify that the file was completely transmitted, we recommend that you use Option 1 or 2 to submit your data.

Now type "quit" to exit:

```
FTP> quit
```

Also, please **send a separate e-mail message** with the **name of the file(s) submitted, the form type and the number of institutions** to "jmedina@census.gov" to let us know that you have sent the data. This information is valuable in cases where two or more Coordinators are submitting data for one State.

## **Electronic File Submission Checks**

Files will be checked for readability, or any obvious formatting errors. If any errors are found, respondents will be contacted for replacement submissions.

The following summarizes the checks performed on all submissions:

### **A. General format checks:**

- Ensure UNITIDs are present
- Ensure file is in the correct format and has no extraneous characters (i.e. in filler, etc.)
- Ensure non-responses to non-numeric inquiries (i.e., check boxes, yes/no questions) are 'spaces' rather than '0'.
- Ensure all data are right justified; zero filling is optional
- Ensure current year formats are used

### **B. Specific checks:**

- Ensure 'Form ID' is present and valid (G1, G2, G2A, or G3).
- Every GRS form has a General Information Section. Additionally, ensure all 'Sections' are present and valid as appropriate:

<b><u>GRS FORM</u></b>	<b><u>SECTIONS</u></b>
GRS-1 (G1)	I, II, III, V, and VI
GRS-2 (G2)	III, IV, V, and VI
GRS-2A (G2A)	III, V, and VI
GRS-3 (G3)	III

- Ensure 'Line Numbers' are present, in the correct format (i.e., zero filled to the left '01') and are valid for the section.
- Ensure 'Line Number A' is present and valid for Lines 11A and 12A in Section II, Part A and Section III, Part A; and for Lines 61A and 62A in Section VI, Part A.
- Ensure 'Sport' is present and valid (1, 2, 3, 4 or 5) for each Section VI record.
- Ensure selected data collected in the year 2000 are NOT reported on GRS-2, Sections III and IV, Part A, Lines 15 - 17 and Part B, Lines 34 - 37.

- C. NOTE:** Do not provide information for Section VI if athletically-related aid is NOT offered to students in the 1991 cohort year for institutions reporting on the GRS-1 form, or for the 1994 cohort year for institutions reporting on the GRS-2 and GRS-2A forms.

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-1)					
Variable Name	Start	End	Length	Data Type	Comments
<b>GRS GENERAL INFORMATION</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G1")	7	9	3	A	
FILLER (blank spaces)	10	19	10		
Did your institution offer athletically-related aid to students in academic year 1996-97?	20	20	1	A	1 - Yes 2 - No
For academic year 1991-92, did your institution have any full-time, first-time students enrolled in programs at the baccalaureate level or below?	21	21	1	A	1 - Yes, can report full-time, first-time students at or below baccalaureate level for 1991-92 cohort 2 - No full-time, first-time students 3 - No programs offered at or below the baccalaureate level 4 - No full-time, first-time students <b>and</b> no programs at or below baccalaureate
If you cannot report for the 1991-92 cohort, please indicate the first cohort year any data are available	22	25	4	A	
FILLER (blank spaces)	26	28	3		
Method used to identify cohort	29	29	1	A	1 - Fall Cohort 2 - Full-Year Cohort
FILLER (blank spaces)	30	200	171		
<b>Section I - Establishing the Cohort</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G1")	7	9	3	A	
Section (" 1")	10	10	1	A	
FILLER (blank spaces)	11	16	6		
Line number (01-03)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-1)					
Variable Name	Start	End	Length	Data Type	Comments
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>Section II - Cohort of Full-Time, First-Time Bachelor's (or Equivalent) Degree-Seeking Undergraduate Students</b>					
<b>Part A - Full-Time, First-Time Bachelor's (or Equivalent) Degree-Seeking Undergraduate Students</b>					
UNITID	1	6	6	N	Top of Page
Form ID ("G1")	7	9	3	A	
Section ("2")	10	10	1	A	
FILLER (blank spaces)	11	16	6		
Line number (10-23)	17	18	2	N	One record per line
Line number "A" for Lines 11A and 12A	19	19	1	A	Enter "A" for Lines 11A and 12A only, otherwise leave blank
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-1)					
Variable Name	Start	End	Length	Data Type	Comments
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>Section II - Cohort of Full-Time, First-Time Bachelor's (or Equivalent) Degree-Seeking Undergraduate Students</b>					
<b>Part B - Transfer-Out Students</b>					
UNITID	1	6	6	N	Top of Page
Form ID ("G1")	7	9	3	A	
Section ("2")	10	10	1	A	
FILLER (Blank spaces)	11	14	4		
Does your institution have or receive data about students who transfer-out through a verification process?	15	15	1	N	1 - Yes 2 - No
FILLER (blank space)	16	16	1		
Line number (30-33, 38)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>NOTES:</b> Lines 34-37 are not applicable to GRS-1.					
<b>Section II - Cohort of Full-Time, First-Time Bachelor's (or Equivalent) Degree-Seeking Undergraduate Students</b>					

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-1)					
Variable Name	Start	End	Length	Data Type	Comments
<b>Part C - Clarifying Questions</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G1")	7	9	3	A	
Section (" 2")	10	10	1	A	
FILLER (blank space)	11	11	1		
5-Year Programs	12	12	1	A	1 - 5-Year Programs Not Offered 2 - 5-Year Programs Offered
FILLER (blank spaces)	13	16	4		
Line number (41-46)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>Section III - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
<b>Part A - Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G1")	7	9	3	A	
Section (" 3")	10	10	1	A	
FILLER (blank spaces)	11	16	6		
Line number (10-23)	17	18	2	N	One record per line
Line number " A" for Lines 11A and 12A	19	19	1	A	Enter "A" for Lines 11A and 12A only, otherwise

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-1)					
Variable Name	Start	End	Length	Data Type	Comments
Nonresident Alien - Men (1)	20	25	6	N	leave blank
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>Section III - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
<b>Part B - Transfer-Out Students</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G1")	7	9	3	A	
Section (" 3")	10	10	1	A	
FILLER (blank spaces)	11	14	4		
Does your institution have or receive data about students who transfer-out through a verification process?	15	15	1	N	1 - Yes 2 - No
FILLER (blank space)	16	16	1		
Line number (30-33,38)	17	18	2	N	
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	



1997 FILE LAYOUT FOR GRADUATION RATE (GRS-1)					
Variable Name	Start	End	Length	Data Type	Comments
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		

**NOTES:** Lines 34-37 are not applicable to GRS-1.

### Section III - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students

#### Part C - Clarifying Questions

UNITID	1	6	6	N	Top of Page
Form ID ("G1")	7	9	3	A	
Section ("3")	10	10	1	A	
FILLER (blank space)	11	11	1		
5-Year Programs	12	12	1	A	1 - 5-Year Programs Not Offered 2 - 5-Year Programs Offered
FILLER (blank spaces)	13	16	4		
Line number (41-46)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-1)					
Variable Name	Start	End	Length	Data Type	Comments
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
Section V - Prior Year Enrollment of Students Receiving Athletically-Related Student Aid					
UNITID	1	6	6	N	Top of Page
Form ID (" G1")	7	9	3	A	
Section (" 5")	10	10	1	A	
FILLER (blank spaces)	11	16	6		
Line number (50-56)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
Section VI - Cohort of Students Receiving Athletically-Related Student Aid for Specified Sports					
Part A - Full-Time, First-Time Degree/Certificate-Seeking Students Receiving Athletically-Related Student Aid					
UNITID	1	6	6	N	Top of Page
Form ID (" G1")	7	9	3	A	
Section (" 6")	10	10	1	A	
FILLER (blank spaces)	11	12	2		
SEE IMPORTANT NOTES BELOW					

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-1)					
Variable Name	Start	End	Length	Data Type	Comments
Sport	13	13	1	N	1 = Football 2 = Basketball 3 = Baseball 4 = Cross-Country/Track 5 = All Other Sports
Athletic aid was not offered in 1991 cohort year	14	14	1	N	1 - Athletic aid not offered 2- Athletic aid offered
FILLER (blank spaces)	15	16	2		
Line number (60-73)	17	18	2	N	One record per line
Line number "A" for Lines 61A and 62A	19	19	1	A	Enter "A" for Lines 61A and 62A only, otherwise leave blank.
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<p><b>NOTES:</b> In order to collect complete information about this inquiry please do the following:</p> <p>If sports are prechecked on your GRS-1 form:</p> <p style="padding-left: 40px;">Create a record for each sport that is prechecked on the form in position 13. Indicate in position 14 if athletic aid was not offered in the 1991-92 cohort year: If athletic aid was offered complete Section VI, Parts A, B, and C. If athletic aid was not offered, leave fields 15-200 blank.</p> <p>If no sports are prechecked on your GRS-1 form:</p> <p style="padding-left: 40px;">Create a record for each sport (1-5) specified in position 13. Indicate in position 14 if athletic aid was not offered in the 1991-92 cohort year: If athletic aid was offered complete Section VI, Parts A, B, and C. If athletic aid was not offered, leave fields 15-200 blank.</p>					
<b>Section VI - Cohort of Students Receiving Athletically-Related Student Aid for Specified Sports</b>					
<b>Part B - Transfer-Out Students</b>					
UNITID	1	6	6	N	Top of Page

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-1)					
Variable Name	Start	End	Length	Data Type	Comments
Form ID ("G1")	7	9	3	A	
Section ("6")	10	10	1	A	
FILLER (blank spaces)	11	12	2		
Sport	13	13	1	N	1 = Football 2 = Basketball 3 = Baseball 4 = Cross-Country/Track 5 = All Other Sports
FILLER (blank space)	14	14	1		
Does your institution have or receive data about students who transfer-out through a verification process?	15	15	1	N	1 - Yes 2 - No
FILLER (blank space)	16	16	1		
Line number (80-83)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>Section VI - Cohort of Students Receiving Athletically-Related Student Aid for Specified Sports</b>					
<b>Part C - Clarifying Questions</b>					
UNITID	1	6	6	N	Top of Page
Form ID ("G1")	7	9	3	A	
Section ('6')	10	10	1	A	
FILLER (blank spaces)	11	12	2		
Sport	13	13	1	N	1 = Football 2 = Basketball 3 = Baseball 4 = Cross-Country/Track 5 = All Other Sports

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-1)					
Variable Name	Start	End	Length	Data Type	Comments
FILLER (blank spaces)	14	16	3		
Line number (91-95)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2)					
Variable Name	Start	End	Length	Data Type	Comments
<b>GRS GENERAL INFORMATION</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G2")	7	9	3	A	
FILLER (blank spaces)	10	19	10		
Did your institution offer athletically-related aid to students in academic year 1996-97?	20	20	1	A	Yes No
For academic year 1994-95, did your institution enroll any first-time students?	21	21	1	A	Yes, can report first-time students for 1994-95 cohort No first-time students
If you cannot report for the 1994-95 cohort, please indicate the first cohort year any data are available	22	25	4	A	
FILLER (blank spaces)	26	28	3		
Method used to identify cohort	29	29	1	A	Fall Cohort Full-Year Cohort
FILLER (blank spaces)	30	200	171		
<b>Section III - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
<b>Part A - Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G2")	7	9	3	A	
Section (" 3")	10	10	1	A	
FILLER (blank spaces)	11	16	6		
Line number (10-17, 22-23) SPECIAL NOTE: Lines 15-17 will be collected in the year 2000	17	18	2	N	One record per line
Line number " A" for Lines 11A and 12A	19	19	1	A	Enter "A" for Lines 11A and 12A only, otherwise leave blank
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2)					
Variable Name	Start	End	Length	Data Type	Comments
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
TES: Lines 18-21 are not applicable to GRS-2.					
<b>Section III - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
<b>Part B - Transfer-Out Students and Noncompleters Not Enrolled</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G2")	7	9	3	A	
Section (" 3")	10	10	1	A	
FILLER (blank spaces)	11	14	4		
Does your institution have or receive data about students who transfer-out through a verification process?	15	15	1	N	Yes No
FILLER (blank space)	16	16	1		
Line number (30-39) SPECIAL NOTE: Lines 34-37 will be collected in the year 2000	17	18	2	N	
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>Section III - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
<b>Part C - Clarifying Questions</b>					

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2)					
Variable Name	Start	End	Length	Data Type	Comments
UNITID	1	6	6	N	Top of Page
Form ID (" G2")	7	9	3	A	
Section (" 3")	10	10	1	A	
FILLER (blank space)	11	11	1		
3-Year Programs	12	12	1	A	3-Year Programs Not Offered 3-Year Programs Offered
FILLER (blank spaces)	13	16	4		
Line number (41-45, 47)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		

TES: Line 46 is not applicable to GRS-2.

#### Section IV - Cohort of Part-Time, First-Time Degree/Certificate-Seeking Students

##### Part A - Part-Time, First-Time Degree/Certificate-Seeking Students

UNITID	1	6	6	N	Top of Page
Form ID (" G2")	7	9	3	A	
Section (" 4")	10	10	1	A	
FILLER (blank spaces)	11	16	6		
Line number (10-17, 22-23)					
SPECIAL NOTE: Line 15-17 will be collected in the year 2000.	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	



1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2)					
Variable Name	Start	End	Length	Data Type	Comments
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		

TES: Lines 18-21 are not applicable to GRS-2.

#### Section IV - Cohort of Part-Time, First-Time Degree/Certificate-Seeking Students

##### Part B - Transfer-Out Students and Noncompleters Not Enrolled

UNITID	1	6	6	N	Top of Page
Form ID (" G2")	7	9	3	A	
Section (" 4")	10	10	1	A	
FILLER (blank spaces)	11	15	5		
Does your institution receive data about transfer-out students through a verification process?	16	16	1	N	Yes No
Line number (30-39) SPECIAL NOTE: Lines 34-37 will be collected in the year 2000	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2)					
Variable Name	Start	End	Length	Data Type	Comments
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>Section IV - Cohort of Part-Time, First-Time Degree/Certificate-Seeking Students</b>					
<b>Part C - Clarifying Questions</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G2")	7	9	3	A	
Section (" 4")	10	10	1	A	
FILLER (blank space)	11	11	1		
3-Year Programs	12	12	1	A	3-Year Programs Not Offered 3-Year Programs Offered
FILLER (blank spaces)	13	16	4		
Line number (41-45, 47)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
TES: Line 46 is not applicable to GRS-2.					
<b>Section V - Prior Year Enrollment of Students Receiving Athletically-Related Student Aid</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G2")	7	9	3	A	

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2)					
Variable Name	Start	End	Length	Data Type	Comments
Section (" 5")	10	10	1	A	One record per line
FILLER (blank spaces)	11	16	6		
Line number (50-56)	17	18	2	N	
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>Section VI - Cohort of Students Receiving Athletically-Related Student Aid for Specified Sports</b>					
<b>Part A - Full-Time, First-Time Degree/Certificate-Seeking Students Receiving Athletically-Related Student Aid</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G2")	7	9	3	A	
Section (" 6")	10	10	1	A	
FILLER (blank spaces)	11	12	2		
<b>SEE IMPORTANT NOTES BELOW</b>					
Sport	13	13	1	N	Football Basketball Baseball Cross-Country/Track All Other Sports
Athletic aid was not offered in 1994 cohort year	14	14	1	N	Athletic aid not offered Athletic aid offered
FILLER (blank spaces)	15	16	2		
Line number (60-64, 72-73)	17	18	2	N	One record per line
Line number " A" for Lines 61A and 62A	19	19	1	A	Enter "A" for Lines 61A and 62A only, otherwise leave blank.
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	

## 1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2)

Variable Name	Start	End	Length	Data Type	Comments
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		

**TES:** In order to collect complete information about this inquiry please do the following:

If sports are prechecked on your GRS-2 form:

Create a record for each sport that is prechecked on the form in position 13.  
 Indicate in position 14 if athletic aid was not offered in the 1994-95 cohort year:  
 If athletic aid was offered complete Section VI, Parts A, B, and C.  
 If athletic aid was not offered, leave fields 15-200 blank.

If no sports are prechecked on your GRS-2 form:

Create a record for each sport (1-5) specified in position 13.  
 Indicate in position 14 if athletic aid was not offered in the 1994-95 cohort year:  
 If athletic aid was offered complete Section VI, Parts A, B, and C.  
 If athletic aid was not offered, leave fields 15-200 blank.

Lines 65-71 are not applicable to GRS-2.

## Section VI - Cohort of Students Receiving Athletically-Related Student Aid for Specified Sports

## Part B - Transfer-Out Students

UNITID	1	6	6	N	Top of Page
Form ID ("G2")	7	9	3	A	
Section ("6")	10	10	1	A	
FILLER (blank spaces)	11	12	2		
Sport	13	13	1	N	Football Basketball Baseball Cross-Country/Track All Other Sports
FILLER (blank space)	14	14	1		
Does your institution have or receive data about students who transfer-out through a verification process?	15	15	1	N	Yes No
FILLER (blank space)	16	16	1		
Line number (80-83)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2)					
Variable Name	Start	End	Length	Data Type	Comments
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>Section VI - Cohort of Students Receiving Athletically-Related Student Aid for Specified Sports</b>					
<b>Part C - Clarifying Questions</b>					
UNITID	1	6	6	N	Top of Page
Form ID ("G2")	7	9	3	A	
Section ('6')	10	10	1	A	
FILLER (blank spaces)	11	12	2		
Sport	13	13	1	N	Football Basketball Baseball Cross-Country/Track All Other Sports
FILLER (blank spaces)	14	16	3		
Line number (91-95)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2)					
Variable Name	Start	End	Length	Data Type	Comments
FILLER (blank spaces)	116	200	85		

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2A)					
Variable Name	Start	End	Length	Data Type	Comments
<b>GRS GENERAL INFORMATION</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G2A")	7	9	3	A	
FILLER (blank spaces)	10	19	10		
Did your institution offer athletically-related aid to students in academic year 1996-97?	20	20	1	A	1 - Yes 2 - No
For academic year 1994-95, did your institution enroll any full-time, first-time students?	21	21	1	A	1 - Yes, can report full-time, first-time students for 1994-95 cohort 2 - No full-time, first-time students
If you cannot report for the 1994-95 cohort, please indicate the first cohort year any data are available	22	25	4	A	
FILLER (blank spaces)	26	28	3		
Method used to identify cohort	29	29	1	A	1 - Fall Cohort 2 - Full-Year Cohort
FILLER (blank spaces)	30	200	171		
<b>Section III - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
<b>Part A - Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G2A")	7	9	3	A	
Section (" 3")	10	10	1	A	
FILLER (blank spaces)	11	16	6		
Line number (10-14, 22-23)	17	18	2	N	One record per line
Line number " A" for Lines 11A and 12A	19	19	1	A	Enter " A" for Lines 11A and 12A only, otherwise leave blank
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2A)					
Variable Name	Start	End	Length	Data Type	Comments
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>NOTES:</b> Lines 15-21 are not applicable to GRS-2A.					
<b>Section III - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
<b>Part B - Transfer-Out Students and Noncompleters Not Enrolled</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G2A")	7	9	3	A	
Section (" 3")	10	10	1	A	
FILLER (blank spaces)	11	14	4		
Does your institution have or receive data about students who transfer-out through a verification process?	15	15	1	N	1 - Yes 2 - No
FILLER (blank space)	16	16	1		
Line number (30-33, 38-39)	17	18	2	N	
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		



1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2A)					
Variable Name	Start	End	Length	Data Type	Comments
<b>NOTES:</b> Lines 34-37 are not applicable to GRS-2A.					
<b>Section III - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
<b>Part C - Clarifying Questions</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G2A")	7	9	3	A	
Section (" 3")	10	10	1	A	
FILLER (blank space)	11	11	1		
3-Year Programs	12	12	1	A	1 - 3-Year Programs Not Offered 2 - 3-Year Programs Offered
FILLER (blank spaces)	13	16	4		
Line number (41-45, 47)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>NOTES:</b> Line 46 is not applicable to GRS-2A.					
<b>Section V - Prior Year Enrollment of Students Receiving Athletically-Related Student Aid</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G2A")	7	9	3	A	
Section (" 5")	10	10	1	A	

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2A)					
Variable Name	Start	End	Length	Data Type	Comments
FILLER (blank spaces)	11	16	6		
Line number (50-56)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>Section VI - Cohort of Students Receiving Athletically-Related Student Aid for Specified Sports</b>					
<b>Part A - Full-Time, First-Time Degree/Certificate-Seeking Students Receiving Athletically-Related Student Aid</b>					
UNITID	1	6	6	N	Top of Page
Form ID ("G2A")	7	9	3	A	
Section ("6")	10	10	1	A	
FILLER (blank spaces)	11	12	2		
<b>SEE IMPORTANT NOTES BELOW</b>					
Sport	13	13	1	N	1 = Football 2 = Basketball 3 = Baseball 4 = Cross-Country/Track 5 = All Other Sports
Athletic aid was not offered in 1994 cohort year	14	14	1	N	1- Athletic aid not offered 2- Athletic aid offered
FILLER (blank spaces)	15	16	2		
Line number (60-64, 72-73)	17	18	2	N	One record per line
Line number "A" for Lines 61A and 62A	19	19	1	A	
Enter "A" for Lines 61A and 62A only, otherwise leave blank.					

## 1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2A)

Variable Name	Start	End	Length	Data Type	Comments
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		

**NOTES:** In order to collect complete information about this inquiry please do the following:

If sports are prechecked on your GRS-2A form:

Create a record for each sport that is prechecked on the form in position 13.  
 Indicate in position 14 if athletic aid was not offered in the 1994-95 cohort year:  
 If athletic aid was offered complete Section VI, Parts A, B, and C.  
 If athletic aid was not offered, leave fields 15-200 blank.

If no sports are prechecked on your GRS-2A form:

Create a record for each sport (1-5) specified in position 13.  
 Indicate in position 14 if athletic aid was not offered in the 1994-95 cohort year:  
 If athletic aid was offered complete Section VI, Parts A, B, and C.  
 If athletic aid was not offered, leave fields 15-200 blank.

Lines 65-71 are not applicable to GRS-2A.

## Section VI - Cohort of Students Receiving Athletically-Related Student Aid for Specified Sports

## Part B - Transfer-Out Students

UNITID	1	6	6	N	Top of Page
Form ID ("G2A")	7	9	3	A	
Section ("6")	10	10	1	A	
FILLER (blank spaces)	11	12	2		
Sport	13	13	1	N	1 = Football 2 = Basketball 3 = Baseball 4 = Cross-Country/Track 5 = All Other Sports
FILLER (blank space)	14	14	1		
Does your institution have or receive data about students who transfer-out through a verification process?	15	15	1	N	1 - Yes 2 - No
FILLER (blank space)	16	16	1		

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2A)					
Variable Name	Start	End	Length	Data Type	Comments
Line number (80-83)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>Section VI - Cohort of Students Receiving Athletically-Related Student Aid for Specified Sports</b>					
<b>Part C - Clarifying Questions</b>					
UNITID	1	6	6	N	Top of Page
Form ID ("G2A")	7	9	3	A	
Section ('6')	10	10	1	A	
FILLER (blank spaces)	11	12	2		
Sport	13	13	1	N	1 = Football 2 = Basketball 3 = Baseball 4 = Cross-Country/Track 5 = All Other Sports
FILLER (blank spaces)	14	16	3		
Line number (91-95)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-2A)					
Variable Name	Start	End	Length	Data Type	Comments
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-3)					
Variable Name	Start	End	Length	Data Type	Comments
<b>GRS GENERAL INFORMATION</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G3")	7	9	3	A	
FILLER (blank spaces)	10	20	11		
For academic year 1994-95, did your institution enroll any full-time, first-time students?	21	21	1	A	1 - Yes, can report full-time, first-time students for 1994-95 cohort 2 - No full-time, first-time students
If you cannot report for the 1994-95 cohort, please indicate the first cohort year any data are available	22	25	4	A	
FILLER (blank spaces)	26	28	3		
Method used to identify cohort	29	29	1	A	1 - Fall Cohort 2 - Full-Year Cohort
FILLER (blank spaces)	30	200	171		
<b>Section III - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
<b>Part A - Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
UNITID	1	6	6	N	Top of Page
Form ID (" G3")	7	9	3	A	
Section (" 3")	10	10	1	A	
FILLER (blank spaces)	11	16	6		
Line number (10, 11, 22, 23)	17	18	2	N	One record per line
Line number " A" for Line 11A	19	19	1	A	Enter " A" for Line 11A otherwise leave blank
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-3)					
Variable Name	Start	End	Length	Data Type	Comments
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>NOTES:</b> Lines 12-21 are not applicable to GRS3.					
<b>Section III - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
<b>Part B - Transfer-Out Students and Noncompleters Not Enrolled</b>					
UNITID	1	6	6	N	Top of Page
Form ID ("G3")	7	9	3	A	
Section ("3")	10	10	1	A	
FILLER (blank spaces)	11	14	4		
Does your institution have or receive data about students who transfer-out through a verification process?	15	15	1	N	1 - Yes 2 - No
Does your institution maintain data about students leaving for jobs in their field prior to completion of their program?	16	16	1	N	1 - Yes 2 - No
Line number (30-33, 38, 40)	17	18	2	N	
FILLER (blank spaces)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		
<b>NOTES:</b> Lines 34-37, and line 39 are not applicable to GRS-3.					
<b>Section III - Cohort of Full-Time, First-Time Degree/Certificate-Seeking Students</b>					
<b>Part C - Clarifying Questions</b>					
UNITID	1	6	6	N	Top of Page

1997 FILE LAYOUT FOR GRADUATION RATE (GRS-3)					
Variable Name	Start	End	Length	Data Type	Comments
Form ID ("G3")	7	9	3	A	
Section ("3")	10	10	1	A	
FILLER (blank spaces)	11	16	6		
Line number (41-45)	17	18	2	N	One record per line
FILLER (blank space)	19	19	1		
Nonresident Alien - Men (1)	20	25	6	N	
Nonresident Alien - Women (2)	26	31	6	N	
Black, non-Hispanic - Men (3)	32	37	6	N	
Black, non-Hispanic - Women (4)	38	43	6	N	
American Indian or Alaska Native - Men (5)	44	49	6	N	
American Indian or Alaska Native - Women (6)	50	55	6	N	
Asian or Pacific Islander - Men (7)	56	61	6	N	
Asian or Pacific Islander - Women (8)	62	67	6	N	
Hispanic - Men (9)	68	73	6	N	
Hispanic - Women (10)	74	79	6	N	
White, non-Hispanic - Men (11)	80	85	6	N	
White, non-Hispanic - Women (12)	86	91	6	N	
Race/ethnicity unknown - Men (13)	92	97	6	N	
Race/ethnicity unknown - Women (14)	98	103	6	N	
Grand Total - Men (15)	104	109	6	N	
Grand Total - Women (16)	110	115	6	N	
FILLER (blank spaces)	116	200	85		