

2015–16 Integrated Postsecondary Education Data System (IPEDS): Data Inconsistencies Between the Outcome Measures (OM) and Graduation Rates (GR) Survey Components

Data File Documentation



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AUGUST 2018

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August 2018

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This report was prepared for the National Center for Education Statistics under Contract No. ED-IES-12-D-0002 with the American Institutes for Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

Suggested Citation

Aliyeva, A., and Cody, C.A. (2018). *2015–16 Integrated Postsecondary Education Data System (IPEDS): Data Inconsistencies Between the Outcome Measures (OM) and Graduation Rates (GR) Survey Components Data File Documentation* (NCES 2018-067). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <http://nces.ed.gov/pubsearch>.

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Executive Summary

The Integrated Postsecondary Education Data System (IPEDS) is a system of interrelated survey components that collects institutional-level data annually. As a federally mandated collection, IPEDS response rates are 99.8 percent or higher. Once institutions report their data to IPEDS, the data go through a number of quality control procedures. In the 2015–16 collection year, after the quality control procedures had been conducted, inconsistencies were identified between outcome data in the Graduation Rates (GR), 200 Percent Graduation Rates (GR200),¹ and Outcome Measures (OM)² survey components for students who entered postsecondary institutions in 2007 (referred to as the 2007 cohort). Although institutions with data inconsistencies were provided an opportunity to review, edit, and resubmit their data through the 2015–16 Prior Year Revision (PYR) system, some OM, GR, and/or GR200 data inconsistencies remained. This report documents the remaining data inconsistencies and lists the institutions with these inconsistencies.

Overall, six data inconsistencies were identified. Institutions that were shown to have one or more data inconsistency were e-mailed a letter during the 2016–17 collection asking them to revise their data. Each letter addressed a specific data inconsistency, as follows:

- Letter 1: Inconsistent first-time, full-time (FTFT) OM and GR200 (within 150 percent of normal time) completion data among 2-year institutions (refer to page 28 of this report for more detail on the inconsistency identified in Letter 1);
- Letter 2: Inconsistent FTFT OM, GR, and GR200 data among 4-year institutions with only FTFT bachelor's degree-seeking student cohorts and bachelor's degree completions (refer to page 30 of this report for more detail on the inconsistency identified in Letter 2);
- Letter 3: Inconsistent FTFT OM and GR data among all other 4-year institutions (not exclusively bachelor's degree-seeking student cohorts or completers of degrees/certificates below the bachelor's degree) (refer to page 31 of this report for more detail on the inconsistency identified in Letter 3);
- Letter 4: No completers reported in OM (refer to page 33 of this report for more detail on the inconsistency identified in Letter 4);
- Letter 5: No transfer³ data reported in OM (refer to page 35 of this report for more detail on the inconsistency identified in Letter 5); and
- Letter 6: No transfer data reported in OM, but transfer data reported in GR (refer to page 37 of this report for more detail on the inconsistency identified in Letter 6).

¹ The IPEDS Graduation Rates survey components collect the number of students enrolled in a cohort year and the number in that cohort graduating within different lengths of time. These numbers are then used to calculate published graduation rates. Graduation Rates (GR) survey component collects graduation rates within 100 percent (e.g., at four-years for 4-year institutions and at two-years for less-than-4-year institutions) and 150 percent (e.g., at six-years for 4-year institutions and at three-years for less-than-4-year institutions) of the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. 200 Percent Graduation Rates (GR200) survey component collects graduation rates within 200 percent (e.g., at eight-years for 4-year institutions and at four-years for less-than-4-year institutions) of the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. Refer to page 4 of this report for the Overview of Key Survey Components section that presents more detail on GR and GR200 survey components.

² The IPEDS Outcome Measures survey component collects the award and enrollment statuses of four degree/certificate-seeking undergraduate student cohorts at degree-granting institutions. Student completion awarded by the reporting institution are collected at six-years and eight-years status points after they entered the reporting institution. Refer to page 4 of this report for the Overview of Key Survey Components section that presents more detail on OM survey component.

³ While the OM survey component uses the "enrolled at another institution" terminology, this report refers to a student enrolled at another institution as a "transfer."

This report also describes and identifies the variables that indicate that data inconsistencies remained even when institutions had a chance to correct their data in the 2015–16 PYR system. The file with these variables is located in the IPEDS Use the Data portal. Data users should review this data file documentation prior to using the GR, GR200, and OM survey component data for the 2007 cohort.

Although all data referenced in this report represent students in the 2007 cohort, the collection years differ across the GR, GR200, and OM survey components. Table I below presents the number of Title IV degree-granting institutions reporting on the 2007 cohort by survey component, level of institution,⁴ and data collection year.

Table I. Number of Title IV degree-granting institutions reporting data on the 2007 cohort, by survey component, level of institution, and collection year

	Graduation Rates		200 Percent Graduation Rates		Outcome Measures	
	4 year	< 4 year	4 year	< 4 year	4 year	< 4 year
Collection year						
2015–16 year	†	†	2,129	†	2,594	1,487
2013–14 year	2,456	†	†	†	†	†
2011–12 year	†	†	†	1,658	†	†
2010–11 year	†	985 ¹	†	†	†	†

† Not applicable.

¹ Public 2-year degree-granting institutions.

Source: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2010 through Fall 2015, Institutional Characteristics component (final data), Spring 2011 through Spring 2013, Graduation Rates component (final data), Spring 2011 through Spring 2013, 200 Percent Graduation Rates component (final data), Winter 2013–14 through Winter 2015–16, Graduation Rates component (final data), Winter 2013–14 through Winter 2015–16, 200 Percent Graduation Rates component (final data), and Winter 2015–16, Outcome Measures component (final data).

In addition to differences in data collection years, the GR, GR200, and OM survey components have several key differences in survey design. First, the OM survey component captures data on four cohorts of students—FTFT, first-time, part-time (FTPT), non-first-time, full-time (NFTFT), and non-first-time, part-time (NFTPT)—while the GR and GR200 survey components collect data on one cohort. Second, only degree-granting institutions submit data to the OM survey component, while the GR and GR200 survey components require all institutions with FTFT students to submit data. Third, the survey components differ based on the award status at different points of time after entry; whereas OM collects data on students who received awards at 6 years and 8 years after entry, GR and GR200 together collect data on students who received awards at 100 percent, 150 percent, and 200 percent of normal time to program completion. Refer to table 1 on page 9 of this report for a summary of the differences between GR, GR200, and OM.

Once data are collected, they undergo several quality assurance reviews prior to their release. During the initial cleaning and validation of the data and prior to the close of the winter 2015–16 data collection,⁵ data inconsistencies were identified between the OM and GR survey components as well as between the OM and GR200 survey components. The inconsistencies remained even when institutions had the opportunity to correct their 2015–16 OM or GR200 data in the 2015–16 PYR system and fell into these six general categories:

⁴ A classification of whether an institution's programs are 4-year or higher (4 year), 2-year but less than 4-year or less than 2-year (< 4 year).

⁵ IPEDS survey components are administered in three collection periods: fall, winter, and spring. The winter data collection includes the 200 Percent Graduation Rates (GR200), Admissions (ADM), Graduation Rates (GR), Outcome Measures (OM), and Student Financial Aid (SFA) survey components. Refer to the IPEDS Collection Schedule section on page 3 of this report, as well as to appendix E, which presents the 2015–16 Winter Data Collection Timeline.

- The first inconsistency was identified for 119 2-year institutions that reported that the number of FTFT students from the 2007 cohort who completed an award within 6 years on the 2015–16 OM survey component differed from the number of FTFT students from the 2007 cohort who completed an award within 150 percent of normal time on the 2011–12 GR200 survey component. Of these 119 institutions, 69 had their 2015–16 data reported inconsistently even though they had an opportunity to correct their data in the 2015–16 PYR system.
- The second inconsistency involved 477 4-year bachelor’s degree-granting institutions that reported data for the 2007 FTFT cohort that was inconsistent with data from the 2013–14 GR, the 2015–16 OM, and the 2015–16 GR200 survey components. A total of 171 of these 477 institutions had data that remained inconsistent even after they had the opportunity to correct the data in the 2015–16 PYR system.
- The third inconsistency was related to the 2007 FTFT cohort data reported for the 2013–14 GR and 2015–16 OM survey components that were inconsistent for 205 institutions. Of these 205 institutions, 94 had data that remained inconsistent even after they had the opportunity to correct the data in the 2015–16 PYR system.
- The fourth inconsistency is represented by 16 institutions that reported having a number of entering students, but zero students who did not receive an award in one or more OM cohorts but also reported a large number of students whose enrollment status was unknown. Of these 16 institutions, 11 had data that remained inconsistent even after they had the opportunity to revise their data in the 2015–16 PYR system.
- The fifth inconsistency was identified for 857 institutions that reported no transfer data for all of the OM cohorts (FTFT, FTPT, NFTFT, and NFTPT). A total of 460 out of these 857 institutions still had no transfer data even after having the opportunity to correct their data in the 2015–16 PYR system.
- The sixth inconsistency involved 149 institutions that did not report transfer data for the 2007 FTFT cohort in the 2015–16 OM survey component but did report transfer data in the 2013–14 GR survey component. Of these 149 institutions, 57 had data that remained inconsistent data even after they had an opportunity to correct their data.

Prior to the detailed descriptions of the six data inconsistencies that are presented in chapter 5, the report provides an overview of IPEDS and its key survey components in chapter 1. Chapter 2 lays out key survey components’ design, and chapter 3 presents the data collection design for the GR, GR200, and OM survey components. Finally, post-data collection design and procedures are discussed in chapter 4.

Acknowledgments

The authors of this report appreciate the efforts made by officials at individual institutions and by state or jurisdiction coordinators for the Integrated Postsecondary Education Data System (IPEDS) to provide quality data in a timely fashion. In addition, the authors gratefully acknowledge the assistance of the staff members at National Center for Education Statistics (NCES), American Institutes for Research (AIR), and RTI International for their data support and reviews on this document.

The U.S. Department of Education, NCES, and the Office for Civil Rights, with the approval of the Office of Management and Budget, cooperate in the collection of racial/ethnic and gender information from all postsecondary institutions that participate in the Fall Enrollment, Completions, Human Resources, and Graduation Rates components of the IPEDS survey. In this collaboration, data provided by postsecondary institutions are designated as Compliance Reports pursuant to the Civil Rights Act of 1964 (34 CFR 100.6[b]).

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Chapter 1. Overview

This data file documentation provides guidance and documentation to users of the Integrated Postsecondary Education Data System (IPEDS) data collected in the Graduation Rates (GR), 200 Percent Graduation Rates (GR200), and Outcome Measures (OM) survey components for the 2015–16 collection year. The purpose of the report is to document the data inconsistencies between the OM, GR, and GR200 survey components and describe the efforts made by the U.S. Department of Education’s National Center for Education Statistics (NCES) to improve data quality.

IPEDS is a system of interrelated survey components conducted annually by NCES. IPEDS gathers information from every postsecondary institution that participates in Title IV federal student financial aid programs. The Higher Education Act (HEA) of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.

1.1 Overview of Integrated Postsecondary Education Data System

1.1.1 Purpose and Scope

IPEDS collects institutional-level data from postsecondary institutions, including Title IV-eligible universities and colleges in the United States and other jurisdictions, as well as from institutions offering technical and vocational education beyond the high school level.

All postsecondary institutions in the United States and its territories that participate in Title IV federal student financial aid programs are required to report to IPEDS. For the 2015–16 collection, there were approximately 7,300 Title IV institutions that were required to report data to IPEDS. In addition, about 200 postsecondary institutions that did not participate in Title IV programs submitted data to IPEDS on a voluntary basis.

1.1.2 Statutory Requirements of IPEDS Data

The completion of all IPEDS survey components is mandatory for institutions that participate, or are applicants for participation, in any federal student financial aid program (such as Pell grants and federal student loans) that is authorized by Title IV of the HEA of 1965, as amended (20 USC 1094, Section 487[a][17] and 34 CFR 668.14[b][19]). The HEA Amendments of 1992 (P.L. 102-325) added a provision regarding IPEDS to the Title IV HEA Student Financial Aid Program Participation Agreement (PPA). HEA Sec. 487(a)(17) states: “The institution will complete surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal postsecondary institution data collection effort, as designated by the Secretary, in a timely manner and to the satisfaction of the Secretary (20 U.S.C. 1094[a][17]).”

The 1998 amendments to the HEA (P.L. 105-244) required NCES to collect information on institutional price and student financial aid and make it available in a form that would allow parents and students to make informed decisions about institutions. The amendments to the HEA of 1965 in the Higher Education Opportunity Act (HEOA) of 2008 (P.L. 110-315) significantly increased the amount of “consumer information” that NCES is required to provide (through the College Navigator website) (HEA Sec. 132[i][A] to [Z]). Some of the information was already collected in IPEDS, but changes and additions were made to the Institutional Characteristics, Graduation Rates,

Fall Enrollment, and Student Financial Aid survey components to collect the additional information.¹

1.1.3 History and Design of IPEDS

IPEDS History

IPEDS was phased in between 1985–86 and 1988–89, beginning with the 1985–86 Institutional Characteristics (IC) survey component. The universe of IPEDS institutions included all institutions whose primary purpose was to provide postsecondary education programs and that were open to the general public. The earliest documentation of the IPEDS universe was reported in the 1987–88 *Directory of Postsecondary Institutions* report in which 12,052 institutions (2,652 four-year, 2,925 two-year, and 6,475 less-than-two-year) reported data to IPEDS.

Eight survey components have since been added: Graduation Rates (GR), Student Financial Aid (SFA), 12-month Enrollment (E12), Human Resources (HR)², Institutional Characteristics Header (IC Header), Admissions (ADM), Academic Libraries (AL), and Outcome Measures (OM). The Graduation Rates (GR) survey component was added in 1997–98, following enactment of the Student Right-to-Know and Campus Security Act of 1990 (P.L. 101-542). The Graduation Rates Supplement form was added in 1999–2000, allowing institutions to report cohort graduation rates within 150 percent of normal time for students in programs of 3 years or longer for 2-year institutions and in programs of 5 years or longer for 4-year institutions. The Higher Education Opportunity Act of 2008 (HEOA) (P.L. 110-315) required the collection of additional items in the GR survey component and the collection of 200 Percent Graduation Rates (GR200) in the Spring Supplemental component in 2008–09 and in the GR200 survey component starting in 2009–10.

The most recent survey component added to IPEDS is Outcome Measures (OM). The OM survey component was first administered in the 2015–16 collection to provide alternative measures of student success to reflect more accurate graduation rates for the 2-year sector for the purposes of the Student Right-to-Know and Campus Security Act of 1990.

IPEDS Design

IPEDS is designed as a comprehensive system of interrelated survey components. It is an annual data collection, and the data are stored and managed during each collection year. “Collection year” is the year in which the data are collected by NCES. “Data year” is the year the data reflect, which may be prior to the collection year. For example, 12-month enrollment data collected in the fall during 2016–17 reflect the prior 12-month period of July 1, 2015, through June 30, 2016. In this case, the collection year is 2016–17, while the data year is 2015–16.

Institutional reporters submit data to IPEDS through a web-based data collection system. The modes of data submission include manual data entry, upload of a file, key value, and XML format. Prior to submission by institutions, data must first pass a series of data quality checks (data edits).

¹ Prior to the HEOA, most new or revised IPEDS reporting requirements were introduced with at least 1 year of optional reporting. The short timeframe NCES was allowed for posting the information (1 year from the date of enactment of the HEOA) required NCES to implement new or revised items that were required in the first year (2008–09 or 2009–10), including a supplemental form in 2008–09 that collected information on students with disabilities and additional graduation rate information.

² The Salaries, Fall Staff, and Employees by Assigned Position (EAP) survey components were merged to form a single Human Resources (HR) survey component in 2005–06.

The IPEDS web-based data collection system, called the Data Collection System (DCS), was launched with the 2000–01 collection year. The DCS is updated in each collection year to improve data quality and the user experience. Prior to 2000–01, institutions submitted paper survey forms.

1.1.4 IPEDS Collection Schedule

IPEDS survey components are administered in three collection periods: fall, winter, and spring. The fall collection consists of the 12-month Enrollment (E12), Completions (C), and Institutional Characteristics (IC) and Institutional Characteristics Header (IC Header) survey components. The fall data collection period begins in September and ends in mid-October for keyholders.

The winter data collection includes the 200 Percent Graduation Rates (GR200), Admissions (ADM), Graduation Rates (GR), Outcome Measures (OM), and Student Financial Aid (SFA) survey components. The winter data collection starts in mid-December and ends in mid-February.

The spring data collection consists of the Academic Libraries (AL), Fall Enrollment (EF), Finance (F), and Human Resources (HR) survey components. The spring data collection starts in mid-December, as does the winter data collection. However, the spring collection survey components close in mid-April.

1.1.5 Data Use and Data Release

IPEDS gathers the data needed to describe long-term trends in higher education in the United States in terms of the number of students enrolled, staff employed, dollars expended, and degrees earned. Congress, federal agencies, state governments, education providers, professional associations, private businesses, media, students, and parents, and others rely on IPEDS to obtain basic information on higher education institutions.

For example, policymakers and researchers can use the data to analyze first-time students, freshmen and graduate students, both students who are currently enrolled and those who have graduated, by race/ethnicity and gender. Stakeholders interested in data on completions by type of program (i.e., major), award level, and selected student demographic characteristics (e.g., race/ethnicity and gender) can obtain these data from IPEDS. In addition, IPEDS provides data on higher education institutions' resources, including data on institutional revenues and expenditures, tuition and fee charges and their patterns, the amount of student financial aid received, and faculty/staff composition and salaries. IPEDS data also serve as the institutional sampling frame for all NCES postsecondary surveys, such as the National Postsecondary Student Aid Study and the National Study of Postsecondary Faculty.

IPEDS has a number of tools that stakeholders can use to access data after they are released, which occurs several months after institutions finish submitting their data to IPEDS. Data are reported during the three periods (fall, winter, and spring) of a collection year and are distributed in three corresponding releases. The approximate time of the preliminary (first) release³ of the fall collection data (after initial cleaning and validation) is early summer of the year following the year of the fall collection. Early fall is the approximate date of the preliminary release of the winter data collection data, and mid-fall is the approximate date of the preliminary release of the spring collection data.

³ More information on IPEDS three stages of data release (i.e., preliminary, provisional, and final) in the IPEDS Use the Data portal is available at https://nces.ed.gov/ipeds/resource/download/IPEDS_DataReleaseProcedures.pdf.

After the preliminary release, IPEDS staff complete full quality control procedures and release the provisional data. The provisional (second) release occurs approximately 9 months after the collection closes for the three reporting periods. In the following collection year, institutions are given an opportunity to revise their data if it was inaccurately reported in the prior year. Following prior-year data revisions, the final (third) release of data occurs approximately 9 months after institutions have revised their data the following year.

After the data are released, they can be accessed through two main web pages on the IPEDS website. The IPEDS FIND YOUR COLLEGE page provides links to a variety of consumer-focused tools and resources that aid in the college decision-making process. For example, College Navigator, which is designed to help potential students and their parents find and compare colleges, provides comprehensive profiles of institutions. The web page address is <http://nces.ed.gov/ipeds/Home/FindYourCollege>. The USE THE DATA web page provides researcher-focused access to the IPEDS data and tools. The web page address is <http://nces.ed.gov/ipeds/Home/UseTheData>.

1.2 Overview of Key Survey Components

As this report focuses on inconsistencies in the data submitted to the OM, GR, and GR200 survey components, the following sections describe the purpose and scope, development, and schedule of each component. The final section of the chapter is a comparison of these components.

1.2.1 Overview of Outcome Measures Survey Component

Purpose and Scope

The IPEDS OM survey component provides the award and enrollment status of four undergraduate student cohorts at degree-granting institutions: first-time, full-time entering students (FTFT); first-time, part-time entering students (FTPT); non-first-time, full-time entering students (NFTFT); and non-first-time, part-time entering students (NFTPT). Student completion status is collected by the reporting institution at the 6- and 8-year points after students enter the institution. Student enrollment status is captured only at the 8-year point.

All degree/certificate-seeking undergraduate students entering the institution (either during the fall term or during the 12-month period⁴), including students enrolled in the fall term who entered the institution for the first time in the prior summer term, are included in one of these four cohorts. For institutions that report using a full-year cohort,⁵ all students who entered the institution between September 1 and August 31, and who were enrolled for at least 15 days in a program of up to and including one year in length, or 30 days in a program of greater than one year in length, are included in the OM cohorts. The cohorts consist of students enrolled for credit toward a degree, diploma, certificate, or other formal award, as well as students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers and in distance learning/home study programs.

⁴ For academic year reporters (standard academic terms: semesters, trimesters, quarters, or a 4-1-4 plan), institutions will report using a fall cohort. Institutions may either use October 15, 2007, or the institution's official fall reporting date. For program and hybrid reporters (not on a standard academic term), institutions will report using a full-year cohort. Institutions will report during the period between September 1, 2007, and August 31, 2008.

⁵ Program and hybrid reporters (not on a standard academic term) report using a full-year cohort. These institutions report during the period between September 1, 2007, and August 31, 2008.

Students are excluded from the OM cohorts if they are enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program. Students who are exclusively taking Continuing Education Units (CEUs) or auditing classes are also excluded from the cohorts. In addition, foreign students who are only taking coursework at a host institution (e.g., an American institution overseas) and are not enrolled at a U.S. institution are excluded from the OM cohorts.

Development of Outcome Measures Survey Component⁶

The Outcome Measures (OM) survey component was introduced in the winter 2015–16 data collection. It was implemented as a result of a report prepared by the U.S. Department of Education’s Committee on Measures of Student Success and several IPEDS Technical Review Panels (TRPs) (refer to https://edsurveys.rti.org/ipeds_trp for more information).

The Committee was organized to advise the Secretary of Education on how to assist 2-year degree-granting institutions of higher education to meet the completion or graduation rate disclosure requirements outlined in the HEA of 1965, as amended. The Committee completed its work in December 2011. In its final report to the Secretary, the Committee noted that the “current federal graduation rate measure is incomplete and does not adequately convey the wide range of student outcomes at 2-year institutions.” In addition, the Committee observed that “data are not collected on other important outcomes achieved by students at 2-year institutions.”

The Committee recommended that the Department broaden the coverage of student graduation data to reflect the diverse student populations at 2-year institutions; improve the collection of student progression and completion data; improve technical guidance to institutions in meeting statutory disclosure requirements; and encourage institutions to disclose comparable data on employment outcomes and provide incentives for sharing promising practices on measuring student learning. Although its work focused on 2-year institutions, the Committee suggested that its recommendations be considered and implemented for 4-year institutions as well. The Committee’s final report is available at <http://www2.ed.gov/about/bdscomm/list/cmss-committee-report-final.pdf>.

Subsequently, NCES, using existing processes for considering changes to IPEDS, examined the feasibility of broadening measures by collecting outcome information for part-time, degree/certificate-seeking undergraduate students and non-first-time, degree/certificate-seeking undergraduate students in IPEDS. In February 2012, IPEDS TRP #37 was convened to discuss the feasibility of collecting outcome information on first-time, part-time students. The TRP suggested that NCES clarify the definition of a degree/certificate-seeking student for IPEDS reporting purposes and collect certain outcome information in IPEDS for first-time, part-time students.

In October 2012, IPEDS TRP #40 was convened to discuss the feasibility of collecting outcome information on non-first-time students (more commonly known as transfer-in students). The TRP suggested that NCES collect certain outcome information in IPEDS for non-first-time students similar to information that TRP #37 proposed for first-time, part-time students. The TRP also suggested that similar outcome information be collected for first-time, full-time students.

⁶ Aliyeva, A., Cody, C.A., and Low, K. (2018). *The History and Origins of Survey Items for the Integrated Postsecondary Education Data System (2016–17 Update)* (NPEC 2018-023). U.S. Department of Education. Washington, DC: National Postsecondary Education Cooperative. Retrieved [date] from <http://nces.ed.gov/pubsearch>.

Institutions would report outcome information for four cohorts in mutually exclusive categories, as outlined below. To expedite the availability of data that would be useful to consumers, policymakers, and researchers, TRP #40 suggested that institutions report on student outcomes retrospectively. If TRP suggestions were to be implemented, the first release of the outcome measures data would not be available until 2023.

As a result of TRP suggestions and public comments, NCES requested clearance to implement a new Outcome Measures component in the winter collection.

Outcome Measures Survey Component Schedule

The Outcome Measures (OM) survey component, which is part of the IPEDS winter collection, is open from mid-December through mid-February for institutions to report the data on four cohorts of entering degree/certificate-seeking undergraduates. The OM cohorts include students enrolled in the institution as of October 15 or the institution's official fall census date for academic reporters⁷ and students enrolled during the period between September 1 and August 31 for program reporters.⁸ Institutions are to report the awards conferred to these students at 6 years after entry and the awards conferred and enrollment status of these students at 8 years after entry.

For the 2015–16 data collection, degree-granting institutions reported on students in four cohorts who entered in either fall 2007 or during the 12-month period from September 1, 2007, through August 31, 2008, depending on whether an institution was an academic reporter or a program reporter, respectively.

Institutions reported on the number of students who received an award at 6 years after entering the institution (or as of August 31, 2013) and at 8 years after entering the institution (or as of August 31, 2015).

1.2.2 Overview of Graduation Rates Survey Component

Purpose and Scope

The IPEDS Graduation Rates (GR) survey component is designed to track given cohorts of first-time, full-time degree/certificate-seeking undergraduate students—as well as their completion status at 150 percent of the normal time to complete all requirements of their program of study (e.g., six-years for degree-seeking students at 4-year institutions and three-years for degree-seeking students at less-than-4-year institutions)—at postsecondary institutions. These data are collected to assist institutions in complying with the requirements of the Student Right-to-Know Act.

All first-time, full-time degree/certificate-seeking undergraduate students entering the institution either during the fall term or during the 12-month period from September 1 through August 31 are included in the GR cohorts. Students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduating from high school) are also counted.

⁷ Institutions are academic reporters if their predominant calendar system is semester, trimester, quarter, or 4-1-4. For example, students at academic reporting institutions most often enroll at established points throughout the year.

⁸ Institutions are program reporters if their predominant calendar system differs by program or if they enroll students continuously throughout the year.

For institutions that will report using a full-year cohort, all students who entered the institution between September 1 and August 31, and who were enrolled for at least 15 days in a program of up to and including one year in length, or 30 days in a program of greater than one year in length, are included in the cohort. All students enrolled for credit toward a degree, diploma, certificate, or other formal award are included, as well as students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers and those enrolled in distance learning/home study programs.

Full-time students taking remedial courses, if they are considered degree-seeking for the purpose of student financial aid determination, are also counted. In turn, students are not included in the cohort if they are enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree/certificate-seeking students). Students who are exclusively taking CEUs and exclusively auditing classes are excluded from the GR cohorts. In addition, students who are enrolled part time and who are transfers into the institution must be excluded from the GR cohorts, as well as foreign students who are only taking coursework at a host institution (e.g., an American institution overseas) and who are not enrolled at a U.S. institution.

200 Percent Graduation Rates (GR200) Survey Component

The GR200 survey component was added to the spring data collection in 2009–10. It is separate from the GR survey component so as not to confuse the two different FTFT cohorts that are being reported on in the same collection year. The GR200 asks institutions to report additional data on a previously reported cohort of FTFT students so that 200 percent graduation rates can be calculated. Graduation rates at 200 percent of normal time are calculated for first-time, full-time bachelor's degree-seeking students at 4-year institutions (e.g., at eight-years) and for all first-time, full-time degree/certificate-seeking undergraduate students at less-than-4-year institutions (e.g., at four-years).

Development of Graduation Rates Survey Components⁹

The Graduation Rates (GR) component was added to IPEDS in 1997–98, following enactment of the Student Right-to-Know (SRK) and Campus Security Act of 1990 (P.L. 101-542). The Graduation Rates Supplement (GR-Supp) was added in 1999–2000 to allow institutions to report completions within 150 percent of normal time for students in long programs (3 years or longer for 2-year institutions, 5 years or longer for 4-year institutions). As mandated by the HEOA (P.L. 110-315), NCES introduced the 200 Percent Graduation Rates (GR200) component in 2009–10 and first administered it in spring 2010 as the Spring Supplemental Survey. The GR-Supp was last administered in the 2010–11 collection year.

The amendments to the HEA in the HEOA (HEA Sec. 132[i]) require NCES to post several types of information for each institution on the College Navigator website, including the percentage of first-time, full-time degree/certificate-seeking undergraduate students enrolled at the institution who obtain a degree or certificate within 100 percent (e.g., at four-years for 4-year institutions and at two-years for less-than-4-year institutions), 150 percent (e.g., at six-years for 4-year institutions and at three-years for less-than-4-year institutions), and 200 percent (e.g., at eight-years for 4-year institutions and at four-years for less-than-4-year institutions) of normal time for completion of, or graduation from, their program.

⁹ Aliyeva, Cody, and Low. *The History and Origins of Survey Items...* (see chapter 1, footnote 6).

Prior to enactment of the HEOA, the GR survey component for 4-year institutions collected data for completions within 4 years (100 percent of normal time), 5 years, and 6 years (150 percent of normal time) for students in the bachelor's degree-seeking subcohort and completions within 150 percent of normal time for the subcohort of students seeking a degree or certificate other than a bachelor's degree. Rates for 150 percent of normal time were collected for less-than-4-year institutions.

Following enactment of the HEOA, data on 100 percent and 200 percent time graduation rates were collected in the Spring Supplemental Survey in the spring of 2009. The GR forms for 2-year and less-than-2-year institutions were modified in 2009–10 to collect data for completion within 100 percent of normal time. The Spring Supplemental Survey was transformed into the GR200 component and introduced in 2009–10 to collect data on completions within 200 percent of normal time from 4-year and less-than-4-year institutions.

Graduation Rates Survey Components Schedule

Graduation Rates survey components collect data on a cohort of first-time, full-time (FTFT) degree/certificate-seeking undergraduate students enrolled at an institution. The FTFT cohort is reported either as of the institution's official fall reporting date or October 15 for institutions that offer a predominant number of programs based on standard academic terms (e.g., semesters, trimesters, quarters, or a 4-1-4 plan); or during the period between September 1 and August 31 for institutions that do not offer a predominant number of programs based on standard academic terms. Institutions are to report the status of these students as of August 31.

1.2.3 Comparison of Outcome Measures and Graduation Rates Survey Components

Although the OM and GR and GR200 survey components capture data on student outcomes, they have a number of differences. The OM survey component collects data on four cohorts (FTFT, FTPT, NFTFT, and NFTPT), whereas the GR/GR200 components require institutions to submit data on just one cohort of FTFT students. In the 2015–16 collection, these survey components collected data from academic reporters as of their official fall census date or October 15, while program reporters submitted data covering the September 1 to August 31 period.

All undergraduate institutions enrolling first-time, full-time students are required to submit graduation rates data; however, the GR200 survey forms differ for 4-year and less-than-4-year institutions. The OM component is only required of degree-granting institutions, and the survey form is standard across institution types (e.g., 4-year and less-than-4-year). The survey components also differ based on the award status point of time; OM collects data on students who receive awards at 6 years and 8 years after entry, and GR collects data on students who receive awards at 100 percent (e.g., at four-years for 4-year institutions and at two-years for less-than-4-year institutions), 150 percent (e.g., at six-years for 4-year institutions and at three-years for less-than-4-year institutions), and 200 percent (e.g., at eight-years for 4-year institutions and at four-years for less-than-4-year institutions) of normal time to program completion according to the institution's catalog. Table 1 is a summary table that compares the OM and GR/GR200 survey components and provides additional details not included in the narrative.

Table 1. Comparison of Outcome Measures (OM), Graduation Rates (GR), and 200 Percent Graduation Rates (GR200) survey components: 2015–16 collection

	OM	GR/GR200
Cohort(s)	1. FTFT (First-time, full-time) 2. FTPT (First-time, part-time) 3. NFTFT (Non-first-time, full-time: Transfer-in) 4. NFTPT (Non-first-time, part-time: Transfer)	1. FTFT (First-time, full-time)
Who reports to the survey component?	Degree-granting institutions (4,100)	All institutions (5,620)
Cohort coverage date/year	Academic reporters (~3,600)—Fall census or October 15 Program (~270)/Hybrid (~230) reporters—September 1 to August 31	Academic reporters (~3,200)—Fall census or October 15 program (~2,200)/Hybrid reporters (~220)—September 1 to August 31
Status point	6 years and 8 years after entry	100 percent, 150 percent, and 200 percent of normal time to program completion
Degree/certificate awards	First undergraduate award earned by status point	Highest undergraduate award
Survey forms by institutional level	All institutions received the same form	There is a different form for 4-year and less-than-4-year institutions

Source: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2015–16, Graduation Rates component (final data), Winter 2015–16, 200 Percent Graduation Rates component (final data), and Winter 2015–16, Outcome Measures component (final data).

Chapter 2. Survey Design

2.1 Outcome Measures Survey Component

The Outcomes Measures (OM) survey component collects the number of awards from degree-granting institutions on four undergraduate cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; non-first-time, part-time) at two points in time: at 6 years and 8 years after entry. In addition, OM collects enrollment data on students who have not earned an award by the 8-year status point.

Institutions are required to report award status data at six years for four cohorts, providing the number of students in each cohort (e.g., the 2007 cohort), the number of students in the revised four cohorts (e.g., the revised 2007 cohort), and the number of students who qualified to be excluded¹ to calculate the adjusted cohort numbers. (See appendix A for the complete 2015–16 Outcome Measures Survey Component Forms and Instructions.) Then, institutions enter the number of students who received an award within 6 years, and the survey component's system calculates the percentage of the adjusted cohort who received an award from the reporting institution.

Similar data are collected for students who receive an award from the reporting institution within 8 years of enrolling. However, institutions are also required to report the number of students in each of the four cohorts who did not earn an award and are still enrolled at the institution after 8 years and the number of students who subsequently enrolled at another institution after leaving the reporting institution.

2.2 Graduation Rates Survey Component

The Graduation Rates (GR) survey component collects data on the cohort of first-time, full-time degree/certificate-seeking undergraduate students and tracks their completion status at 100 percent and 150 percent of the normal time to complete all requirements of their program of study.

The data collected in the GR survey component vary based on reporting method (i.e., academic vs. program reporters) and institutional level (i.e., 4-year, 2-year, and less-than-2-year). See appendix B for the complete 2015–16 Graduation Rates Survey Component Forms and Instructions.) The GR survey component for 4-year institutions consists of three sections. Section I requires institutions to establish cohorts, reporting all first-time, full-time degree/certificate-seeking cohorts, and then bachelor's or equivalent degree-seeking and other degree/certificate-seeking subcohorts. Of the FTFT cohort, section II obtains data on a subcohort of bachelor's or equivalent degree-seeking undergraduates who completed within 100 percent and 150 percent, by length of time to degree as well as those who transferred or were excluded. Finally, section III collects the other degree/certificate-seeking subcohort's completers within 150 percent and transfers/exclusions.

The GR survey component for 2-year institutions requires institutions to establish cohorts and report data on completers within 100 percent and 150 percent and transfers/exclusions for academic

¹ For Outcome Measures survey component reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.

reporters and program reporters. Academic reporters report data for a fall cohort while program reporters provide data for a full-year cohort.

In turn, the GR survey component for less-than-2-year institutions requires institutions to report the revised cohort, which may differ from the initial cohort (preloaded) and the number of students who qualified as exclusions.² Based on the data provided, the system populates the adjusted cohort. Then, institutions report data on students who completed their program within 150 percent of normal time to completion. Of those students who completed within 150 percent of normal time to completion, institutions report the number of students who completed within 100 percent of normal time. Institutions also provide data on the number of transfer-out students and students still enrolled in the institution. Finally, the system calculates the number of students no longer enrolled in the institution incorporating all data reported by the institution.

The GR200 survey component, as a further extension of the GR survey component, carries forward the 100 percent and 150 percent graduation rates data previously reported in the GR survey component and requires information on any additional completers and exclusions from the cohort between 151 percent and 200 percent of normal time for students to complete all requirements of their program of study. (See appendix C for the complete 2015–16 200 Percent Graduation Rates Survey Component Forms and Instructions.) This information is collected to assist institutions with complying with the requirements of the HEA, as amended.

Two types of institutions are required to report data for GR200: 4-year institutions and less-than-4-year institutions. Four-year institutions reported on their 2007 cohort of first-time, full-time (FTFT) bachelor's or equivalent degree-seeking students during 2015–16 collection year. Originally, institutions reported on the 2007 cohorts of FTFT bachelor's or equivalent degree-seeking students in the 2013–14 GR survey component; thus, the data in 2015–16 GR200 survey component are preloaded.

Less-than-4-year institutions reported on their 2011 cohort of FTFT degree/certificate-seeking undergraduate students during 2015–16 collection year. Originally, institutions reported on these students in the 2014–15 GR survey component. Academic reporters report data for a fall cohort while program reporters provide data for a full-year cohort.

2.3 Respondent Universe³

The total number of IPEDS postsecondary entities is identified during the fall collection period. This number is referred to as the IPEDS universe. In the 2015–16 data collection year, 7,177 Title IV postsecondary institutions and 75 administrative offices were identified as the universe through a number of sources, including state or jurisdiction coordinators, the Office of Postsecondary Education, and higher education institutions. There are postsecondary entities that are not Title IV eligible in the IPEDS universe. For example, four U.S. service academies are not Title IV eligible, but they are included in the universe because they are funded by the federal government and serve

² For Graduation Rates survey component reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.

³ Ginder, S.A., Kelly-Reid, J.E., and Mann, F.B. (2016). *2015–16 Integrated Postsecondary Education Data System (IPEDS) Methodology Report* (NCES 2016–111). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <http://nces.ed.gov/pubsearch>.

the public.⁴ Table 2 provides the number and percentage distribution of the Title IV institutions identified for participation in the 2015–16 IPEDS data collection, by institutional control, level, and region.

⁴ The four U.S. service academies that are not Title IV eligible are the U.S. Naval Academy, the U.S. Military Academy, the U.S. Coast Guard Academy, and the U.S. Air Force Academy. The U.S. Merchant Marine Academy is Title IV eligible. Data for all five institutions are included in the tables and counts of institutions unless otherwise indicated.

Table 2. Number and percentage distribution of Title IV institutions, by control of institution, level of institution, and region: 2015–16

Level of institution and region	Number of institutions				Percent of institutions			
	Total	Public	Private		Total	Public	Private	
			Nonprofit	For-profit			Nonprofit	For-profit
Total institutions	7,177	1,992	1,913	3,272	100.0	100.0	100.0	100.0
Total U.S. institutions	7,021	1,965	1,859	3,197	97.8	98.6	97.2	97.7
Level of institution								
4-year	3,089	728	1,647	714	43.0	36.5	86.1	21.8
United States	3,012	710	1,602	700	42.0	35.6	83.7	21.4
Other U.S. jurisdictions	77	18	45	14	1.10	0.90	2.40	0.40
2-year	2,085	1,016	178	891	29.1	51.0	9.30	27.2
United States	2,059	1,007	171	881	28.7	50.6	8.90	26.9
Other U.S. jurisdictions	26	9	7	10	0.40	0.50	0.40	0.30
Less-than-2-year	2,003	248	88	1,667	27.9	12.4	4.60	50.9
United States	1,950	248	86	1,616	27.2	12.4	4.50	49.4
Other U.S. jurisdictions	53	0	2	51	0.70	0.00	0.10	1.60
Region								
New England	405	110	161	134	5.60	5.50	8.40	4.10
Mid East	1,129	278	417	434	15.7	14.0	21.8	13.3
Great Lakes	1,062	266	293	503	14.8	13.4	15.3	15.4
Plains	619	187	190	242	8.60	9.40	9.90	7.40
Southeast	1758	541	398	819	24.5	27.2	20.8	25.0
Southwest	774	245	113	416	10.8	12.3	5.90	12.7
Rocky Mountains	283	80	44	159	3.90	4.00	2.30	4.90
Far West	986	253	243	490	13.7	12.7	12.7	15.0
U.S. service academies	5	5	0	0	0.10	0.30	0.00	0.00
Other U.S. jurisdictions	156	27	54	75	2.20	1.40	2.80	2.30

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Percentages in the columns of this table use the corresponding count in the “Total institutions” row as the denominator. Data are not imputed. The item response rates for all cells in this table are 100 percent. The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions are American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Marshall Islands, Palau, Puerto Rico, and the U.S. Virgin Islands. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>. SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data).

The number of institutions in the IPEDS universe varies from year to year. For example, 168 postsecondary entities that were part of the IPEDS universe in prior collections were not included in the 2015–16 data collection due to institutional closures or mergers. In addition, institutions self-identified as a child institution are reported under their parent institution. In the 2015–16 data

collection, 452 institutions were not included in the universe as their data are reported entirely by a parent institution. Table 3 displays changes to the IPEDS universe between the 2014–15 and 2015–16 data collections.

Table 3. Number of Title IV institutions, number changing Title IV status, and percentage change, by level and control of institution: 2014–15 and 2015–16

Level and control of institution	Title IV institutions in 2014–15			Title IV institutions in 2015–16			Percentage change in number of Title IV institutions from 2014–15 to 2015–16
	Number of institutions	Number changing Title IV status in 2015–16	Number changing level or control of institution in 2015–16	Number of institutions	Number changing Title IV status since 2014–15	Number changing level or control of institution since 2014–15	
All institutions	7,310	296	145	7,177	163	145	-1.80
Public	1,991	14	0	1,992	14	1	0.10
Private nonprofit	1,883	44	6	1,913	29	51	1.60
Private for-profit	3,436	238	51	3,272	120	5	-4.80
4-year	3,099	67	3	3,089	37	23	-0.30
Public	719	3	0	728	6	6	1.30
Private nonprofit	1,642	30	3	1,647	22	16	0.30
Private for-profit	738	34	15	714	9	16	-3.30
2-year	2,156	94	52	2,085	39	36	-3.30
Public	1,029	8	13	1,016	3	5	-1.30
Private nonprofit	162	8	5	178	5	24	9.90
Private for-profit	965	78	56	891	31	29	-7.70
Less-than-2-year	2,055	135	34	2,003	87	30	-2.50
Public	243	3	5	248	5	8	2.10
Private nonprofit	79	6	6	88	2	19	11.4
Private for-profit	1,733	126	42	1,667	80	22	-3.80

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. An institution may be classified as changing Title IV status because it closed, it no longer provides federally funded financial assistance, it lost Title IV eligibility, it combined or merged with another institution, it is new, it began to provide federally funded financial assistance, or it regained Title IV eligibility. In addition to institutions changing Title IV status, the number of Title IV institutions in 2014–15 may also differ from the number of Title IV institutions in 2015–16 due to changes in level or control of individual institutions from year to year. The other U.S. jurisdictions include American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Marshall Islands, Palau, Puerto Rico, and the U.S. Virgin Islands. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2014 and Fall 2015, Institutional Characteristics components (final data).

The “Number changing Title IV status in 2015–16” column presents institutions that participated in Title IV programs in 2014–15, but not in 2015–16. The change of Title IV status could occur because an institution closed, lost eligibility to provide federal financial aid, or merged with another institution, among other reasons. The “Number changing Title IV status since 2014–15” column consists of institutions that participated in Title IV programs in 2015–16 but not in 2014–15. This reverse change could occur because an institution opened, offered federal financial aid for the first time, or regained the eligibility to provide federal financial aid. The columns “Number changing

level or control of institution in 2015–16” and “Number changing level or control of institution since 2014–15” present institutions that experienced changes in level or control.

2.4 Statistical Methodology

As a mandated data collection, the IPEDS survey data are neither sampled nor suppressed. Because of the institutional compliance requirements outlined in sections A.1 and A.2 of Part A of the OMB No. 1850-0582 v.13⁵ submission, sampling is not an option. This has been discussed at length at meetings of the Technical Review Panels, with other areas of the Department of Education (including the Office for Civil Rights, the Office of Postsecondary Education, the Office of Federal Student Aid, and the Office of Vocational and Adult Education), and with other federal agencies, such as Census, the Bureau of Economic Analysis, and the Equal Employment Opportunity Commission.

⁵ The Integrated Postsecondary Education Data System (IPEDS) 2014–2016 and 2013 carry over: Supporting Statement Part A (OMB Paperwork Reduction Act Submission) is available at <https://www.reginfo.gov/public/do/DownloadDocument?objectID=43740401>.

Chapter 3. Outcome Measures and Graduation Rates Data Collection

3.1 Data Collection Design and System

3.1.1 Methods to Maximize Response Rates

IPEDS response rates for institutions receiving federal financial aid are consistently 99.8 percent and higher. IPEDS targets Title IV institutions (others may respond, but no follow-up is conducted), and the web-based survey system incorporates an automated e-mail module that automatically generates follow-up e-mails to “keyholders” (individuals appointed by institutional leaders as being responsible for IPEDS data submissions). Frequent communications occur with institutions over the course of the data collection to ensure compliance with this statutorily mandated collection. Follow-up e-mails are generated if the institution does not attempt to enter data or if, at 2 weeks and 1 week before closeout, the survey components are not completed (i.e., locked). The institutional leaders of nonresponding institutions are also contacted by phone if, 2 weeks prior to closeout, the school has not entered any data. New institutions and institutions with new keyholders receive additional telephone and e-mail prompts. In addition, the names of institutions that do not respond to the IPEDS surveys, and a history of all regular contact with these institutions, are provided to the Federal Student Aid Office for appropriate action.

As presented in the IPEDS Design section of chapter 1, collection years may differ from data years (that is, the years the data represent). This report focuses on data inconsistencies between the OM and GR/GR200 survey components for the 2007 cohort. Thus, depending on the survey component, data from different collection years are reviewed in the following sections. The OM data are from the 2015–16 data collection year, while the GR data are from the 2013–14 data collection year for 4-year institutions and the 2010–11 data collection year for less-than-4-year institutions. The GR200 data in the 2007 cohort were collected in the 2015–16 data collection year for 4-year institutions and in the 2011–12 data collection year for less-than-4-year institutions. This information is summarized in table 4 below.

Table 4. Data collection years for the Outcome Measures (OM), Graduation Rates (GR), and 200 Percent Graduation Rates (GR200) survey components: 2007 cohort

	OM	GR	GR200
	Collection years		
2007 cohort	2015–16	2013–14 (4-year institutions)	2015–16 (4-year institutions)
		2010–11 (less-than-4-year institutions)	2011–12 (less-than-4-year institutions)

Source: U.S. Department of Education, National Center for Education Statistics, IPEDS, Spring 2011, Graduation Rates component (final data), Spring 2012, 200 Percent Graduation Rates component (final data), Winter 2013–14, Graduation Rates component (final data), Winter 2015–16, 200 Percent Graduation Rates component (final data), and Winter 2015–16, Outcome Measures component (final data).

3.2 Outcome Measures Data Collection Respondents

During the 2015–16 data collection year, 4,081 institutions responded to the Outcome Measures (OM) survey component, including 2,594 4-year institutions and 1,487 2-year institutions. Public institutions included 703 4-year institutions and 912 2-year institutions. Private institutions included 1,474 nonprofit 4-year and 2-year institutions and 992 for-profit 4-year and 2-year institutions. Table 5 displays the number of 4-year and 2-year degree-granting institutions that responded to the OM survey component by control of institution and selected institutional characteristics, including region, size, and reporting method.

Table 5. Number of 4-year and 2-year Title IV degree-granting institutions that responded to the Outcome Measures survey component, by control of institution and selected institutional characteristics: Collection year 2015–16

Institutional characteristics	Total, 4-year, and 2-year	4-year				2-year			
		Total	Public	Private		Total	Public	Private	
				Nonprofit	For-profit			Nonprofit	For-profit
Total	4,081	2,594	703	1,370	521	1,487	912	104	471
Region ¹									
New England	234	181	42	125	14	53	44	5	4
Mid East	646	440	112	283	45	206	88	27	91
Great Lakes	572	384	94	216	74	188	118	9	61
Plains	417	274	58	154	62	143	104	6	33
Southeast	1,035	635	189	308	138	400	247	23	130
Southwest	380	201	74	73	54	179	112	9	58
Rocky Mountains	150	92	31	30	31	58	36	6	16
Far West	555	316	80	143	93	239	155	14	70
U.S. service academies	5	5	5	0	0	0	0	0	0
Other U.S. jurisdictions	87	66	18	38	10	21	8	5	8
Carnegie 2015 classification									
Doctoral	326	326	192	117	17	0	0	0	0
Master's	736	736	268	407	61	0	0	0	0
Baccalaureate	551	551	100	413	38	0	0	0	0
Baccalaureate/Associate's	306	303	99	53	151	3	0	0	3
Associate's	1,062	10	5	2	3	1,052	881	31	140
Special focus and Tribal	1,004	644	31	366	247	360	27	61	272
Not applicable	96	24	8	12	4	72	4	12	56
Highest degree offered									
Doctor's	883	883	350	484	49	0	0	0	0
Master's	884	884	193	526	165	0	0	0	0
Bachelor's	825	825	159	360	306	0	0	0	0
Associate's	1,489	2	1	0	1	1,487	912	104	471

See notes at end of table.

Table 5. Number of 4-year and 2-year Title IV degree-granting institutions that responded to the Outcome Measures survey component, by control of institution and selected institutional characteristics: Collection year 2015–16—Continued

Institutional characteristics	Total, 4-year, and 2-year	4-year				2-year			
		Total	Public	Private		Total	Public	Private	
				Nonprofit	For-profit			Nonprofit	For-profit
Size of institution									
Under 1,000	1,537	929	31	506	392	608	75	100	433
1,000–4,999	1,480	1009	228	683	98	471	432	3	36
5,000–9,999	501	282	163	107	12	219	218	0	1
10,000–19,999	334	197	138	52	7	137	135	1	1
20,000 and above	229	177	143	22	12	52	52	0	0
Reporting method									
Academic	3,586	2,435	703	1,321	411	1,151	906	62	183
Program	268	30	0	3	27	238	5	21	212
Hybrid	227	129	0	46	83	98	1	21	76

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data) and Winter 2015–16, Outcome Measures component (final data).

3.3 Graduation Rates Data Collection Respondents

3.3.1 Graduation Rates Survey Component

During the 2013–14 data collection year, 2,456 4-year degree-granting institutions responded to the Graduation Rates survey component on the 2007 cohort, including 661 public institutions and 1,278 private nonprofit and 517 private for-profit institutions. Table 6 displays the number of 4-year degree-granting institutions that responded to the GR survey component by control of institution and selected institutional characteristics, including region, Carnegie classification, and size.

Table 6. Number of 4-year Title IV degree-granting institutions that responded to the Graduation Rates survey component, by control of institution and selected institutional characteristics: Collection year 2013–14

Institutional characteristics	4-year institutions			
	Total	Public	Private	
			Nonprofit	For-profit
Total	2,456	661	1,278	517
Region ¹				
New England	177	41	122	14
Mid East	414	106	269	39
Great Lakes	370	90	210	70
Plains	264	57	137	70
Southeast	617	179	289	149
Southwest	189	64	67	58
Rocky Mountains	88	31	29	28
Far West	270	71	116	83
U.S. service academies	5	5	0	0
Other U.S. jurisdictions	62	17	39	6
Carnegie 2015 classification				
Doctoral	282	175	102	5
Master's	671	261	355	55
Baccalaureate	622	106	471	45
Baccalaureate/Associate's	133	27	36	70
Associate's	239	71	36	132
Special focus and Tribal	437	13	257	167
Not applicable	72	8	21	43
Highest degree offered				
Doctor's	752	308	419	25
Master's	882	206	498	178
Bachelor's	819	146	361	312
Associate's	3	1	0	2
Size of institution				
Under 1,000	803	26	422	355
1,000–4,999	1,017	203	682	132
5,000–9,999	263	151	99	13
10,000–19,999	202	142	54	6
20,000 and above	171	139	21	11
Reporting method				
Academic	2,276	661	1,253	362
Program	24	0	2	22
Hybrid	156	0	23	133

¹The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2013, Institutional Characteristics component (final data) and Winter 2013–14, Graduation Rates component (final data).

In the 2010–11 data collection year, 1,676 2-year degree-granting institutions submitted data to the GR survey component on the 2007 cohort, including 985 public institutions, 86 private nonprofit institutions, and 605 private for-profit institutions. Table 7 presents the number of 2-year degree-granting institutions that responded to the GR survey component by control of institution and selected institutional characteristics, including region, highest degree offered, and size.

Table 7. Number of 2-year Title IV degree-granting institutions that responded to the Graduation Rates survey component, by control of institution and selected institutional characteristics: Collection year 2010–11

Institutional characteristics	2-year institutions			
	Total	Public	Private	
			Nonprofit	For-profit
Total	1,676	985	86	605
Region ¹				
New England	61	44	10	7
Mid East	222	90	27	105
Great Lakes	227	133	13	81
Plains	160	112	11	37
Southeast	445	276	8	161
Southwest	195	115	4	76
Rocky Mountains	70	42	3	25
Far West	273	164	6	103
U.S. service academies	0	0	0	0
Other U.S. jurisdictions	23	9	4	10
Carnegie 2015 classification				
Doctoral	0	0	0	0
Master's	0	0	0	0
Baccalaureate	0	0	0	0
Baccalaureate/Associate's	0	0	0	0
Associate's	1,604	967	76	561
Special focus and Tribal	23	18	5	0
Not applicable	49	0	5	44
Highest degree offered				
Doctor's	0	0	0	0
Master's	0	0	0	0
Bachelor's	0	0	0	0
Associate's	1,676	985	86	605
Size of institution				
Under 1,000	634	69	79	486
1,000–4,999	550	426	7	117
5,000–9,999	268	267	0	1
10,000–19,999	156	155	0	1
20,000 and above	68	68	0	0

See notes at end of table.

Table 7. Number of 2-year Title IV degree-granting institutions that responded to the Graduation Rates survey component, by control of institution and selected institutional characteristics: Collection year 2010–11—Continued

Institutional characteristics	2-year institutions			
	Total	Public	Private	
			Nonprofit	For-profit
Reporting method				
Academic	1,318	979	74	265
Program	255	5	11	239
Hybrid	103	1	1	101

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2010, Institutional Characteristics component (final data) and Spring 2011, Graduation Rates component (final data).

3.3.2 200 Percent Graduation Rates Survey Component

In turn, 2,129 4-year degree-granting institutions responded to the GR200 data collection in the 2015–16 data collection year, including 601 public and 1,214 private nonprofit institutions and 314 private for-profit institutions. Table 8 describes the number of 4-year degree-granting institutions that responded to the GR200 survey component by control of institution and selected institutional characteristics.

Table 8. Number of 4-year Title IV degree-granting institutions that responded to the 200 Percent Graduation Rates survey component, by control of institution and selected institutional characteristics: Collection year 2015–16

Institutional characteristics	4-year institutions			
	Total	Public	Private	
			Nonprofit	For-profit
Total	2,129	601	1,214	314
Region ¹				
New England	163	41	112	10
Mid East	390	105	259	26
Great Lakes	309	86	190	33
Plains	228	54	131	43
Southeast	520	148	284	88
Southwest	154	59	64	31
Rocky Mountains	78	29	29	20
Far West	230	58	113	59
U.S. service academies	5	5	0	0
Other U.S. jurisdictions	52	16	32	4

See notes at end of table.

Table 8. Number of 4-year Title IV degree-granting institutions that responded to the 200 Percent Graduation Rates survey component, by control of institution and selected institutional characteristics: Collection year 2015–16—Continued

	4-year institutions			
			Private	
Institutional characteristics	Total	Public	Nonprofit	For-profit
Carnegie 2015 Classification				
Doctoral	280	175	101	4
Master's	643	258	355	30
Baccalaureate	604	105	464	35
Baccalaureate/Associate's	98	26	29	43
Associate's	55	20	7	28
Special focus and Tribal	366	9	234	123
Not applicable	83	8	24	51
Highest degree offered				
Doctor's	798	329	447	22
Master's	786	184	480	122
Bachelor's	545	88	287	170
Associate's	0	0	0	0
Size of institution				
Under 1,000	629	26	384	219
1,000–4,999	899	179	652	68
5,000–9,999	254	137	105	12
10,000–19,999	180	123	52	5
20,000 and above	167	136	21	10
Reporting method				
Academic	2,031	601	1,182	248
Program	3	0	0	3
Hybrid	95	0	32	63

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data) and Winter 2015–16, 200 Percent Graduation Rates component (final data).

A total of 1,658 2-year degree-granting institutions submitted data on the 2007 cohort to the GR200 survey component in the 2011–12 data collection year, including 971 public institutions, 96 private nonprofit institutions, and 591 private for-profit institutions. Table 9 shows the number of 2-year degree-granting institutions that responded to the GR200 survey component by control of institution and selected institutional characteristics.

Table 9. Number of 2-year Title IV degree-granting institutions that responded to the 200 Percent Graduation Rates survey component, by control of institution and selected institutional characteristics: Collection year 2011–12

Institutional characteristics	2-year institutions			
	Total	Public	Private	
			Nonprofit	For-profit
Total	1,658	971	96	591
Region ¹				
New England	59	44	9	6
Mid East	224	90	27	107
Great Lakes	222	133	14	75
Plains	154	107	9	38
Southeast	446	270	16	160
Southwest	193	114	8	71
Rocky Mountains	69	40	3	26
Far West	269	164	7	98
U.S. service academies	0	0	0	0
Other U.S. jurisdictions	22	9	3	10
2015 Carnegie classification				
Doctoral	0	0	0	0
Master's	0	0	0	0
Baccalaureate	0	0	0	0
Baccalaureate/Associate's	0	0	0	0
Associate's	1,573	956	85	532
Special focus and Tribal	18	15	3	0
Not applicable	67	0	8	59
Highest degree offered				
Doctor's	0	0	0	0
Master's	0	0	0	0
Bachelor's	0	0	0	0
Associate's	1,658	971	96	591
Size of institution				
Under 1,000	652	64	90	498
1,000–4,999	526	430	6	90
5,000–9,999	253	252	0	1
10,000–19,999	161	160	0	1
20,000 and above	66	65	0	1

See notes at end of table.

Table 9. Number of 2-year Title IV degree-granting institutions that responded to the 200 Percent Graduation Rates survey component, by control of institution and selected institutional characteristics: Collection year 2011–12—Continued

Institutional characteristics	2-year institutions			
	Total	Public	Private Nonprofit	For-profit
Reporting method				
Academic	1,284	965	70	249
Program	249	5	12	232
Hybrid	125	1	14	110

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2011, Institutional Characteristics component (final data) and Spring 2012, 200 Percent Graduation Rates component (final data).

Chapter 4. Post-Data Collection File Processing and Preparation

4.1 Data File Design and System¹

IPEDS is a web-based data collection. Institutions are required to enter data into the system either manually or by uploading data files. Keyholders, institutional representatives who are responsible for data submission, review the data for accuracy and completeness and lock and submit the data. Once the data are locked, IPEDS Help Desk staff review the data. In case of any questions or problems with the data, the Help Desk staff contact the designated keyholder. Once the questions or problems are addressed, the data are migrated to the IPEDS Use the Data portal and, upon release, are available to the public.

Each survey component has a number of edit checks implemented in the data collection system. Along with the edit checks, IPEDS contractors and NCES staff perform a number of quality control (QC) procedures after the data are collected. Although quality control procedures were in place for the 2015–16 data collection, NCES staff did not anticipate that data previously reported to GR and concurrently in GR200 would vary from OM data, and the data inconsistencies were identified after the 2015–16 collection had closed. Thus, NCES provided an opportunity for all institutions to review, edit, and resubmit their data through the 2015–16 Prior Year Revision (PYR) system.

4.2 Post-Data Collection Editing²

The collected data go through a series of reviews for quality and consistency to meet NCES standards for public-use release. The IPEDS contractor extracts data multiple times during the collection year in order to conduct quality checks. For the winter 2015–16 data collection, the data extracts were checked five times based on

- one initial set of cases (data);
- one set of cases (data) during migration;
- one set of cases (data) at the end of migration; and
- two sets of final migrated data.

In particular, 25 checks were performed on the OM data, 25 checks were performed on the GR data, and 10 checks were performed on the GR200 survey component data. All QC results, and recommendations, if any, were communicated to the IPEDS team. When data discrepancies were identified, cases were assigned for QC follow-up. During the follow-up process, Help Desk staff contacted the identified institutions to facilitate discussion and potential resolution of the data inaccuracies. Resolution could include resubmission of data, revision of previously submitted data, or an explanation as to why the data were accurate as submitted.

¹ Data Cleaning and Imputation Specifications: Student Financial Aid, Admissions, and Graduation Rates (Winter 2016–17 IPEDS Collection).

² Data QC Summary Report: Winter 2015–16 IPEDS Collection (Contract Number: ED-IES-13-C-0056, Deliverable Number: 22-1).

4.3 Imputations³

IPEDS uses a single imputation method, the Nearest Neighbor procedure, for both institutional nonresponse and specific data item nonresponse for IPEDS survey components. The Nearest Neighbor procedure applies the distance measure to the key statistics of interest in order to impute missing data. In other words, a nonresponding institution is matched with a similar responding institution and the respondent's data are used to replace the nonrespondent's missing data, allowing aggregate or national-scale analysis of the data. An adjustment to capture differences between the imputee (nonresponding institution) and donor (responding institution), based on the survey component and the relationships between the distance measure and the key statistics of interest, is applied.

Institutions must meet several criteria to serve as an imputee or donor. First, they must participate in Title IV financial aid programs, have an active status in the system, and not be a child institution. In addition, they must be degree-granting and have undergraduate students enrolled in the targeted cohort year for the OM survey component. For both the GR and GR200 survey components, all institutions must be postsecondary entities with first-time, full-time students enrolled in the appropriate cohort year.

In the 2015–16 data collection, all survey components went through the imputation procedure for nonresponse, either institutional nonresponse or specific missing data item response. Although quality checks take place throughout the imputation process, an imputation impact analysis is performed at the end of the process. This analysis involves comparing the imputed data with the initial raw data and examining any changes to the distributions caused by imputation.

³ Ginder, S.A., Kelly-Reid, J.E., and Mann, F.B. (2016). *2015–16 Integrated Postsecondary Education Data System (IPEDS) Methodology Report* (NCES 2016–111). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <http://nces.ed.gov/pubsearch>.

Chapter 5. Outcome Measures and Graduation Rates Data Inconsistencies

5.1 Overview

This data file documentation provides guidance to users of the data from the OM, GR, and GR200 survey components of the IPEDS 2015–16 data collection. During the initial cleaning and validation of the data and prior to the close of the winter 2015–16 collection, NCES and contractor staff identified inconsistencies between data reported in the OM and GR survey components, as well between data reported in the OM and GR200 survey components. These inconsistencies generally fell into six categories:

1. 2-year institutions with inconsistent FTFT OM and GR200 (150 percent) completion data;
2. 4-year institutions with only FTFT bachelor's degree-seeking student cohorts (and only bachelor's degree completers had inconsistent FTFT OM, GR, and GR200 data);
3. All other 4-year institutions (not bachelor's degree-seeking student cohorts or completers of degrees/certificates below the bachelor's degree) with inconsistent FTFT OM and GR data;
4. No completers reported in OM;
5. No transfer data reported in OM; and
6. No transfer data reported in OM, but transfer data reported in GR.

Following the identification of institutions with these inconsistencies and prior to the close of the winter 2015–16 collection, the IPEDS Help Desk contacted the institutions and asked them to correct the reported data. In some cases, a single institution had data with more than one of the identified inconsistencies. Once the winter 2015–16 collection closed, NCES and contractor staff continued the data cleaning and validation process and found that data inconsistencies remained for numerous institutions.

Due to the severity of the reporting inconsistencies from numerous institutions, NCES decided that the release of the OM data from the 2015–16 data collection would be delayed until institutions had been provided an additional opportunity to review, resubmit, and/or relock their data (which would indicate to NCES that the institutions had compared and verified that the data they reported were correct and followed the expected logic of data consistency between the survey components). To this end, NCES contacted institutions through an e-mailed letter, asking them to clarify reporting inconsistencies through the 2015–16 Prior Year Revision (PYR) system. The PYR system was an opportunity for all institutions to address their reported data.

To address the data inconsistencies in the OM and GR200 survey components, institutions had the opportunity to utilize the 2015–16 PYR system during the winter collection period, which ran from December 14, 2016, through February 15, 2017. Institutions that had inconsistencies in their data received one or more letters asking them to correct their prior-year data during the specified time period. Of the survey components discussed in this report, only the OM and GR200 components had data that could be changed in the 2015–16 PYR system. Because the 2007 cohort data were collected prior to the 2015–16 collection year, the window of opportunity to revise the GR data had past.

The following section identifies the six letters (see appendix D) along with the six inconsistencies in the 2015–16 data and selected institutional characteristics of the institutions that received the letters. A total of 1,877 institutions were flagged due to inconsistencies in reporting their 2015–16 data. The data for 779 of the 1,877 institutions remained inconsistent even after the institutions had a chance to revise their data in the 2015–16 PYR system. Refer to the timeline in appendix E for the main milestones in the OM and GR200 2015–16 collection.

5.2 Outcome Measures and Graduation Rates Data Inconsistency Letters

The content of each e-mailed letter is presented below, followed by a table that depicts the number of institutions receiving each letter, by institutional control and selected characteristics.

Letter 1: 2-year institutions with inconsistent FTFT OM and GR200 (at 150 percent) completion data

Letter 1 (see appendix D) indicated the discrepancy found for 2-year institutions with inconsistent data between the OM and GR200 survey components. These institutions reported the number of full-time, first-time (FTFT) students from the 2007 cohort who completed an award within 6 years on the 2015–16 OM survey component that was less than the number of FTFT students from the 2007 cohort who completed an award within 150 percent (e.g., within 3 years) of normal time on the 2011–12 GR200 survey component. However, the number of FTFT completers with awards in OM was expected to be greater than (or equal to) the number of GR200 completers for 2-year institutions. The 2011–12 GR200 collected data on the 2007 cohort who completed an award within 3 years for 2-year institutions while the 2015–16 OM collected the data on the 2007 cohort who completed an award within 6 years. Thus, the data collected in the 2011–12 GR200 and the 2015–16 OM should at least be equal if no students completed an award since the 2011–12 data collection.

Table 10 presents the number of 2-year Title IV degree-granting institutions that received Letter 1 by control of institution and selected institutional characteristics, including region of institution, Carnegie classification, highest degree offered, size of institution, and reporting method. NCES identified a total of 119 2-year public and private degree-granting institutions that reported the number of first-time, full-time (FTFT) students from the 2007 cohort who completed an award within 6 years on the 2015–16 OM survey component that was less than the number of FTFT students from the 2007 cohort who completed an award within 150 percent of normal time on the 2011–12 GR200 survey component. Out of these 119 institutions, 38 were public and 81 were private.

Table 10. Number of 2-year Title IV degree-granting institutions that received Letter 1, by control of institution and selected institutional characteristics: Collection year 2015–16

Institutional characteristics	Total, 2-year institutions	2-year		
		Public	Private	
			Nonprofit	For-profit
Total	119	38	16	65
Region ¹				
New England	3	0	2	1
Mid East	18	1	5	12
Great Lakes	8	1	0	7
Plains	16	5	1	10

See notes at end of table.

Table 10. Number of 2-year Title IV degree-granting institutions that received Letter 1, by control of institution and selected institutional characteristics: Collection year 2015–16—Continued

Institutional characteristics	Total, 2-year institutions	2-year		
		Public	Private	
			Nonprofit	For-profit
Rocky Mountains	5	3	0	2
Southeast	30	14	1	15
Southwest	17	6	2	9
Far West	14	5	2	7
U.S. service academies	0	0	0	0
Other U.S. jurisdictions	8	3	3	2
Carnegie 2015 classification				
Doctoral	0	0	0	0
Master's	0	0	0	0
Baccalaureate	0	0	0	0
Baccalaureate/Associate's	0	0	0	0
Associate's	60	32	0	28
Special Focus and Tribal	47	6	11	30
Not applicable	12	0	5	7
Highest degree offered				
Doctor's	0	0	0	0
Master's	0	0	0	0
Bachelor's	0	0	0	0
Associate's	119	38	16	65
Non-degree-granting	0	0	0	0
Size of institution				
Under 1,000	95	16	16	63
1,000–4,999	19	17	0	2
5,000–9,999	4	4	0	0
10,000–19,999	0	0	0	0
20,000 and above	1	1	0	0
Reporting method				
Academic	87	38	13	36
Program	18	0	3	15
Hybrid	14	0	0	14
Not applicable	0	0	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Spring 2012, 200 Percent Graduation Rates component (final data), and Winter 2015–16, Outcome Measures component (final data).

Letter 2: 4-year institutions with only FTFT bachelor's degree-seeking student cohorts (and only bachelor's degree completions had inconsistent FTFT OM, GR, and GR200 data)

Letter 2 (see appendix D) described the discrepant data reported in the OM, GR, and GR200 survey components by several 4-year institutions. These institutions reported inconsistent data for the 2007 FTFT cohort across the 2013–14 GR, the 2015–16 OM, and the 2015–16 GR200 components. These institutions' 2007 GR cohort for FTFT students was reported as having only bachelor's degree-seeking students and only reported bachelor's degree completers; therefore, the cohort and the outcomes were expected to be consistent across the other components. The FTFT cohorts should have been identical, and the completers for GR (150 percent or within 6-years for degree-seeking students at 4-year institutions) should have been equal to the completers in OM (at 6 years). Also, the completers in GR200 (200 percent or within eight-years for degree-seeking students at 4-year institutions) should have been equal to the completers in OM (at 8 years).

Table 11 displays the number of 4-year Title IV bachelor's degree-granting institutions that received Letter 2 by control of institution and selected institutional characteristics. A total of 477 4-year bachelor's degree-granting institutions received Letter 2 either because the number of FTFT students reported for the 2013–14 GR (150 percent) survey component did not match the number of FTFT students (completers at 6 years) reported in the 2015–16 OM survey component or the number of FTFT students reported in the 2015–16 GR200 (200 percent) survey components was not consistent with the number of FTFT students (completers at 8 years) reported in the 2015–16 OM survey component. Of these 477 institutions, 141 were public, 325 were private nonprofit, and 11 were private for-profit institutions.

Table 11. Number of 4-year Title IV bachelor's degree-granting institutions that received Letter 2, by control of institution and selected institutional characteristics: Collection years 2013–14 and 2015–16

Institutional characteristics	Total, 4-year institutions	4-year Title IV		
		Public	Private	
			Nonprofit	For-profit
Total	477	141	325	11
Region ¹				
New England	36	9	27	0
Mid East	91	20	69	2
Great Lakes	71	12	58	1
Plains	51	12	39	0
Southeast	115	35	76	4
Southwest	47	28	18	1
Rocky Mountains	11	5	5	1
Far West	52	17	33	2
U.S. service academies	2	2	0	0
Other U.S. jurisdictions	1	1	0	0
Carnegie 2015 Classification				
Doctoral	103	66	35	2
Master's	189	63	126	0
Baccalaureate	125	9	115	1

See notes at end of table.

Table 11. Number of 4-year Title IV bachelor's degree-granting institutions that received Letter 2, by control of institution and selected institutional characteristics: Collection years 2013–14 and 2015–16—Continued

Institutional characteristics	Total, 4-year institutions	4-year Title IV		
		Public	Private	
			Nonprofit	For-profit
Baccalaureate/Associate's	3	3	0	0
Associate's	0	0	0	0
Special focus and Tribal	57	0	49	8
Not applicable	0	0	0	0
Highest degree offered				
Doctor's	232	97	133	2
Master's	166	36	126	4
Bachelor's	79	8	66	5
Associate's	0	0	0	0
Non-degree-granting	0	0	0	0
Size of institution				
Under 1,000	80	1	70	9
1,000–4,999	233	32	201	0
5,000–9,999	70	37	31	2
10,000–19,999	41	26	15	0
20,000 and above	53	45	8	0
Reporting method				
Academic	471	141	324	6
Program	0	0	0	0
Hybrid	6	0	1	5
Not applicable	0	0	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2013–14, Graduation Rates component (final data), Winter 2015–16, 200 Percent Graduation Rates (final data), and Winter 2015–16, Outcome Measures component (final data).

Letter 3: All other 4-year institutions (not bachelor's degree-seeking cohort or completers of a degree/certificate below the bachelor's degree) with inconsistent FTFT OM and GR data

Letter 3 (see appendix D) highlighted the discrepancy found among 4-year institutions with inconsistent data in the OM and GR survey components. These institutions reported having other than bachelor's degree-seeking cohorts and/or reported completers of less than a bachelor's degree. The 2007 cohorts for first-time, full-time (FTFT) students should have been identical across the

2015–16 OM and 2013–14 GR survey components. In addition, the number of completers in GR should have been less than or equal to the number of completers reported in OM. The GR cohort is made up of undergraduates who are seeking an award other than a bachelor's degree at 4-year institutions. Many of the awards are bachelor's degrees with few associate's degrees and certificate awards at 4-year institutions. The GR cohort of non-bachelor's degree-seeking completers captures the completion of associate's degrees and certificate awards within 150 percent of normal time to complete (or within 3 years for associate's degrees or less than 3 years for certificate awards). The OM cohorts capture the completion at 6 years of all three awards: bachelor's, associates, and certificates. Thus, the number of completers reported in GR (150 percent or within six-years or less than six-years for completers of less than a bachelor's degree, e.g., associate's degree, certificate) should have been less than or equal to the numbers of completers in OM (at 6 years) for these institutions.

Table 12 shows the number of all other 4-year institutions received Letter 3 that reported having other than bachelor's degree-seeking cohorts that completed other than bachelor's degrees and bachelor's degree-seeking cohorts that completed other than bachelor's degree, by control of institution and selected institutional characteristics. The 2007 FTFT cohort data reported for the 2013–14 GR and 2015–16 OM survey components were inconsistent for 205 institutions, including 39 public and 166 private institutions.

Table 12. Number of other 4-year institutions that received Letter 3, by control of institution and selected institutional characteristics: Collection year 2015–16

Institutional characteristics	Total, 4-year institutions, other	4-year, other		
		Public	Private	
			Nonprofit	For-profit
Total	205	39	132	34
Region ¹				
New England	14	4	10	0
Mid East	18	1	15	2
Great Lakes	35	4	27	4
Plains	41	8	23	10
Southeast	55	10	32	13
Southwest	8	4	3	1
Rocky Mountains	12	4	7	1
Far West	10	0	9	1
U.S. service academies	0	0	0	0
Other U.S. jurisdictions	12	4	6	2
Carnegie 2015 classification				
Doctoral	13	10	3	0
Master's	59	16	42	1
Baccalaureate	54	11	37	6
Baccalaureate/Associate's	28	0	12	16
Associate's	0	0	0	0
Special focus and Tribal	50	2	37	11
Not applicable	1	0	1	0

See notes at end of table.

Table 12. Number of other 4-year institutions that received Letter 3, by control of institution and selected institutional characteristics: Collection year 2015–16—Continued

Institutional characteristics	Total, 4-year institutions, other	4-year, other		
		Public	Private	
			Nonprofit	For-profit
Highest degree offered				
Doctor's	48	14	33	1
Master's	78	15	58	5
Bachelor's	79	10	41	28
Associate's	0	0	0	0
Non-degree-granting	0	0	0	0
Size of institution				
Under 1,000	91	1	63	27
1,000–4,999	89	23	61	5
5,000–9,999	10	3	5	2
10,000–19,999	8	6	2	0
20,000 and above	7	6	1	0
Reporting method				
Academic	196	39	126	31
Program	1	0	0	1
Hybrid	8	0	6	2
Not applicable	0	0	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2013–14, Graduation Rates component (final data), and Winter 2015–16, Outcome Measures component (final data).

Letter 4: No completers reported in OM

Letter 4 (see appendix D) showed the discrepancy found among institutions that reported no completers for one or more OM 2007 cohorts (FTFT, FTPT, NFTFT, and NFPT). In other words, these institutions reported having zero students who did not receive an award in one or many OM cohorts. With an eight-year period to complete an award, it is highly unlikely that an institution with an entering cohort of students would have zero completers. Thus, these institutions received the letter and were asked to check their reported data. Institutions that received this letter may change only their OM data in the PYR system. Fourteen institutions that received Letter 4 also received either Letter 1, 2, or 3.

Table 13 presents the number of Title IV degree-granting institutions that received Letter 4 by control of institution and selected institutional characteristics. Sixteen institutions reported having

zero students who did not receive an award in one or many OM cohorts while their subsequent enrollment status is unknown. Of these 16 institutions, 6 were public and 10 were private for-profit.

Table 13. Number of Title IV degree-granting institutions that received Letter 4, by control of institution and selected institutional characteristics: Collection year 2015–16

Institutional characteristics	Title IV institutions			
	Total	Public	Private	
			Nonprofit	For-profit
Total	16	6	0	10
4-year	5	1	0	4
2-year	11	5	0	6
Less-than-2-year	0	0	0	0
Region ¹				
New England	0	0	0	0
Mid East	0	0	0	0
Great Lakes	0	0	0	0
Plains	4	2	0	2
Southeast	5	3	0	2
Southwest	2	1	0	1
Rocky Mountains	1	0	0	1
Far West	4	0	0	4
U.S. service academies	0	0	0	0
Other U.S. jurisdictions	0	0	0	0
Carnegie 2015 classification				
Doctoral	0	0	0	0
Master's	2	1	0	1
Baccalaureate	1	0	0	1
Baccalaureate/Associate's	0	0	0	0
Associate's	5	5	0	0
Special focus and Tribal	8	0	0	8
Not applicable	0	0	0	0
Highest degree offered				
Doctor's	0	0	0	0
Master's	3	1	0	2
Bachelor's	2	0	0	2
Associate's	11	5	0	6
Non-degree-granting	0	0	0	0
Size of institution				
Under 1,000	7	0	0	7
1,000–4,999	7	5	0	2
5,000–9,999	1	1	0	0
10,000–19,999	0	0	0	0
20,000 and above	1	0	0	1

See notes at end of table.

Table 13. Number of Title IV degree-granting institutions that received Letter 4, by control of institution and selected institutional characteristics: Collection year 2015–16—Continued

Institutional characteristics	Total	Title IV institutions		
		Public	Private	
			Nonprofit	For-profit
Reporting method				
Academic	9	6	0	3
Program	6	0	0	6
Hybrid	1	0	0	1
Not applicable	0	0	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at

<https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data) and Winter 2015–16, Outcome Measures component (final data).

Letter 5: No transfer data reported in OM

Letter 5 (see appendix D) indicated the discrepancy found among institutions that had no transfer data reported in the OM survey component. These institutions reported having zero transfer students (i.e., subsequently enrolled in another institution) for all of the cohorts (FTFT, FTPT, NFTFT, and NFTPT). With an eight-year period to complete an award, it is highly unlikely that an institution with an entering cohort of students would have zero transfer out students. Thus, these institutions received the letter and were asked to check their reported data. Additionally, 204 institutions that received Letter 5 also received either Letter 1, 2, or 3.

Table 14 shows 857 Title IV degree-granting institutions that received Letter 5 by control of institution and selected institutional characteristics. These institutions reported having zero transfer students (i.e., subsequently enrolled in another institution) for one or more of the OM cohorts. Of these 857 institutions, 97 were public, 363 were private nonprofit, and 397 were private for-profit.

Table 14. Number of Title IV degree-granting institutions that received Letter 5, by control of institution and selected institutional characteristics: Collection year 2015–16

Institutional characteristics	Title IV institutions			
	Total	Public	Private	
			Nonprofit	For-profit
Total	857	97	363	397
4-year	588	51	325	212
2-year	269	46	38	185
Less-than-2-year	0	0	0	0
Region ¹				
New England	31	3	22	6
Mid East	103	1	57	45
Great Lakes	129	10	66	53
Plains	91	13	38	40
Southeast	266	39	111	116
Southwest	92	14	28	50
Rocky Mountains	32	2	12	18
Far West	92	6	23	63
U.S. service academies	3	3	0	0
Other U.S. jurisdictions	18	6	6	6
Carnegie 2015 classification				
Doctoral	38	11	24	3
Master's	182	27	124	31
Baccalaureate	146	7	115	24
Baccalaureate/Associate's	88	1	21	66
Associate's	111	44	16	51
Special focus and Tribal	269	6	58	205
Not applicable	23	1	5	17
Highest degree offered				
Doctor's	147	28	109	10
Master's	237	16	146	75
Bachelor's	204	7	70	127
Associate's	269	46	38	185
Non-degree-granting	0	0	0	0
Size of institution				
Under 1,000	441	13	115	313
1,000–4,999	325	52	204	69
5,000–9,999	51	18	27	6
10,000–19,999	23	5	14	4
20,000 and above	17	9	3	5

See notes at end of table.

Table 14. Number of Title IV degree-granting institutions that received Letter 5, by control of institution and selected institutional characteristics: Collection year 2015–16—Continued

Institutional characteristics	Title IV institutions			
	Total	Public	Private	
			Nonprofit	For-profit
Reporting method				
Academic	599	96	316	187
Program	125	1	10	114
Hybrid	133	0	37	96
Not applicable	0	0	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data) and Winter 2015–16, Outcome Measures component (final data).

Letter 6: No transfer data reported in OM, but transfer data reported in GR

Letter 6 (see appendix D) indicated the discrepancy found among institutions that did not report transfer data in the 2015–16 OM survey component, but did report transfer data in the 2013–14 GR survey component for the 2007 FTFT cohort. However, the same institutions reported transfer students (for this same cohort) when they previously completed the GR survey component. A total of 49 institutions that received Letter 6 also received either Letters 1, 2, or 3.

Table 15 displays the number of Title IV degree-granting institutions that received Letter 6 by control of institution and selected institutional characteristics. A total of 149 institutions reported inconsistent data and were asked to revise and relock their data. Of these 149 institutions, 61 were public, 47 were private nonprofit, and 41 were private for-profit.

Table 15. Number of Title IV degree-granting institutions that received Letter 6, by control of institution and selected institutional characteristics: Collection year 2015–16

Institutional characteristics	Title IV institutions			
	Total	Public	Private	
			Nonprofit	For-profit
Total	149	61	47	41
4-year	98	28	44	26
2-year	51	33	3	15
Less-than-2-year	0	0	0	0
Region ¹				
New England	8	0	5	3
Mid East	8	2	4	2
Great Lakes	26	10	7	9
Plains	8	1	4	3
Southeast	63	37	13	13
Southwest	15	7	5	3
Rocky Mountains	5	2	3	0
Far West	7	1	2	4
U.S. service academies	0	0	0	0
Other U.S. jurisdictions	9	1	4	4
Carnegie 2015 classification				
Doctoral	7	4	3	0
Master's	18	7	11	0
Baccalaureate	24	5	18	1
Baccalaureate/Associate's	28	9	2	17
Associate's	42	33	1	8
Special focus and Tribal	30	3	12	15
Not applicable	0	0	0	0
Highest degree offered				
Doctor's	22	9	12	1
Master's	35	11	19	5
Bachelor's	41	8	13	20
Associate's	51	33	3	15
Non-degree-granting	0	0	0	0
Size of institution				
Under 1,000	49	4	16	29
1,000–4,999	79	43	26	10
5,000–9,999	14	7	5	2
10,000–19,999	4	4	0	0
20,000 and above	3	3	0	0

See notes at end of table.

Table 15. Number of Title IV degree-granting institutions that received Letter 6, by control of institution and selected institutional characteristics: Collection year 2015–16—Continued

Institutional characteristics	Total	Title IV institutions		
		Public	Private	
			Nonprofit	For-profit
Reporting method				
Academic	130	61	42	27
Program	10	0	2	8
Hybrid	9	0	3	6
Not applicable	0	0	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at

<https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2013–14, Graduation Rates component (final data), and Winter 2015–16, Outcome Measures component (final data).

5.3 Data Collection Resubmission

The six letters (see appendix D) were e-mailed to institutions with inconsistencies in their data on November 28, 2016. Institutions were asked to review their reported data according to the issue identified in the letter(s) by using the 2015–16 PYR system during the 2016–17 winter collection period (December 14, 2016, through February 15, 2017). Institutions were asked to correct any inconsistencies in their OM data, as well as their GR200 data in certain cases, and relock the surveys in the PYR system. If an institution did not relock its data, then NCES retained the data inconsistency. Institutions were informed that taking advantage of the PYR system was their final opportunity to rectify the NCES-identified data inconsistencies before the data became available to the public.

Table 16 provides a breakdown, by letter, of the number of institutions that were contacted to revise and relock their data in the PYR system and the number of institutions that adjusted their data. However, it does not provide the number of institutions that actually resolved their discrepancies.

For example, table 16 shows that the highest percentage of institutions that made some revisions to their data corresponds to Letter 2 (88 percent, or 420 of 477 institutions). OM survey changes accounted for 62 percent (261 institutions) of the institutions that adjusted their data, while 17 percent (73 institutions) made adjustments to their GR200 survey component and 20 percent (86 institutions) made changes to both their OM and GR200 surveys. In turn, only 50 percent of institutions (8 of 16 institutions) that received Letter 4 made changes to their OM survey component.

Table 16. Number of institutions contacted for 2015–16 Prior Year Revision system changes and number and percentage changing data in responses to relevant items, by component changed and reason for contact

Group	Number of Institutions contacted	Number of Institutions	Percent changing	Institutions that changed data					
				Institutions changing OM only		Institutions changing GR200 only		Institutions changing OM and GR200	
				Number	Percent	Number	Percent	Number	Percent
Letter 1: Completers—2-year	119	78	65.5	78	100.0	†	†	†	†
Letter 2: Completers—4-year, bachelor	477	420	88.1	261	62.1	73	17.4	86	20.5
Letter 3: Completers—4-year, other	205	156	76.1	153	98.1	1	0.01	2	0.01
Letter 4: No completers	16	8	50.0	8	100.0	†	†	†	†
Letter 5: No transfers	857	602	70.2	602	100.0	†	†	†	†
Letter 6: No transfers (but had transfers in prior-year GR)	149	112	75.2	112	100.0	†	†	†	†
Total	1,571	1,215	77.3	1,075	88.5	†	†	†	†

† Not applicable.

NOTE: Detail may not sum to total because total rows are duplicated.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2015–16, 200 Percent Graduation Rates component (final data), and Winter 2015–16, Outcome Measures component (final data).

In contrast to table 16, table 17 provides the number of institutions that were contacted to correct their data in the PYR system and the number of institutions that made revisions that resulted in the resolution of their discrepancy. The highest percentages of institutions that made revisions that resulted in the resolution of the discrepancy correspond to Letter 2 and Letter 6 (64 percent and 62 percent, respectively). However, only 5 of 16 institutions (31 percent) that received Letter 4 resolved discrepancies to their data.

Table 17. Number of institutions contacted for 2015–16 Prior Year Revision system changes and number and percentage changing data in responses to relevant items resulting in resolution of the discrepancy, by component changed and reason for contact

Group	Number of institutions contacted	Number of institutions	Percent changing	Institutions that changed data					
				Institutions changing OM only		Institutions changing GR200 only		Institutions changing OM and GR200	
				Number	Percent	Number	Percent	Number	Percent
Letter 1: Completers—2-year	119	50	42.0	50	100.0	†	†	†	†
Letter 2: Completers—4-year, bachelor	477	306	64.2	194	63.4	53	17.3	59	19.3
Letter 3: Completers—4-year, other	205	111	54.1	109	98.2	0	0.00	2	0.02
Letter 4: No completers	16	5	31.3	5	100.0	†	†	†	†
Letter 5: No transfers	857	397	46.3	397	100.0	†	†	†	†
Letter 6: No transfers (but had transfers in prior-year GR)	149	92	61.7	92	100.0	†	†	†	†
Total	1,571	792	50.4	691	87.2	†	†	†	†

† Not applicable.

NOTE: Detail may not sum to total because total rows are duplicated.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2015–16, 200 Percent Graduation Rates (final data), and Winter 2015–16, Outcome Measures component (final data).

5.4 Outcome Measures and Graduation Rates Inconsistencies—Final Data

Following the close of the 2016–17 winter collection, 779 institutions still had discrepancies between their OM and/or GR200 data, even after receiving one or more of the six letters that provided them the opportunity to resolve these inconsistencies through the PYR system. NCES informed these institutions that no additional opportunities would be provided to correct the inconsistencies and that the 2015–16 OM data would be released to the public as is.

The following subsections highlight, by letter, the institutional characteristics of institutions that did not resolve inconsistencies in their data. Then, section 5.5 provides an overview of information for users of the 2015–16 OM/GR200 data and the 2013–14 GR data and a list of institutions, by IPEDS Unit ID, that did not resolve the data inconsistencies:

Letter 1: 2-year institutions with inconsistent FTFT OM and GR200 (150 percent) completion data—Final data

Table 18 presents the number of 2-year institutions that received Letter 1 due to unresolved inconsistencies with the FTFT cohort of completers from the OM 2015–16 data collection and the FTFT cohort of completers from the GR200 2011–12 data collection. Sixty-nine institutions reported that the number of FTFT students from the 2007 cohort who completed an award within 6 years on the 2015–16 OM survey component was less than the number of FTFT students from the 2007 cohort who completed an award within 150 percent of normal time, which is typically equivalent to 3 years, on the 2011–12 GR200 survey component. Of these 69 institutions, 18 public, 9 private nonprofit, and 42 private for-profit institutions still had inconsistencies in their 2015–16 data after the opportunity to correct the data in the 2015–16 PYR system. For a comparison between table 10 (institutions with data inconsistencies prior to receiving Letter 1) and table 18 (institutions with data inconsistencies after receiving Letter 1 and the opportunity to revise their data), see appendix F, table F-1.

Table 18. Number of 2-year institutions that received Letter 1, by control of institution and selected institutional characteristics: 2015–16 Prior Year Revision system

Institutional characteristics	Total, 2-year institutions in 2015–16	2-year institutions in 2015–16		
		Public	Private	
			Nonprofit	For-profit
Total	69	18	9	42
Region ¹				
New England	1	0	1	0
Mid East	12	0	2	10
Great Lakes	4	0	0	4
Plains	10	3	1	6
Southeast	15	7	0	8
Southwest	12	3	1	8
Rocky Mountains	3	1	0	2
Far West	6	2	2	2
U.S. service academies	0	0	0	0
Other U.S. jurisdictions	6	2	2	2
Carnegie 2015 classification				
Doctoral	0	0	0	0
Master's	0	0	0	0
Baccalaureate	0	0	0	0
Baccalaureate/Associate's	0	0	0	0
Associate's	36	15	0	21
Special focus and Tribal	26	3	5	18
Not applicable	7	0	4	3

See notes at end of table.

Table 18. Number of 2-year institutions that received Letter 1, by control of institution and selected institutional characteristics: 2015–16 Prior Year Revision system—Continued

Institutional characteristics	Total, 2-year institutions in 2015–16	2-year institutions in 2015–16		
		Public	Private	
			Nonprofit	For-profit
Highest degree offered				
Doctor's	0	0	0	0
Master's	0	0	0	0
Bachelor's	0	0	0	0
Associate's	69	18	9	42
Non-degree granting	0	0	0	0
Size of institution				
Under 1,000	58	8	9	41
1,000–4,999	8	7	0	1
5,000–9,999	2	2	0	0
10,000–19,999	0	0	0	0
20,000 and above	1	1	0	0
Reporting method				
Academic	49	18	7	24
Program	9	0	2	7
Hybrid	11	0	0	11
Not applicable	0	0	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows them to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>. Since 2015–16, some institutions have changed their degree-granting status to non-degree-granting status, as well as had a change in their Carnegie 2015 classification categories and reporting method. The reasons include loss of eligibility to provide federally funded financial assistance, combining or merging with another institution, and offering new degrees (e.g., bachelor's or master's degrees).

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Spring 2012, 200 Percent Graduation Rates (final data), and Winter 2015–16, Outcome Measures component (final data).

Letter 2: 4-year institutions with only FTFT bachelor's degree-seeking student cohorts (and only bachelor's degree completions had inconsistent FTFT OM/GR/GR200 data)—Final data

Table 19 shows the number of 4-year Title IV bachelor's degree-granting institutions that received Letter 2 due to unresolved inconsistencies in the 2015–16 data collection. A total of 171 institutions reported inconsistent data for the 2007 cohort across the 2015–16 OM, the 2013–14 GR, and the 2015–16 GR200 survey components, and the inconsistency remained after being provided an opportunity to correct the data in the 2015–16 PYR system. Of these 171 institutions, 42 were public, 118 were private nonprofit, and 11 were private for-profit. For a comparison between table 11 (institutions with data inconsistencies prior to receiving Letter 2) and table 19 (institutions with

data inconsistencies after receiving Letter 2 and the opportunity to revise their data) see appendix F, table F-2.

Table 19. Number of 4-year Title IV bachelor's degree-granting institutions that received Letter 2, by control of institution and selected institutional characteristics: 2015–16 Prior Year Revision system

Institutional characteristics	Total, 4-year institutions in 2015–16	4-year institutions in 2015–16		
		Public	Private	
			Nonprofit	For-profit
Total	171	42	118	11
Region ¹				
New England	9	1	8	0
Mid East	30	6	22	2
Great Lakes	32	7	24	1
Plains	14	4	10	0
Southeast	50	14	32	4
Southwest	15	4	10	1
Rocky Mountains	3	1	1	1
Far West	17	4	11	2
U.S. service academies	1	1	0	0
Other U.S. jurisdictions	0	0	0	0
Carnegie 2015 classification				
Doctoral	34	20	12	2
Master's	66	17	49	0
Baccalaureate	44	2	41	1
Baccalaureate/Associate's	3	3	0	0
Associate's	0	0	0	0
Special focus and Tribal	24	0	16	8
Not applicable	0	0	0	0
Highest degree offered				
Doctor's	79	30	47	2
Master's	62	9	49	4
Bachelor's	30	3	22	5
Associate's	0	0	0	0
Non-degree-granting	0	0	0	0
Size of institution				
Under 1,000	32	0	23	9
1,000–4,999	92	13	79	0
5,000–9,999	16	6	8	2
10,000–19,999	16	9	7	0
20,000 and above	15	14	1	0

See notes at end of table.

Table 19. Number of 4-year Title IV bachelor's degree-granting institutions that received Letter 2, by control of institution and selected institutional characteristics: 2015–16 Prior Year Revision system—Continued

Institutional characteristics	Total, 4-year institutions in 2015–16	4-year institutions in 2015–16		
		Public	Private	For-profit
Reporting method				
Academic	166	42	118	6
Program	0	0	0	0
Hybrid	5	0	0	5
Not applicable	0	0	0	0

¹The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2013–14, Graduation Rates (final data), Winter 2015–16, 200 Percent Graduation Rates (final data), and Winter 2015–16, Outcome Measures component (final data).

Letter 3: All other 4-year institutions (not bachelor's degree-seeking student cohorts or completers of degrees/certificates below the bachelor's degree) with inconsistent FTFT OM and GR data—Final data

Table 20 displays the number of bachelor's degree-granting 4-year institutions that received Letter 3 due to unresolved inconsistencies in the 2015–16 data collection. Ninety-four institutions reported inconsistent data for the 2007 cohort across the 2015–16 OM and the 2013–14 GR survey components, and the inconsistency remained after being provided an opportunity to correct the data in the 2015–16 PYR system. Of these 94 institutions, 15 were public, 56 were private nonprofit, and 23 were private for-profit. For a comparison between table 12 (institutions with data inconsistencies prior to receiving Letter 3) and table 20 (institutions with data inconsistencies after receiving Letter 3 and the opportunity to revise their data), see appendix F, table F-3.

Table 20. Number of 4-year institutions that received Letter 3, by control of institution and selected institutional characteristics: 2015–16 Prior Year Revision system

Institutional characteristics	Total, 4-year institutions	4-year		
		Public	Private	For-profit
Total	94	15	56	23
Region ¹				
New England	6	2	4	0
Mid East	6	1	3	2
Great Lakes	13	1	10	2
Plains	21	3	13	5

See notes at end of table.

Table 20. Number of 4-year institutions that received Letter 3, by control of institution and selected institutional characteristics: 2015–16 Prior Year Revision system—Continued

Institutional characteristics	Total, 4-year institutions	4-year		
		Public	Private	
			Nonprofit	For-profit
Southeast	31	5	16	10
Southwest	4	2	1	1
Rocky Mountains	3	1	1	1
Far West	4	0	4	0
U.S. service academies	0	0	0	0
Other U.S. jurisdictions	6	0	4	2
Carnegie 2015 classification				
Doctoral	5	3	2	0
Master's	21	8	13	0
Baccalaureate	26	3	18	5
Baccalaureate/Associate's	16	0	5	11
Associate's	0	0	0	0
Special focus and Tribal	26	1	18	7
Not applicable	0	0	0	0
Highest degree offered				
Doctor's	19	5	13	1
Master's	33	8	24	1
Bachelor's	42	2	19	21
Associate's	0	0	0	0
Non-degree-granting	0	0	0	0
Size of institution				
Under 1,000	48	0	28	20
1,000–4,999	39	12	26	1
5,000–9,999	3	0	1	2
10,000–19,999	1	1	0	0
20,000 and above	3	2	1	0
Reporting method				
Academic	90	15	55	20
Program	1	0	0	1
Hybrid	3	0	1	2
Not applicable	0	0	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding.

Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2013–14, Graduation Rates (final data), and Winter 2015–16, Outcome Measures component (final data).

Letter 4: No completers reported in OM—Final data

Table 21 depicts the number of institutions that received Letter 4 due to unresolved data inconsistencies in the 2015–16 data collection. A total of 11 institutions reported inconsistent data in the 2015–16 data collection, and the inconsistency remained after being provided an opportunity to correct the data in the 2015–16 PYR system. Of these 11 institutions, 3 were public and 8 were private for-profit. For a comparison between table 13 (institutions with data inconsistencies prior to receiving Letter 4) and table 21 (institutions with data inconsistencies after receiving Letter 4 and the opportunity to revise their data), see appendix F, table F-4.

Table 21. Number of Title IV degree-granting institutions that received Letter 4, by control of institution and selected institutional characteristics: 2015–16 Prior Year Revision system

Institutional characteristics	Total institutions	Title IV Institutions		
		Public	Private	
			Nonprofit	For-profit
Total	11	3	0	8
4-year	3	0	0	3
2-year	8	3	0	5
Less-than-2-year	0	0	0	0
Region ¹				
New England	0	0	0	0
Mid East	0	0	0	0
Great Lakes	0	0	0	0
Plains	3	1	0	2
Southeast	3	1	0	2
Southwest	2	1	0	1
Rocky Mountains	1	0	0	1
Far West	2	0	0	2
U.S. service academies	0	0	0	0
Other U.S. jurisdictions	0	0	0	0
Carnegie 2015 classification				
Doctoral	0	0	0	0
Master's	1	0	0	1
Baccalaureate	1	0	0	1
Baccalaureate/Associate's	0	0	0	0
Associate's	3	3	0	0
Special focus and Tribal	6	0	0	6
Not applicable	0	0	0	0
Highest degree offered				
Doctor's	0	0	0	0
Master's	1	0	0	1
Bachelor's	2	0	0	2
Associate's	8	3	0	5
Non-degree-granting	0	0	0	0

See notes at end of table.

Table 21. Number of Title IV degree-granting institutions that received Letter 4, by control of institution and selected institutional characteristics: 2015–16 Prior Year Revision system—Continued

Institutional characteristics	Total institutions	Title IV Institutions		
		Public	Private	
			Nonprofit	For-profit
Size of institution				
Under 1,000	6	0	0	6
1,000–4,999	3	2	0	1
5,000–9,999	1	1	0	0
10,000–19,999	0	0	0	0
20,000 and above	1	0	0	1
Reporting method				
Academic	4	3	0	1
Program	6	0	0	6
Hybrid	1	0	0	1
Not applicable	0	0	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at

<https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data) and Winter 2015–16, Outcome Measures component (final data).

Letter 5: No transfer data reported in OM—Final data

Table 22 presents the number of institutions that received Letter 5 due to unresolved data inconsistencies in the 2015–16 data collection. A total of 460 institutions reported having zero students who received an award for all of the OM cohorts. The inconsistencies in these institutions' data were not corrected in the 2015–16 PYR system. Of these 460 institutions, 35 were public, 160 were private nonprofit, and 265 were private for-profit. For a comparison between table 14 (institutions with data inconsistencies prior to receiving Letter 5) and table 22 (institutions with data inconsistencies after receiving Letter 5 and the opportunity to revise their data), see appendix F, table F-5.

Table 22. Number of institutions that received Letter 5, by control of institution and selected institutional characteristics: 2015–16 Prior Year Revision system

Institutional characteristics	Total institutions	Institutions		
		Public	Private	
			Nonprofit	For-profit
Total	460	35	160	265
4-year	335	23	146	166
2-year	125	12	14	99
Less-than-2-year	0	0	0	0
Region ¹				
New England	15	1	11	3
Mid East	49	1	22	26
Great Lakes	73	4	26	43
Plains	45	3	16	26
Southeast	149	13	53	83
Southwest	50	6	15	29
Rocky Mountains	22	1	6	15
Far West	43	2	6	35
U.S. service academies	3	3	0	0
Other U.S. jurisdictions	11	1	5	5
Carnegie 2015 classification				
Doctoral	17	3	12	2
Master's	81	11	50	20
Baccalaureate	76	7	50	19
Baccalaureate/Associate's	63	0	9	54
Associate's	48	12	5	31
Special focus and Tribal	161	2	32	127
Not applicable	14	0	2	12
Highest degree offered				
Doctor's	70	12	50	8
Master's	117	7	61	49
Bachelor's	148	4	35	109
Associate's	125	12	14	99
Non-degree-granting	0	0	0	0
Size of institution				
Under 1,000	275	4	56	215
1,000–4,999	148	20	85	43
5,000–9,999	19	8	10	1
10,000–19,999	10	1	8	1
20,000 and above	8	2	1	5

See notes at end of table.

Table 22. Number of institutions that received Letter 5, by control of institution and selected institutional characteristics: 2015–16 Prior Year Revision system—Continued

Institutional characteristics	Total institutions	Institutions		
		Public	Private	
			Nonprofit	For-profit
Reporting method				
Academic	314	35	143	136
Program	64	0	3	61
Hybrid	82	0	14	68
Not applicable	0	0	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>. Since 2015–16, some institutions changed their degree-granting status to non-degree-granting status, as well as had a change in their Carnegie 2015 classification categories and reporting method. The reasons include, but not limited to, loss of eligibility to provide federally funded financial assistance, combining or merging with another institution, and offering new degrees (e.g., bachelor's, master's degrees).

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data) and Winter 2015–16, Outcome Measures component (final data).

Letter 6: No transfer data reported in OM, but transfer data reported in GR—Final data

Table 23 presents the number of Title IV degree-granting institutions that received Letter 6 due to unresolved data inconsistencies in the 2015–16 data collection. Fifty-seven institutions reported inconsistent data across the OM and GR survey components and did not resolve these inconsistencies in the 2015–16 PYR system. Of these 57 institutions, 12 were public, 16 were private nonprofit, and 29 were private for-profit. For a comparison between table 15 (institutions with data inconsistencies prior to receiving Letter 4) and table 23 (institutions with data inconsistencies after receiving Letter 4 and the opportunity to revise their data) see appendix F, table F-6.

Table 23. Number of Title IV degree-granting institutions that received Letter 6, by control of institution and selected institutional characteristics: 2015–16 Prior Year Revision system

Institutional characteristics	Total institutions	Title IV Institutions		
		Public	Private	
			Nonprofit	For-profit
Total	57	12	16	29
4-year	38	3	14	21
2-year	19	9	2	8
Less-than-2-year	0	0	0	0
Region¹				
New England	2	0	0	2
Mid East	1	0	0	1
Great Lakes	11	1	2	8
Plains	7	0	4	3

See notes at end of table.

Table 23. Number of Title IV degree-granting institutions that received Letter 6, by control of institution and selected institutional characteristics: 2015–16 Prior Year Revision system—Continued

Institutional characteristics	Total institutions	Title IV Institutions		
		Public	Private	
			Nonprofit	For-profit
Southeast	18	8	4	6
Southwest	7	3	2	2
Rocky Mountains	1	0	1	0
Far West	4	0	1	3
U.S. service academies	0	0	0	0
Other U.S. jurisdictions	6	0	2	4
Carnegie 2015 classification				
Doctoral	2	1	1	0
Master's	4	0	4	0
Baccalaureate	6	0	5	1
Baccalaureate/Associate's	16	1	0	15
Associate's	14	9	1	4
Special focus and Tribal	15	1	5	9
Not applicable	0	0	0	0
Highest degree offered				
Doctor's	7	1	5	1
Master's	9	1	5	3
Bachelor's	22	1	4	17
Associate's	19	9	2	8
Non-degree-granting	0	0	0	0
Size of institution				
Under 1,000	31	2	8	21
1,000–4,999	20	8	6	6
5,000–9,999	5	1	2	2
10,000–19,999	1	1	0	0
20,000 and above	0	0	0	0
Reporting method				
Academic	47	12	14	21
Program	4	0	1	3
Hybrid	6	0	1	5
Not applicable	0	0	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding.

Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2013–14, Graduation Rates component (final data), and Winter 2015–16, Outcome Measures component (final data).

5.5 Institutions With Data Inconsistencies

Following the close of the 2016–17 winter collection, after institutions that received one or more of the six letters were provided the opportunity to resolve the inconsistencies in their data through the 2015–16 PYR system, 779 institutions still had discrepancies in their OM and/or GR200 data. Tables 24 to 29 identify the institutions that did not resolve these inconsistencies by their IPEDS Unit ID. These tables are organized based on the letters that institutions received. See appendix G, table G, for the full list of institutions, by Unit ID, that did not resolve their data issues. The Unit ID of each institution with unresolved data is provided in this data file documentation to allow data users to account for these institutions when using the cohort 2007 data from the 2015–16 OM and/or GR200 data collections and/or 2011–12 GR data collection.

Additionally, to aid data users in accounting for institutions with inconsistencies in the 2015–16 data, IPEDS provided the variable OMGLAG (Data Labels: 0–No issue, 1–Data inconsistencies) in the OM 2015 data file, which highlights institutions that had data inconsistencies or received at least one of the six letters. Also, IPEDS added to the FLAGS2015 data file the following six additional variables (Data Labels: 0–No issue, 1–Data inconsistencies, and -2–Not applicable) for each of the six letters. Each variable indicates whether the institution resolved the inconsistency in its data, based on the type of problem presented in each letter:

- OMFLG1GR—Letter 1: 2-year institutions with inconsistent FTFT OM and GR200 (150 percent) completion data;
- OMFLG2GR—Letter 2: 4-year institutions with only FTFT bachelor’s degree-seeking student cohorts (and only bachelor’s degree completions had inconsistent FTFT OM, GR, and GR200 data);
- OMFLG3GR—Letter 3: All other 4-year institutions (not bachelor’s degree-seeking student cohorts or completers of degrees/certificates below the bachelor’s degree) with inconsistent FTFT OM and GR data;
- OMFLG4—Letter 4: No completers reported in OM;
- OMFLG5—Letter 5: No transfer data reported in OM; and
- OMFLG6GR—Letter 6: No transfer data reported in OM, but transfer data reported in GR.

Table 24. List of institutions that received Letter 1 and did not resolve data inconsistencies, by Unit IDs: Collection year 2015–16

			Letter 1			
101295	155201	189811	213473	372329	436182	441928
104346	158352	192509	214023	373058	437060	444334
105659	158723	192688	216436	376321	437635	444565
106980	159197	197522	216454	404383	437750	449144
114433	161208	199625	216551	410520	439312	449153
128179	175935	205391	229832	420723	439367	449250
140003	176239	206224	242149	433174	439570	449302
145239	180328	207281	242556	433466	440882	455488
148140	181419	211200	242583	434016	440891	458140
153214	181756	212072	246008	434432	441858	441928

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Spring 2012, 200 Percent Graduation Rates (final data), and Winter 2015–16, Outcome Measures component (final data).

Table 25. List of institutions that received Letter 2 and did not resolve data inconsistencies, by Unit IDs: Collection year 2015–16

Letter 2							
100830	136950	156541	178369	198613	207582	220613	239105
102049	137351	157100	178721	198695	209551	220978	239716
102377	140818	160755	179159	198756	211088	221795	260813
104586	140951	164447	179548	198808	211158	222877	377546
110370	140988	165167	180106	199120	213349	226383	385619
110662	141574	165529	180461	199139	213826	226471	392840
115728	144281	166513	182290	202170	213996	228468	428286
117557	145497	166939	182458	202480	214175	229063	433660
117751	145725	167260	182980	202523	215132	229780	434973
123457	147341	168290	183974	203128	215743	229887	445300
125727	147369	168546	184782	203580	215798	230995	446604
125897	149231	169080	186584	204264	216038	231554	448567
128328	149514	169983	186867	204468	216764	232265	449658
131098	150066	170976	187897	204671	216807	232681	450979
131469	150163	173142	188182	204680	217633	233611	451060
131520	150677	174020	188526	204699	217688	234164	456348
132657	153278	174066	189088	204705	217998	235769	482565
132903	153621	174127	189848	204796	218238	236230	
133650	153861	174233	193645	206437	218399	236452	
133669	155317	175430	195128	207041	218919	237330	
134130	155937	175616	196158	207306	219505	238193	
136172	156189	176406	197045	207458	219806	238324	

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2013–14, Graduation Rates (final data), Winter 2015–16, 200 Percent Graduation Rates (final data), and Winter 2015–16, Outcome Measures component (final data).

Table 26. List of institutions that received Letter 3 and did not resolve data inconsistencies, by Unit IDs: Collection year 2015–16

Letter 3				
101073	160630	183062	219046	242121
115773	161299	183211	219082	260947
120537	167057	187596	219259	363439
123280	170091	188465	219374	406194
123554	173489	191205	220002	421832
127024	174437	194569	220312	436702
129525	174491	198969	220473	439613
133809	174862	199458	220631	439862
138293	175014	200013	225575	440147
138309	175421	200156	228501	440651
139205	176318	201177	232043	444042
144883	176770	203845	232557	444255
150774	176947	205203	233897	445258
152798	177214	206048	234155	446048
153427	177542	206604	237215	447069
154590	178305	211893	237358	447476
155973	178891	214777	239071	448309
157085	180179	215114	241216	448628
157465	180647	217606	241517	

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2013–14, Graduation Rates (final data), and Winter 2015–16, Outcome Measures component (final data).

Table 27. List of institutions that received Letter 4 and did not resolve data inconsistencies, by Unit IDs: Collection year 2015–16

Letter 4			
102067	126687	155283	441742
120661	133845	219204	449339
124706	153533	224615	

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data) and Winter 2015–16, Outcome Measures component (final data).

Table 28. List of institutions that received Letter 5 and did not resolve data inconsistencies, by Unit IDs: Collection year 2015–16

Letter 5										
101480	134909	156213	176637	199731	218414	239318	376385	430379	442930	450447
101693	135124	156471	178183	199962	218441	239910	377069	430388	443526	450456
102234	135364	156745	178226	200633	218973	241100	377111	432223	443535	450933
102270	135939	157076	178244	201399	219213	241128	378406	432241	443599	451866
102845	136066	157216	179894	201858	219277	243072	380094	434052	443650	452124
104090	139074	157270	180522	203313	219347	243841	380465	434159	443687	452948
105163	139153	157599	180595	204060	219383	244011	381787	434548	444088	454829
105172	139579	157632	181242	204936	219480	244154	381909	436304	444343	455196
105543	140696	157793	181330	205179	221148	245962	382063	436483	444714	455479
105589	142337	158802	181400	206613	221740	247065	382771	437042	445072	456320
106102	142461	159568	183488	206631	221856	247700	385008	437051	445081	461148
107080	144485	159993	187648	206817	221892	248882	392415	437662	445124	474997
107637	145372	160524	187967	206835	222099	251251	404055	437732	445203	480189
108250	145813	160621	188304	206923	222178	260901	404912	437848	445230	484613
109040	146393	160995	190150	207254	223463	260910	404994	438179	445249	484622
110097	146700	161457	190974	207625	224323	260974	405997	438212	445276	484631
110185	147536	161572	191241	207962	224776	260992	406024	438869	445814	484640
114354	147749	162681	191597	208965	225247	261472	406033	439297	446552	484668
116466	147828	163028	192156	209603	225414	262509	406200	439437	446880	484677
116475	148335	164155	192785	210076	225849	366270	407063	440165	446899	484686
116484	150251	164872	192925	211352	226152	366535	409069	440271	446905	484695
121381	151458	165936	194392	211440	226231	366553	410070	440420	446914	484701
122685	151494	167455	194611	212106	226277	366580	410283	440457	447768	484710
122843	151500	167598	195845	213181	229160	366650	412599	440466	448415	484729
126669	151519	168227	196477	213233	230384	366678	413839	440484	448442	484738
126951	151661	168528	197036	213400	230807	367024	413857	440642	448451	484747
127060	151777	169327	197984	213570	231086	367112	413866	441025	448479	484756
127680	151810	169363	198419	213589	231712	368601	413884	441052	448488	484765
127918	152318	169442	198491	214944	232308	369084	414461	441955	448497	484783
128188	152381	170417	198905	215390	233091	369862	414568	442037	448585	487302
131742	152567	170967	198978	215637	236133	371052	420042	442046	449117	487384
132602	153409	171456	199087	216278	237118	372578	420404	442161	449135	487393
132842	153418	173300	199209	216296	237640	372772	420495	442338	449861	487409
133465	153977	173328	199272	216418	237969	372921	429128	442718	449898	487418
133997	154688	173984	199582	217305	238616	372958	429599	442745	450067	
134237	154767	174899	199607	217961	238892	375416	430263	442888	450225	

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data) and Winter 2015–16, Outcome Measures component (final data).

Table 29. List of institutions that received Letter 6 and did not resolve data inconsistencies, by Unit IDs: Collection year 2015–16

Letter 6				
101116	160940	198729	210304	383996
114123	172264	199892	217989	404499
119270	179919	199926	224439	404505
134112	180814	200217	241836	408039
138691	182865	200554	242130	439826
151944	187903	204316	243832	446668
154776	197814	205610	375489	448673
157696	198321	205647	377458	465812

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2013–14, Graduation Rates component (final data), and Winter 2015–16, Outcome Measures component (final data).

**Appendix A—
2015–16 Outcome Measures Survey Component
Forms and Instructions**



IPEDS

2015-16

Data Collection System

IPEDS Help Desk
(877) 225-2568 or ipedshelp@rti.org

NCES National Center for Education Statistics

2015-16 Survey Materials > Form

date: 2/4/2016

Outcome Measures

Overview

Outcome Measures Overview

Welcome to the IPEDS Outcome Measures (OM) survey component. The OM component collects award and enrollment data from degree-granting institutions on four undergraduate cohorts at two points in time: six-year and eight-year.

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

- Full-time, first-time
- Part-time, first-time
- Full-time, non-first-time
- Part-time, non-first-time

Updates:

Because this is the first year of OM data collection, IPEDS will ask for an estimated time it took you to complete the OM survey component. Include in that estimate the time to review instructions, research data sources, complete and review the component, and submit the data.

Data Reporting Reminders:

All reporting institutions will report on an entering cohort year: 2007

Six-year status will be as of August 31, 2013

Eight-year status will be as of August 31, 2015

Reporting Tips:

- Follow directions on who to include and exclude in your cohorts. Inclusion and exclusion directions are similar to Graduation Rates.
- As a new survey component, carefully read each [OM FAQ](#) before reporting your institution's data.

Coverage:

For academic year reporters (standard academic terms - semesters, trimesters, quarters, or 4-1-4 plan), institutions will report using a fall cohort. Institutions may either use October 15, 2007 or the institution's official fall reporting date.

For program and hybrid reporters (not on standard academic terms), institutions will report using a full-year cohort. Institutions will report during the period between September 1, 2007 and August 31, 2008.

Resources:

To download the survey materials for this component: [Survey Materials](#)


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

Award Status at Six Years

Award Status at Six Years						
Directions: Refer to 2015-16 Survey Materials' Instructions for Award Status at Six Years.						
	2007 cohort	Revised 2007 cohort (through August 31, 2013)	Exclusions to 2007 cohort (through August 31, 2013)	Adjusted 2007 cohort	Awarded by your institution (through August 31, 2013)	Percent of adjusted cohort who received an award from your institution by August 31, 2013
First-time entering						
Full-time	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	
Part-time	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	
Non-first-time entering						
Full-time	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	
Part-time	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	

Award and Enrollment Status at Eight Years

Award and Enrollment Status at Eight Years								
Directions: Refer to 2015-16 Survey Materials' Instructions for Award and Enrollment Status at Eight Years.								
2007 cohort	Revised 2007 cohort (through August 31, 2015)	Exclusions to 2007 cohort (through August 31, 2015)	Adjusted 2007 Cohort	Awarded by your institution (through August 31, 2015)	Students who did not receive an award from your institution by August 31, 2015		Percent of adjusted cohort who received an award from your institution by August 31, 2015	Percent of adjusted cohort who did not receive an award, but are still enrolled at your institution or subsequently enrolled at another institution
					Number still enrolled at your institution	Number who subsequently enrolled at another institution	Number of students whose subsequent enrollment status is unknown	Total number who did not receive an award from your institution by August 31, 2015
First-time entering								
Full-time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Part-time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Non-first-time entering								
Full-time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Part-time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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





IPEDS Help Desk
(877) 225-2568 or ipedshelp@rti.org

NCES National Center for Education Statistics

2015-16 Survey Materials > Instructions

date: 2/4/2016

Outcome Measures

[Purpose of Survey](#)

[General Instructions](#)

[Reporting Period Covered](#)

[Context Boxes](#)

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[Where to Get Help](#)

[Where the Data Will Appear](#)

[Reporting Instructions](#)

[I. Establishing Cohorts](#)

[II. Cohort Status Update](#)

Purpose of Survey

The purpose of the Outcome Measures (OM) component of IPEDS is track the status of four undergraduate student cohorts at degree-granting institutions. Student completion awarded by the reporting institution and enrollment status is collected six and eight years after they entered the reporting institution.

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General Instructions

[Reporting Period Covered](#)

This report requests data on four cohorts of entering degree/certificate-seeking undergraduates enrolled in your institution either (1) as of October 15, 2007 (or the institution's official Fall census date) or (2) during the period between September 1, 2007 and August 31, 2008. Institutions are to report the award status of these students as of August 31, 2013 (Six Year Status) and the award and enrollment status of these students as of August 31, 2015 (Eight Year Status).

[Context Boxes](#)

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

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[Coverage](#)

The Outcome Measures component collects data from degree-granting institutions on four degree/certificate-seeking student cohorts:

- Full-time, first-time entering students
- Part-time, first-time entering students
- Full-time, non-first-time entering students
- Part-time, non-first-time entering students

[Who to Include in the Cohorts](#)

All degree/certificate-seeking undergraduate students entering the institution (either during the fall term or during the 12-month period as described in the "Reporting Period Covered" section above) should be included in one of these four cohorts. Include students enrolled in the fall term who entered the institution for the first time in the prior summer term. For institutions that will report using a **full-year cohort**, count as entering students all those students who entered the institution between September 1, 2007 and August 31, 2008, and who were enrolled for at least 15 days in a program of up to, and including, one year in length, or 30 days in a program of greater than one year in length. Students must be enrolled in courses creditable toward a degree, diploma, certificate, or other formal award. Include students enrolled in courses that are part of a vocational or occupational program, INCLUDING those enrolled in off-campus centers and those enrolled in distance learning/home study programs.

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

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

- Started as either a full-time or part-time student and later changes enrollment intensity.
- Transfers to another institution.
- Drops out of the institution.
- Stops out of the institution.
- Has not fulfilled the institution's requirements to receive a degree or certificate.

Who to Exclude from the Cohort

DO NOT include students in the cohort who are:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program.
- Exclusively taking CEUs.
- Exclusively auditing classes.
- Studying abroad (e.g., at a foreign university) if their enrollment at this institution is only an administrative record.
- In any branch campus located in a foreign country.

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Where to Get Help with Reporting

IPEDS Help Desk

Phone: 1-877-225-2568

Email: ipedshelp@rti.org

Web Tutorials

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

IPEDS Resource Page

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

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Where the Reported Data Will Appear

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

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

- [College Navigator Website](#)
- [IPEDS Data Center](#)
- [IPEDS Data Feedback Reports](#)
- [College Affordability and Transparency Center Website](#)

At the aggregate-level, data will appear in:

- [IPEDS First Looks](#)
- [IPEDS Table Library](#)
- [IPEDS Data Feedback Reports](#)
- [The Digest of Education Statistics](#)
- [The Condition of Education](#)

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Reporting Instructions

The method used to establish the cohort reported on this survey has been predetermined by your institution's response to the predominant calendar system question (D1) on the Institutional Characteristics Header survey component of the IPEDS Fall 2015 Data Collection, according to the following rules:

- a. Institutions that offer a predominant number of programs based on **standard academic terms** (semesters, trimesters, quarters, or 4-1-4 plan) are considered academic reporters and will report using a **fall cohort** of students. Institutions may use a census date of October 15, 2007, 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 report.
- b. Institutions that do not offer a predominant number of programs based on standard academic terms (as defined above) are considered either program or hybrid reporters and will report using a **full-year cohort**. These institutions must count as entering students all those students who entered the institution between September 1, 2007 and August 31, 2008, and who were enrolled for at least 15 days in a program of up to, and including, one year in length, or 30 days in a program of greater than one year in length.

Award Status at Six Years

Report the status of each of the four 2007 cohorts of entering degree/certificate-seeking undergraduate students as of six years of entering your institution. All students entering in 2007 should be included in one of these four cohorts.

Report each student only once.

2007 Cohort: For some institutions, the initial **2007 cohort data** will be preloaded from either the Fall Enrollment (e.g., first-time entering and non-first-time entering students) or the Graduation Rates (e.g., first-time, full-time cohort) survey components. If your institution did not respond to either survey as an academic-year reporter or four-year institution, or if you are reporting on a full-year cohort, the information will not be preloaded and will be blank for data entry.

Revised 2007 Cohort (through August 31, 2013): Please review the data in the 2007 cohort column, and make any necessary corrections for omissions or double counting in the revised cohort column through August 31, 2013. If your data do not appear in the initial 2007 cohort column, please provide the enrollment data as requested in the revised cohort column.

Exclusions to 2007 Cohort (through August 31, 2013): Indicate the total number of students who left your institution as of August 31, 2013 for one of the following allowable reasons:

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

NOTE: Students who leave the institution for one of the reasons noted in b, c, or d above, but return prior to the status date of August 31, 2013, may be subtracted from the cohort.

Adjusted 2007 Cohort: The adjusted cohort is calculated by subtracting the exclusions from the revised cohort.

Awarded by your institution (through August 31, 2013): Report the number of students from the four entering cohorts who have received an award (degree or certificate) from your institution by August 31, 2013, which is six years after the students have entered your institution. Include in these columns students who have received an award from your institution even if they are still enrolled at your institution or have transferred to another institution. For students who have earned multiple awards at your institution: only count the student once and report on the first award conferred by your institution (not the highest award conferred by your institution).

Percent of adjusted cohort who received award from your institution by August 31, 2013: This column will calculate the proportion of students who received an award from your institution for each entering cohort. The data from Awarded by your institution (through August 31, 2013) are divided by 2007 Cohort.

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Award and Enrollment Status at Eight Years

Report the status of each of the four 2007 cohorts of entering degree/certificate-seeking undergraduate students as of eight years of entering your institution. All students entering in 2007 should be included in one of these four cohorts. **Report each student only once.**

2007 Cohort: This information will be preloaded from the Award Status at Six Years screen.

Revised 2007 Cohort (through August 31, 2015): Please review the data in the 2007 cohort column, and make any necessary corrections for omissions or double counting in the revised cohort column through August 31, 2015. Do not enter revisions since the six year status. Enter all revisions for the entire eight years since the students entered the cohorts.

Exclusions to 2007 Cohort (through August 31, 2015): Indicate the total number of students who left your institution as of August 31, 2015. do not enter exclusions since the six year status. Enter all exclusions for the entire eight years since the students entered the cohorts. Students may be excluded for the following allowable reasons:

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

NOTE: Students who leave the institution for one of the reasons noted in b, c, or d above, but return prior to the status date of August 31, 2015, may be subtracted from the cohort.

Adjusted 2007 Cohort: The adjusted cohort is calculated by subtracting the exclusions from the revised cohort.

Awarded by your institution (through August 31, 2015): Report the number of students from the four entering cohorts who have received an award (degree or certificate) from your institution by August 31, 2015, which is eight years after the students entered your institution. Include in these columns students who have received an award from your institution even if they are still enrolled at your institution or have transferred to another institution. For students who have earned multiple awards at your institution: only count the student once and report on the first award conferred by your institution (not the highest award conferred by your institution).

Students who did not receive an award from your institution by August 31, 2015:

Report the enrollment status of each student from the four 2007 entering cohorts who have not received an award by August 31, 2015. Each student who has not received an award should be reported in only one of these columns.

Number still enrolled at reporting institution: Report the number of students still enrolled at the institution as of August 31, 2015. Do not include any students who have received an award by August 31, 2015. You may include students who you know are enrolling at your institution in the fall term immediately following August 31, 2015.

Number subsequently enrolled at another institution: Report the total number of students who transferred out of your institution (without a degree/award) and enrolled in another institution as of August 31, 2015. You may include students who you know are enrolling at the other institution in the fall term immediately following August 31, 2015. Only include students for whom you have confirmed subsequent enrollment.

Number of students whose subsequent enrollment status unknown: This column will be calculated by subtracting the sum of the Number still enrolled at your institution, Number who subsequently enrolled at another institution, and the Number awarded by your Institution (through August 31, 2015) from the adjusted 2007 cohort.

Total number of students who did not receive an award from your institution: The total number of students who did not receive an award by August 31, 2015 will be calculated by summing three columns: Number still enrolled at your institution, Number who subsequently enrolled at another institution, and Number of students whose subsequent enrollment status is unknown.

Percent of adjusted cohort who received an award from your institution by August 31, 2015: This column will calculate the proportion of students who received an award by August 31, 2015 from your institution for each entering cohort. The data from Awarded by your institution (through August 31, 2015) are divided by Adjusted 2007 Cohort.

Percent of adjusted cohort who are still enrolled (at your institution or subsequently enrolled at another institution): This column will calculate the proportion of students who are still enrolled at your institution as of August 31, 2015, or left your institution and subsequently enrolled at another institution. The sum of data from the Number still enrolled at your institution and Number who subsequently enrolled at another institution are divided by Adjusted 2007 Cohort.

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Glossary

date: 2/4/2016

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

Transfer-preparatory program	A <u>program</u> designed specifically to provide a student with the basic knowledge needed to transfer into a higher level program. For example, this may be the first 2 years of a baccalaureate level program for which the institution does not offer an award, or 2 years of undergraduate study needed for entrance into a first-professional program, or 1 or more years of undergraduate study needed for entrance into health services fields.
Undergraduate	A student enrolled in a 4- or 5-year <u>bachelor's degree</u> program, an <u>associate's degree</u> program, or a vocational or technical <u>program</u> below the baccalaureate.

U.S. Department of Education

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**Appendix B—
2015–16 Graduation Rates Survey Component
Forms and Instructions**



IPEDS

2015-16

Data Collection System

IPEDS Help Desk
(877) 225-2568 or ipedshelp@rti.org

NCES National Center for Education Statistics

2015-16 Survey Materials > Form

date: 2/4/2015

Outcome Measures

Overview

Outcome Measures Overview

Welcome to the IPEDS Outcome Measures (OM) survey component. The OM component collects award and enrollment data from degree-granting institutions on four undergraduate cohorts at two points in time: six-year and eight-year.

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

- Full-time, first-time
- Part-time, first-time
- Full-time, non-first-time
- Part-time, non-first-time

Updates:

Because this is the first year of OM data collection, IPEDS will ask for an estimated time it took you to complete the OM survey component. Include in that estimate the time to review instructions, research data sources, complete and review the component, and submit the data.

Data Reporting Reminders:

All reporting institutions will report on an entering cohort year: 2007

Six-year status will be as of August 31, 2013

Eight-year status will be as of August 31, 2015

Reporting Tips:

- Follow directions on who to include and exclude in your cohorts. Inclusion and exclusion directions are similar to Graduation Rates.
- As a new survey component, carefully read each [OM FAQ](#) before reporting your institution's data.

Coverage:

For academic year reporters (standard academic terms - semesters, trimesters, quarters, or 4-1-4 plan), institutions will report using a fall cohort. Institutions may either use October 15, 2007 or the institution's official fall reporting date.

For program and hybrid reporters (not on standard academic terms), institutions will report using a full-year cohort. Institutions will report during the period between September 1, 2007 and August 31, 2008.

Resources:

To download the survey materials for this component: [Survey Materials](#)

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

Graduation rates

Based on your institution's response to the predominant calendar system question (B3) on the Institutional Characteristics Header survey component from the IPEDS Fall 2015 data collection, your institution must report graduation rates data using a:

Fall Cohort (Fall 2012)

A fall cohort is used by institutions with standard academic terms (semester, trimester, quarter, 4-1-4). A full-year cohort is used by institutions offering primarily occupational/vocational programs and operating on a continuous basis.

- In the columns below, indicate the status of the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students reported in Column 10.
- The cumulative number of these students who completed their program within 150% of normal time as of August 31, 2015 should be reported in Column 11.
- Report transfers-out who did not complete a program in Column 30. If the mission of your institution includes providing substantial preparation for students to enroll in another eligible institution WITHOUT having completed a program, you must report transfer-out data in Column 30. A school is required to report only on those students that the school knows have transferred to another eligible institution. A school must document that the student actually transferred. If it is not part of your mission, you may report transfer-out data if you wish.
- Report eligible exclusions from the cohort in Column 45. The ONLY allowable categories for this column are:
students who died or became permanently disabled
students who left school to serve in the armed forces (or have been called up to active duty)
students who left school to serve with a foreign aid service of the Federal Government
students who left school to serve on an official church mission
- Column 52 [No longer enrolled] will be calculated for you. This includes students who dropped out as well as those who completed in greater than 150% of normal time.
- Column 55 [Completers within 100%] is a subset of Column 11 [Completers within 150%]. These data are being requested so they can be preloaded into next year's Graduation Rates 200% survey component.

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

Screen 1 of 1

	Initial cohort	Revised cohort	Total exclusions	Adjusted cohort (Col 10 - Col 45)	Completed within 150% of normal time to completion (Column 11)	Of those in Column 11, those who completed within 100% of normal time to completion (Column 55)	Total transfer-out students (Column 30)	Still enrolled (Column 51)	No longer enrolled (Column 52)
Total men + women	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total men + women prior year	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>





IPEDS Help Desk
(877) 225-2568 or ipedshelp@rti.org

NCES National Center for Education Statistics

2015-16 Survey Materials > Instructions

date: 2/11/2016

Graduation Rates Full Instructions - Less Than 2-Year Institutions

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[Reporting Period Covered](#)

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Purpose of the Survey

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

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Changes in Reporting

There are no changes in reporting for 2015-16. However, clarifications have been made to screens and instructions to address respondent questions.

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General Instructions

Reporting Period Covered

This survey component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students enrolled in your institution either (1) as of October 15, 2012 (or the institution's official fall reporting date) for institutions that offer a predominant number of programs based on standard academic terms (e.g., semesters, trimesters, quarters, or 4-1-4 plan); or (2) during the period between September 1, 2012 and August 31, 2013 for institutions that do not offer a predominant number of programs based on standard academic terms. Institutions are to report the status of these students as of August 31, 2015.

Context Boxes

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

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Coverage

Who to Include in the Cohort

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

For institutions that will report using a **full-year cohort**, count as entering students all those students who entered the institution between September 1, 2012 and August 31, 2013, and who were enrolled for at least 15 days in a program of up to and including one year in length; or 30 days in a program of greater than one year in length.

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

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

- Received any type of federal financial aid, regardless of what courses they took at any time
- Received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program
- Obtained a student visa to enroll at a U.S. postsecondary institution

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

- Becomes a part-time student
- Transfers to another institution
- Drops out of the institution
- Stops out of the institution
- Has not fulfilled the institution's requirements to receive a degree or certificate

Who to Exclude from the Cohort

Do NOT include students in the cohort who are:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree/certificate-seeking students)
- Exclusively taking CEUs
- Exclusively auditing classes
- Studying abroad (e.g., at a foreign university) if their enrollment at the institution is only an administrative record
- Enrolled in any branch campus located in a foreign country
- Enrolled part-time
- Transfers into the institution

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Where to Get Help with Reporting

IPEDS Help Desk

Phone: 1-877-225-2568

Email: ipedshelp@rti.org

Web Tutorials

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

IPEDS Resource Page

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

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Where the Reported Data Will Appear

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

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

- [College Navigator Website](#)
- [IPEDS Data Center](#)
- [IPEDS Data Feedback Reports](#)
- [College Affordability and Transparency Center Website](#)

At the aggregate-level, data will appear in:

- [IPEDS First Looks](#)
- [IPEDS Table Library](#)
- [IPEDS Data Feedback Reports](#)
- [The Digest of Education Statistics](#)
- [The Condition of Education](#)

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Uploading Files to the IPEDS Data Collection System

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

- Fixed width file
- Key value file
- XML format

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Reporting Instructions

The method used to report graduation rates data on this survey is predetermined by your institution's response to the predominant calendar system question (B3) on the IC Header component of the IPEDS Fall 2015 data collection, according to the following rules:

1. Institutions that offer a predominant number of programs based on standard academic terms (semesters, trimesters, quarters, or 4-1-4 plan) will report using a **fall cohort** of students. Institutions may use October 15, 2012 or the institution's official fall reporting date to determine the cohort. This should be the same reporting date used for the IPEDS Fall Enrollment survey.
2. Institutions that do not offer a predominant number of programs based on standard academic terms (as defined above) will report using a **full-year cohort**. These institutions must count as entering students all those students who entered the institution between September 1, 2012 and August 31, 2013, and who were enrolled for at least 15 days in a program of up to and including one year in length; or 30 days in a program of greater than one year in length.

Cohort Data

Report the status of the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students **as of August 31, 2015** in terms of the number of completers within 150% of normal time to completion for their program, the number of transfer-out students, and the number of allowable exclusions to the cohort. Report the combined total of men and women.

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

Initial cohort - If you are reporting on a fall cohort, the information reported on full-time, first-time degree/certificate-seeking undergraduate student enrollment at your institution on the 2012 IPEDS Fall Enrollment survey will be preloaded in this column. If you did not respond to that survey, or if you are reporting on a full-year cohort, the column will be blank.

Revised cohort (Column 10) - Institutions have the option of revising their preloaded cohort if:

- there are eligible students who were omitted in the past
- students were reported who did not belong in the cohort (e.g., they were not actually first-time, or full-time)

Please review the data in the *Initial cohort* column (if applicable) and make any necessary corrections for omissions or erroneous reporting in the *Revised cohort* column. If your data do not appear in the *Initial cohort* column, please provide the enrollment data as requested in the *Revised cohort* column.

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

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

NOTE: Students who leave the institution for one of the reasons noted above, but return prior to the status date of August 31, 2015, may still be subtracted/excluded from the cohort during the calculation of graduation rates.

Completed within 150% of normal time to completion (Column 11) - In order to calculate a graduation rate that complies with Student Right-to-Know regulations, institutions may count as completers only those students who received their degree/certificate within 150% of the normal time for program completion (normal time to completion is the amount of time necessary to complete all requirements for a degree or certificate according to the institution's catalog). **Do not count as completers students who receive their degree/certificate from another institution.**

Enter the number of students who completed programs of less than 2 full-time equivalent academic years within 150% of normal time to completion. This includes awards, certificates, or diplomas of less than one academic year and of at least one but less than two academic years; or designed for completion in less than 60 semester or trimester credit hours, less than 90 quarter credit hours, or less than 1,800 contact or clock hours. For example, a student who completed a 6-month (or equivalent) program in 9 months or less would be reported in Column 11; those taking longer would not be reported in this column.

Completed within 100% of normal time to completion (Column 55) - Of those students reported in Column 11 who completed their program within 150% of normal time to completion, enter the number who completed their program within 100% of normal time. For example, a student who completed a 6-month (or equivalent) program in 6 months or less would be reported in column 55; those taking longer would not be reported in this column.

The number of students reported in Column 55 should be a subset of those reported in Column 11.

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

Still enrolled (Column 51) - Enter the number of students who are still enrolled at your institution as of the fall census date for the fall term following 150% of normal time to completion of their program.

Report each student in only one outcome category (i.e., as completing a program, as a transfer-out, as an exclusion, or as still enrolled) with the exception of those students reported in Column 55, which are a subset of the students reported in Column 11.

No longer enrolled (Column 52) - This column represents the difference between the revised cohort (Column 10) and the sum of Columns 11, 30, 45, and 51.

Calculation of Graduation and Transfer-out Rates

Worksheets

A worksheet calculating the Student Right-To-Know and overall four-year average completion/graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduate students for the 2012 student cohort is provided as a convenience to the institution. Data previously reported by the institution are preloaded for use in these calculations.

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

Privacy Issue With Disclosure

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

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

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Glossary

date: 2/11/2016

Term	Definition
Adjusted cohort	The result of removing any allowable <u>exclusions</u> from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Fall Enrollment</u> component, it is the cohort for calculating retention rate; for the <u>Graduation Rates</u> component, this is the cohort from which graduation and transfer-out rates are calculated; and for the <u>Outcome Measures</u> component, these are the four cohorts (full-time, first-time; part-time-first-time; full-time, non-first-time; and part-time, non-first-time) for which outcomes rates are calculated at 6 and 8 years.
Cohort	A specific group of students established for tracking purposes.
Completers within 150% of normal time	Students who completed their <u>program</u> within 150% of the normal (or expected) time for completion.
Degree/certificate-seeking students	Students enrolled in courses for credit who are seeking a degree, certificate, or other formal award. This includes students who: <ul style="list-style-type: none"> – received any type of federal financial aid, regardless of what courses they took at any time; – received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program; or – obtained a student visa to study at a U.S. postsecondary institution High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.
Exclusions	Those students who may be removed (deleted) from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Graduation Rates</u> , <u>Outcome Measures</u> , and <u>Fall Enrollment</u> retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
Fall cohort	The group of students entering in the <u>fall term</u> established for tracking purposes. For the <u>Graduation Rates</u> component, this includes all students who enter an institution as full-time, first-time <u>degree</u> or <u>certificate-seeking undergraduate</u> students during the fall term of a given year. For the <u>Outcome Measures</u> component, all degree/certificate-seeking undergraduate students who enter an institution during the fall term of a given year must be placed in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the <u>undergraduate level</u> . This includes students enrolled in <u>academic</u> or <u>occupational programs</u> . It also includes students enrolled in the <u>fall term</u> who attended college for the first time in the prior summer term, and students who entered with advanced standing (college <u>credits</u> earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more <u>semester credits</u> , or 12 or more <u>quarter credits</u> , or 24 or more <u>contact hours</u> a week each term. Graduate: A student enrolled for 9 or more <u>semester credits</u> , or 9 or more <u>quarter credits</u> , or a student involved in thesis or dissertation preparation that is considered full-time by the institution. <u>Doctor's degree</u> - <u>Professional practice</u> - as defined by the institution.
Full-year cohort	The group of students entering at any time during the <u>12-month period</u> September 1 through August 31 that is established for tracking and reporting <u>Graduation Rate (GR)</u> and <u>Outcome Measures (OM)</u> data for institutions that primarily offer <u>occupational programs</u> of varying lengths. Students must be <u>full-time</u> and <u>first-time</u> to be considered in the <u>cohort</u> . For OM component, undergraduate students must enter in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
Graduation rate	The rate required for disclosure and/or reporting purposes under <u>Student Right-to-Know Act</u> . This rate is calculated as the total number of <u>completers</u> within 150% of normal time divided by the revised <u>adjusted cohort</u> .
Graduation Rates (GR)	This annual component of <u>IPEDS</u> was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. Prior to 2007, institutions who offered athletically-related student aid were asked to report, by sport, the number of students receiving aid and whether they completed within 150 percent of normal time to completion. Now, these institutions only need to report a URL where the athletic data is located on their website, when available. GR automatically generates worksheets that calculate rates, including average rates over 4 years.
Initial cohort	A specific group of individuals established for tracking purposes. For the <u>Graduation Rates (GR)</u> and <u>Outcome Measures (OM)</u> components of <u>IPEDS</u> , the <u>initial cohort</u> is defined as the enrollment count before removing revisions and exclusions of all <u>degree/certificate-seeking students</u> who enter in either (1) the <u>fall term</u> of a given <u>academic year</u> , or (2) between September 1st and August 31st of the following year. For the GR component of <u>IPEDS</u> , the initial cohort is only for full-time, first-time students. For OM, all undergraduates are placed in one of four initial cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the <u>NCES</u> , began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a <u>Program Participation Agreement</u> with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based <u>data collection system</u> . IPEDS currently consists of the following components: <u>Institutional Characteristics (IC)</u> ; <u>12-month Enrollment (E12)</u> ; <u>Completions (C)</u> ; <u>Admissions (ADM)</u> ; <u>Student Financial Aid (SFA)</u> ; <u>Human Resources (HR)</u> composed of <u>Employees by Assigned Position</u> , <u>Fall Staff</u> , and <u>Salaries</u> ; <u>Fall Enrollment (EF)</u> ; <u>Graduation Rates (GR)</u> ; <u>Outcome Measures (OM)</u> ; <u>Finance (F)</u> ; and <u>Academic Libraries (AL)</u> .
Normal time to completion	The amount of time necessary for a student to complete all requirements for a <u>degree</u> or <u>certificate</u> according to the institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a <u>bachelor's degree</u> in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an <u>associate's degree</u> in a standard term-based institution; and the various scheduled times for <u>certificate programs</u> .
Revised cohort	Initial <u>cohort</u> after revisions are made. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.

Student Right-to-Know Act	Also known as the "Student Right-to-Know and Campus Security Act" (P.L. 101-542), which was passed by Congress November 9, 1990. Title I, Section 103, requires institutions eligible for Title IV funding to calculate completion or <u>graduation rates</u> of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to all students and prospective students. Further, Section 104 requires each institution that participates in any Title IV program and is attended by students receiving athletically-related student aid to submit a report to the Secretary of Education annually. This report is to contain, among other things, graduation/completion rates of all students as well as students receiving athletically-related student aid by race/ethnicity and gender and by sport, and the average completion or graduation rate for the four most recent years. These data are also required to be disclosed to parents, coaches, and potential student athletes when the institution offers athletically-related student aid. The <u>Graduation Rates</u> component of IPEDS was developed specifically to help institutions respond to these requirements. See <u>Graduation Rates</u> for the current description of data collected.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).
Transfer-out rate	Total number of students who are known to have transferred out of the reporting institution within 150% of <u>normal time to completion</u> divided by the <u>adjusted cohort</u> .
Transfer-out student	A student that leaves the reporting institution and enrolls at another institution.
Transfer-preparatory program	A <u>program</u> designed specifically to provide a student with the basic knowledge needed to transfer into a higher level program. For example, this may be the first 2 years of a baccalaureate level program for which the institution does not offer an award, or 2 years of undergraduate study needed for entrance into a first-professional program, or 1 or more years of undergraduate study needed for entrance into health services fields.
Undergraduate	A student enrolled in a 4- or 5-year <u>bachelor's degree</u> program, an <u>associate's degree</u> program, or a vocational or technical <u>program</u> below the baccalaureate.

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IPEDS Help Desk
(877) 225-2568 or ipedshelp@rti.org

NCES National Center for Education Statistics

2015-16 Survey Materials > FAQ

date: 2/11/2016

Graduation Rates for Less than 2-year institutions

Click one of the following questions to view the answer.

General

- 1) [My institution has programs that operate on both a term basis AND a clock hour \(continuing enrollment\) basis. How do I choose which cohort to use for Graduation Rates \(GR\) reporting?](#)
- 2) [My institution does not have any information on the cohort you are requesting. Do I have to do anything this year?](#)
- 3) [When can I revise or adjust my cohort?](#)
- 4) [Do I need to track students every term?](#)

Cohort

- 1) [What is a "first-time" student?](#)
- 2) [My institution has a very small cohort, sometimes only 4 or 5 students. Do I need to complete the GR survey?](#)
- 3) [How do I count a student who started in my original cohort, transferred to another institution \(for which I have a confirmation of transfer\), and then returned to my institution and is still enrolled?](#)
- 4) [Where do I place transfers INTO my institution?](#)
- 5) [How do I report students who are taking ESL \(English as a Second Language\) or developmental courses?](#)
- 6) [Are students in remedial courses included in the cohort?](#)
- 7) [If a student took only remedial courses last year and applies as a full-time degree/certificate-seeking student this fall, can I count the student as "first-time"?](#)
- 8) [What about non-credit enrollment, or students taking CEUs?](#)
- 9) [Are non-degree/certificate-seekers included?](#)
- 10) [How do I treat new entrants that receive credit for life experience?](#)
- 11) [Do I count students who have acquired credits through distance learning or correspondence as "first-time"?](#)
- 12) [How do I report students studying in consortium agreements?](#)
- 13) [My initial cohort includes all full-time, first-time degree/certificate-seeking undergraduate students enrolled as of October 15 - the same as on my IPEDS Fall Enrollment survey. Now what happens to: stop outs, drop outs, students who enroll part-time after the first semester, or students who change programs?](#)
- 14) [If a student in my cohort obtains two awards \(e.g., certificate in cosmetology and certificate in word processing\) within the 150% of normal time for the longest program \(cosmetology\), can I count both completions?](#)

Normal Time and Calculation of 150% of Normal Time

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

Transfers-Out

- 1) [Does my institution need to report transfers-out?](#)
- 2) [What kind of verification must I have to report a student as a transfer-out?](#)
- 3) [My school does not track transfers-out, and our limited budget does not allow us to set up a system to do so. Am I still in compliance with the requirements of the Student Right-to-Know Act, and am I still responsive to the GR survey, if I don't report transfers-out?](#)

Other

- 1) [Exactly what must be disclosed in order to be in compliance with the Student Right-to-Know Act?](#)
- 2) [Will completing the IPEDS Graduation Rates survey satisfy all of my requirements for the Student Right-to-Know Act?](#)
- 3) [The number of students who could be considered for the adjustments to the cohort \(allowable exclusions\) at my institution is very small. Do I need to track these "leavers"?](#)
- 4) [What is a "transfer-preparatory program"?](#)
- 5) [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?](#)
- 6) [My school enrolls students on a monthly basis, so we will be using a full-year cohort. If my longest program is 9 months, how do I calculate 150% of normal time; and which cohort should I use?](#)
- 7) [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?](#)

Answers:

General

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

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

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

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

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3) When can I revise or adjust my cohort?

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

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4) Do I need to track students every term?

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

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Cohort

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

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

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

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

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

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

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4) Where do I place transfers INTO my institution?

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

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

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

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

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

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

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

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

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

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

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

[Back to top](#)**10) How do I treat new entrants that receive credit for life experience?**

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

[Back to top](#)**11) Do I count students who have acquired credits through distance learning or correspondence as "first-time"?**

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

[Back to top](#)**12) How do I report students studying in consortium agreements?**

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

[Back to top](#)**13) My initial cohort includes all full-time, first-time degree/certificate-seeking undergraduate students enrolled as of October 15 - the same as on my IPEDS Fall Enrollment survey. Now what happens to: stop outs, drop outs, students who enroll part-time after the first semester, or students who change programs?**

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

[Back to top](#)**14) If a student in my cohort obtains two awards (e.g., certificate in cosmetology and certificate in word processing) within the 150% of normal time for the longest program (cosmetology), can I count both completions?**

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.

[Back to top](#)**Normal Time and Calculation of 150% of Normal Time****1) How do I calculate 150% of normal time to completion?**

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

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

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

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

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

[Back to top](#)**2) How do I report a student who has switched programs since entering the cohort?**

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

[Back to top](#)**3) How do I calculate 150% for students who stop out, or drop out, and then return and complete the program?**

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

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

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

[Back to top](#)**Transfers-Out**

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

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

[Back to top](#)**2) What kind of verification must I have to report a student as a transfer-out?**

None. All verification requirements were dropped from the regulations.

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

As long as your institution does not include providing substantial preparation for students to enroll in another eligible institution as part of its mission, you do not need to set up a system to track transfers-out. However, if your institution does have such a mission, you must be able to track and report on transfers-out.

[Back to top](#)**Other****1) Exactly what must be disclosed in order to be in compliance with the Student Right-to-Know Act?**

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

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

[Back to top](#)**2) Will completing the IPEDS Graduation Rates survey satisfy all of my requirements for the Student Right-to-Know Act?**

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

[Back to top](#)**3) The number of students who could be considered for the adjustments to the cohort (allowable exclusions) at my institution is very small. Do I need to track these "leavers"?**

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

[Back to top](#)**4) What is a "transfer-preparatory program"?**

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

[Back to top](#)**5) Can I report students as completers if they left the institution to get a job in their field of study, but did not finish their program?**

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

[Back to top](#)**6) My school enrolls students on a monthly basis, so we will be using a full-year cohort. If my longest program is 9 months, how do I calculate 150% of normal time; and which cohort should I use?**

Let's look at this one step at a time. First, schools with programs of less than 4 years are to report on the 2012 cohort. Therefore, you should look at those students who entered your institution between September 1, 2012 and August 31, 2013. Next, assuming the latest possible enrollment date would be August 31, 2013, 150% of 9 months following this date would extend to October 15, 2014 (13 1/2 months later). In order to complete the IPEDS GR survey, the first status date following this is August 31, 2015 and the report is due during the Winter 2015-16 data collection. So you are on track for reporting this cohort.

[Back to top](#)**7) There is a provision for excluding students who leave the institution to join the Armed Forces. Is there a similar provision for excluding students who are already in the military but are transferred to another duty station?**

No, there is no such provision.

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NCES National Center for Education Statistics

2015-16 Survey Materials > Narrative Edits

date: 2/11/2016

Graduation Rates for less-than-2-year institutions

Edit specifications for the 2015-16 IPEDS Web-Based Data Collection

Graduation Rates (GR) Component

Applicable to less-than-2-year institutions

NOTE: The specifications in this document apply to the institutions listed above. Some sections and parts may not apply to your particular institution. Please read the specifications carefully to determine which sections and/or parts apply to your institution.

All screens must be completed in order to lock the survey.

Cohort Data Worksheet

Cohort Data

On this screen, report the status of the cohort of full-time, first-time students for Cohort year 2012. If an **Initial cohort** is available, then that value will be preloaded for your reference. You must provide the following data:

- **Revised cohort** (column 10)
- **Total exclusions** (column 45)
- **Completed program within 150% of normal time to completion** (column 11)
- **Of the students in Column 11, those who completed program within 100% of normal time to completion** (column 55)
- **Total transfer-out students** (column 30)
- **Still enrolled** (column 51)

The system will perform the following edits on the data entered:

- The calculated **Total men + women** in the **Revised Cohort** (column 10) must be greater than 0.
- The calculated **Total men + women** in the **Revised cohort** (column 10) must be less than or equal to the Unduplicated count of undergraduates reported in the cohort year's 12-month enrollment survey.
- If an Initial cohort is preloaded, then the **Revised Cohort** must be within a certain range of the **Initial cohort**, as outlined below:
 - If the number of **Total men + women** in the **Initial cohort** is between 1 and 25 students, then the **Total men + women** in the **Revised Cohort** must be within plus 8 or minus 5 of that value.
 - If the number of **Total men + women** in the **Initial cohort** is between 26 and 100 students, then the **Total men + women** in the **Revised Cohort** must be within a 30% range of that value.
 - If the number of **Total men + women** in the **Initial cohort** is between 101 and 500 students, then the **Total men + women** in the **Revised Cohort** must be within a 20% range of that value.
 - If the number of **Total men + women** in the **Initial cohort** is greater than 500 students, then the **Total men + women** in the **Revised Cohort** must be within a 10% range of that value.
- If the number of **Total exclusions** (men + women) (column 45) is greater than 10, then this value is expected to be less than or equal to 10% of the total number of men and women in the cohort (column 10).
Note: Exclusions should ONLY include students who died or were permanently disabled; or who left school to join the military, to serve with a foreign aid service of the federal government, or to serve on an official church mission. Do NOT include all non-completers in this column.
- If the cohort (column 10) is greater than 20, then the number of **Total completers within 150%** (column 11) must be greater than 0. Otherwise, a *fatal* error will occur to prevent a graduation rate of 0.0% on your institution's College Navigator page.
- If the cohort (column 10) is greater than 10, then the number of **Total completers within 150%** (column 11) must be less than the **Adjusted Cohort** (column 50). Otherwise, a *fatal* error will occur to prevent a graduation rate of 100% on your institution's College Navigator page.

- If the prior year **Adjusted Cohort** (found on the Worksheet screen) is greater than 0; AND the current year **Adjusted Cohort** (column 50) is greater than 0; THEN:

The number who **Completed program within 150% of normal time to completion** * 100

The **Adjusted cohort**

Should be within a 20% range of the following:

The PY **Total Completers within 150%** (found on the Worksheet screen) * 100

The PY **Adjusted cohort**

- The number of students who **completed the program within 100% of normal time to completion** (column 55) is expected to be greater than 0.
- The number of students who **completed the program within 100% of normal time to completion** (column 55) should be less than or equal to the number of **Total completers within 150%** (column 11).
- If the number of **Total transfer-out students** is greater than 12, then the Revised cohort must be less than or equal to 25% of that value.
- The calculated total number of students **No longer enrolled** (column 52) cannot be negative. To correct this value, the sum of **Total exclusions** (column 45), **Total completers within 150%** (column 29), **Total transfer-out students** (column 30), and **Still enrolled** (column 51) must be less than or equal to the number of students in the cohort (column 10).
- If your institution reported having more than 100 students in the subcohort (column 10); and your institution reported having more than 10 **Total transfer-out students** (column 30), then the number of students **No longer enrolled** (column 52) is expected to be greater than 0.
Note: Please verify that non-completers were not reported erroneously as transfer-out students (column 30) or exclusions (column 45).

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Worksheet

An additional worksheet screen is displayed at the end of the survey to provide your institution with a summary of the data entered in the current and prior years. Tables include:

- **Calculation of graduation and transfer-out rates**, including:
 - Graduation rate
 - Transfer-out rate
- **4-year average rates**, including:
 - Adjusted cohort
 - Total completers within 150%
 - Total transfer-out students
 - 4-year average Student Right-to-Know completion or graduation calculation
 - 4-year average Student Right-to-Know transfer-out rate calculation

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NCES National Center for Education Statistics

2015-16 Survey Materials > Form

date: 2/11/2016

Graduation Rates for less-than-2-year institutions reporting on a full-year cohort (program reporters)


Overview

Graduation Rates Overview

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

Data Reporting Reminders

Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.

 When reporting award levels for sub-baccalaureate certificates, determine program length by the number of credit or contact hours, NOT the academic year length in parentheses. The academic year length is meant only to provide context.

Resources:

The survey materials package for this component can be downloaded using the following link: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

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

Graduation rates

Based on your institution's response to the predominant calendar system question (B3) on the Institutional Characteristics Header survey component from the IPEDS Fall 2015 data collection, your institution must report graduation rates data using a:

Full-Year Cohort (September 1, 2012 – August 31, 2013)

A fall cohort is used by institutions with standard academic terms (semester, trimester, quarter, 4-1-4). A full-year cohort is used by institutions offering primarily occupational/vocational programs and operating on a continuous basis.

- In the columns below, indicate the status of the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students reported in Column 10.
- The cumulative number of these students who completed their program within 150% of normal time as of August 31, 2015 should be reported in Column 11.
- Report transfers-out who did not complete a program in Column 30. If the mission of your institution includes providing substantial preparation for students to enroll in another eligible institution WITHOUT having completed a program, you must report transfer-out data in Column 30. A school is required to report only on those students that the school knows have transferred to another eligible institution. A school must document that the student actually transferred. If it is not part of your mission, you may report transfer-out data if you wish.
- Report eligible exclusions from the cohort in Column 45. The ONLY allowable categories for this column are:
students who died or became permanently disabled
students who left school to serve in the armed forces (or have been called up to active duty)
students who left school to serve with a foreign aid service of the Federal Government
students who left school to serve on an official church mission
- Column 52 [No longer enrolled] will be calculated for you. This includes students who dropped out as well as those who completed in greater than 150% of normal time.
- Column 55 [Completers within 100%] is a subset of Column 11 [Completers within 150%]. These data are being requested so they can be preloaded into next year's Graduation Rates 200% survey component.

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

Screen 1 of 1

	Initial cohort	Revised cohort	Total exclusions	Adjusted cohort (Col 10 - Col 45)	Completed within 150% of normal time to completion (Column 11)	Of those in Column 11, those who completed within 100% of normal time to completion (Column 55)	Total transfer-out students (Column 30)	Still enrolled (Column 51)	No longer enrolled (Column 52)
Total men + women	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total men + women prior year	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>





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NCES National Center for Education Statistics

2015-16 Survey Materials > Instructions

date: 2/11/2016

Graduation Rates Full Instructions - Less Than 2-Year Institutions

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Purpose of the Survey

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

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Changes in Reporting

There are no changes in reporting for 2015-16. However, clarifications have been made to screens and instructions to address respondent questions.

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General Instructions

Reporting Period Covered

This survey component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students enrolled in your institution either (1) as of October 15, 2012 (or the institution's official fall reporting date) for institutions that offer a predominant number of programs based on standard academic terms (e.g., semesters, trimesters, quarters, or 4-1-4 plan); or (2) during the period between September 1, 2012 and August 31, 2013 for institutions that do not offer a predominant number of programs based on standard academic terms. Institutions are to report the status of these students as of August 31, 2015.

Context Boxes

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

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Coverage

Who to Include in the Cohort

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

For institutions that will report using a **full-year cohort**, count as entering students all those students who entered the institution between September 1, 2012 and August 31, 2013, and who were enrolled for at least 15 days in a program of up to and including one year in length; or 30 days in a program of greater than one year in length.

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

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

- Received any type of federal financial aid, regardless of what courses they took at any time
- Received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program
- Obtained a student visa to enroll at a U.S. postsecondary institution

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

- Becomes a part-time student
- Transfers to another institution
- Drops out of the institution
- Stops out of the institution
- Has not fulfilled the institution's requirements to receive a degree or certificate

Who to Exclude from the Cohort

Do NOT include students in the cohort who are:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree/certificate-seeking students)
- Exclusively taking CEUs
- Exclusively auditing classes
- Studying abroad (e.g., at a foreign university) if their enrollment at the institution is only an administrative record
- Enrolled in any branch campus located in a foreign country
- Enrolled part-time
- Transfers into the institution

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Where to Get Help with Reporting

IPEDS Help Desk

Phone: 1-877-225-2568

Email: ipedshelp@rti.org

Web Tutorials

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

IPEDS Resource Page

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

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Where the Reported Data Will Appear

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

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

- [College Navigator Website](#)
- [IPEDS Data Center](#)
- [IPEDS Data Feedback Reports](#)
- [College Affordability and Transparency Center Website](#)

At the aggregate-level, data will appear in:

- [IPEDS First Looks](#)
- [IPEDS Table Library](#)
- [IPEDS Data Feedback Reports](#)
- [The Digest of Education Statistics](#)
- [The Condition of Education](#)

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Uploading Files to the IPEDS Data Collection System

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

- Fixed width file
- Key value file
- XML format

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Reporting Instructions

The method used to report graduation rates data on this survey is predetermined by your institution's response to the predominant calendar system question (B3) on the IC Header component of the IPEDS Fall 2015 data collection, according to the following rules:

1. Institutions that offer a predominant number of programs based on standard academic terms (semesters, trimesters, quarters, or 4-1-4 plan) will report using a **fall cohort** of students. Institutions may use October 15, 2012 or the institution's official fall reporting date to determine the cohort. This should be the same reporting date used for the IPEDS Fall Enrollment survey.
2. Institutions that do not offer a predominant number of programs based on standard academic terms (as defined above) will report using a **full-year cohort**. These institutions must count as entering students all those students who entered the institution between September 1, 2012 and August 31, 2013, and who were enrolled for at least 15 days in a program of up to and including one year in length; or 30 days in a program of greater than one year in length.

Cohort Data

Report the status of the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students **as of August 31, 2015** in terms of the number of completers within 150% of normal time to completion for their program, the number of transfer-out students, and the number of allowable exclusions to the cohort. Report the combined total of men and women.

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

Initial cohort - If you are reporting on a fall cohort, the information reported on full-time, first-time degree/certificate-seeking undergraduate student enrollment at your institution on the 2012 IPEDS Fall Enrollment survey will be preloaded in this column. If you did not respond to that survey, or if you are reporting on a full-year cohort, the column will be blank.

Revised cohort (Column 10) - Institutions have the option of revising their preloaded cohort if:

- there are eligible students who were omitted in the past
- students were reported who did not belong in the cohort (e.g., they were not actually first-time, or full-time)

Please review the data in the *Initial cohort* column (if applicable) and make any necessary corrections for omissions or erroneous reporting in the *Revised cohort* column. If your data do not appear in the *Initial cohort* column, please provide the enrollment data as requested in the *Revised cohort* column.

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

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

NOTE: Students who leave the institution for one of the reasons noted above, but return prior to the status date of August 31, 2015, may still be subtracted/excluded from the cohort during the calculation of graduation rates.

Completed within 150% of normal time to completion (Column 11) - In order to calculate a graduation rate that complies with Student Right-to-Know regulations, institutions may count as completers only those students who received their degree/certificate within 150% of the normal time for program completion (normal time to completion is the amount of time necessary to complete all requirements for a degree or certificate according to the institution's catalog). **Do not count as completers students who receive their degree/certificate from another institution.**

Enter the number of students who completed programs of less than 2 full-time equivalent academic years within 150% of normal time to completion. This includes awards, certificates, or diplomas of less than one academic year and of at least one but less than two academic years; or designed for completion in less than 60 semester or trimester credit hours, less than 90 quarter credit hours, or less than 1,800 contact or clock hours. For example, a student who completed a 6-month (or equivalent) program in 9 months or less would be reported in Column 11; those taking longer would not be reported in this column.

Completed within 100% of normal time to completion (Column 55) - Of those students reported in Column 11 who completed their program within 150% of normal time to completion, enter the number who completed their program within 100% of normal time. For example, a student who completed a 6-month (or equivalent) program in 6 months or less would be reported in column 55; those taking longer would not be reported in this column.

The number of students reported in Column 55 should be a subset of those reported in Column 11.

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

Still enrolled (Column 51) - Enter the number of students who are still enrolled at your institution as of the fall census date for the fall term following 150% of normal time to completion of their program.

Report each student in only one outcome category (i.e., as completing a program, as a transfer-out, as an exclusion, or as still enrolled) with the exception of those students reported in Column 55, which are a subset of the students reported in Column 11.

No longer enrolled (Column 52) - This column represents the difference between the revised cohort (Column 10) and the sum of Columns 11, 30, 45, and 51.

Calculation of Graduation and Transfer-out Rates

Worksheets

A worksheet calculating the Student Right-To-Know and overall four-year average completion/graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduate students for the 2012 student cohort is provided as a convenience to the institution. Data previously reported by the institution are preloaded for use in these calculations.

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

Privacy Issue With Disclosure

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

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

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Glossary

date: 2/11/2016

Term	Definition
Adjusted cohort	The result of removing any allowable <u>exclusions</u> from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Fall Enrollment</u> component, it is the cohort for calculating retention rate; for the <u>Graduation Rates</u> component, this is the cohort from which graduation and transfer-out rates are calculated; and for the <u>Outcome Measures</u> component, these are the four cohorts (full-time, first-time; part-time-first-time; full-time, non-first-time; and part-time, non-first-time) for which outcomes rates are calculated at 6 and 8 years.
Cohort	A specific group of students established for tracking purposes.
Completers within 150% of normal time	Students who completed their <u>program</u> within 150% of the normal (or expected) time for completion.
Degree/certificate-seeking students	Students enrolled in courses for credit who are seeking a degree, certificate, or other formal award. This includes students who: <ul style="list-style-type: none"> – received any type of federal financial aid, regardless of what courses they took at any time; – received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program; or – obtained a student visa to study at a U.S. postsecondary institution High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.
Exclusions	Those students who may be removed (deleted) from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Graduation Rates</u> , <u>Outcome Measures</u> , and <u>Fall Enrollment</u> retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
Fall cohort	The group of students entering in the <u>fall term</u> established for tracking purposes. For the <u>Graduation Rates</u> component, this includes all students who enter an institution as full-time, first-time <u>degree</u> or <u>certificate-seeking undergraduate</u> students during the fall term of a given year. For the <u>Outcome Measures</u> component, all degree/certificate-seeking undergraduate students who enter an institution during the fall term of a given year must be placed in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the <u>undergraduate level</u> . This includes students enrolled in <u>academic</u> or <u>occupational programs</u> . It also includes students enrolled in the <u>fall term</u> who attended college for the first time in the prior summer term, and students who entered with advanced standing (college <u>credits</u> earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more <u>semester credits</u> , or 12 or more <u>quarter credits</u> , or 24 or more <u>contact hours</u> a week each term. Graduate: A student enrolled for 9 or more <u>semester credits</u> , or 9 or more <u>quarter credits</u> , or a student involved in thesis or dissertation preparation that is considered full-time by the institution. <u>Doctor's degree</u> - <u>Professional practice</u> - as defined by the institution.
Full-year cohort	The group of students entering at any time during the <u>12-month period</u> September 1 through August 31 that is established for tracking and reporting <u>Graduation Rate (GR)</u> and <u>Outcome Measures (OM)</u> data for institutions that primarily offer <u>occupational programs</u> of varying lengths. Students must be <u>full-time</u> and <u>first-time</u> to be considered in the <u>cohort</u> . For OM component, undergraduate students must enter in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
Graduation rate	The rate required for disclosure and/or reporting purposes under <u>Student Right-to-Know Act</u> . This rate is calculated as the total number of <u>completers</u> within 150% of normal time divided by the revised <u>adjusted cohort</u> .
Graduation Rates (GR)	This annual component of <u>IPEDS</u> was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. Prior to 2007, institutions who offered athletically-related student aid were asked to report, by sport, the number of students receiving aid and whether they completed within 150 percent of normal time to completion. Now, these institutions only need to report a URL where the athletic data is located on their website, when available. GR automatically generates worksheets that calculate rates, including average rates over 4 years.
Initial cohort	A specific group of individuals established for tracking purposes. For the <u>Graduation Rates (GR)</u> and <u>Outcome Measures (OM)</u> components of <u>IPEDS</u> , the <u>initial cohort</u> is defined as the enrollment count before removing revisions and exclusions of all <u>degree/certificate-seeking students</u> who enter in either (1) the <u>fall term</u> of a given <u>academic year</u> , or (2) between September 1st and August 31st of the following year. For the GR component of <u>IPEDS</u> , the initial cohort is only for full-time, first-time students. For OM, all undergraduates are placed in one of four initial cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the <u>NCES</u> , began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a <u>Program Participation Agreement</u> with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based <u>data collection system</u> . IPEDS currently consists of the following components: <u>Institutional Characteristics (IC)</u> ; <u>12-month Enrollment (E12)</u> ; <u>Completions (C)</u> ; <u>Admissions (ADM)</u> ; <u>Student Financial Aid (SFA)</u> ; <u>Human Resources (HR)</u> composed of <u>Employees by Assigned Position</u> , <u>Fall Staff</u> , and <u>Salaries</u> ; <u>Fall Enrollment (EF)</u> ; <u>Graduation Rates (GR)</u> ; <u>Outcome Measures (OM)</u> ; <u>Finance (F)</u> ; and <u>Academic Libraries (AL)</u> .
Normal time to completion	The amount of time necessary for a student to complete all requirements for a <u>degree</u> or <u>certificate</u> according to the institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a <u>bachelor's degree</u> in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an <u>associate's degree</u> in a standard term-based institution; and the various scheduled times for <u>certificate programs</u> .
Revised cohort	Initial <u>cohort</u> after revisions are made. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.

Student Right-to-Know Act	Also known as the "Student Right-to-Know and Campus Security Act" (P.L. 101-542), which was passed by Congress November 9, 1990. Title I, Section 103, requires institutions eligible for Title IV funding to calculate completion or <u>graduation rates of certificate- or degree-seeking</u> , full-time students entering that institution, and to disclose these rates to all students and prospective students. Further, Section 104 requires each institution that participates in any Title IV program and is attended by students receiving athletically-related student aid to submit a report to the Secretary of Education annually. This report is to contain, among other things, graduation/completion rates of all students as well as students receiving athletically-related student aid by race/ethnicity and gender and by sport, and the average completion or graduation rate for the four most recent years. These data are also required to be disclosed to parents, coaches, and potential student athletes when the institution offers athletically-related student aid. The <u>Graduation Rates</u> component of IPEDS was developed specifically to help institutions respond to these requirements. See <u>Graduation Rates</u> for the current description of data collected.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).
Transfer-out rate	Total number of students who are known to have transferred out of the reporting institution within 150% of <u>normal time to completion</u> divided by the <u>adjusted cohort</u> .
Transfer-out student	A student that leaves the reporting institution and enrolls at another institution.
Transfer-preparatory program	A <u>program</u> designed specifically to provide a student with the basic knowledge needed to transfer into a higher level program. For example, this may be the first 2 years of a baccalaureate level program for which the institution does not offer an award, or 2 years of undergraduate study needed for entrance into a first-professional program, or 1 or more years of undergraduate study needed for entrance into health services fields.
Undergraduate	A student enrolled in a 4- or 5-year <u>bachelor's degree</u> program, an <u>associate's degree</u> program, or a vocational or technical <u>program</u> below the baccalaureate.

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2015-16 Survey Materials > FAQ

date: 2/11/2015

Graduation Rates for Less than 2-year institutions

Click one of the following questions to view the answer.

General

- 1) [My institution has programs that operate on both a term basis AND a clock hour \(continuing enrollment\) basis. How do I choose which cohort to use for Graduation Rates \(GR\) reporting?](#)
- 2) [My institution does not have any information on the cohort you are requesting. Do I have to do anything this year?](#)
- 3) [When can I revise or adjust my cohort?](#)
- 4) [Do I need to track students every term?](#)

Cohort

- 1) [What is a "first-time" student?](#)
- 2) [My institution has a very small cohort, sometimes only 4 or 5 students. Do I need to complete the GR survey?](#)
- 3) [How do I count a student who started in my original cohort, transferred to another institution \(for which I have a confirmation of transfer\), and then returned to my institution and is still enrolled?](#)
- 4) [Where do I place transfers INTO my institution?](#)
- 5) [How do I report students who are taking ESL \(English as a Second Language\) or developmental courses?](#)
- 6) [Are students in remedial courses included in the cohort?](#)
- 7) [If a student took only remedial courses last year and applies as a full-time degree/certificate-seeking student this fall, can I count the student as "first-time"?](#)
- 8) [What about non-credit enrollment, or students taking CEUs?](#)
- 9) [Are non-degree/certificate-seekers included?](#)
- 10) [How do I treat new entrants that receive credit for life experience?](#)
- 11) [Do I count students who have acquired credits through distance learning or correspondence as "first-time"?](#)
- 12) [How do I report students studying in consortium agreements?](#)
- 13) [My initial cohort includes all full-time, first-time degree/certificate-seeking undergraduate students enrolled as of October 15 - the same as on my IPEDS Fall Enrollment survey. Now what happens to: stop outs, drop outs, students who enroll part-time after the first semester, or students who change programs?](#)
- 14) [If a student in my cohort obtains two awards \(e.g., certificate in cosmetology and certificate in word processing\) within the 150% of normal time for the longest program \(cosmetology\), can I count both completions?](#)

Normal Time and Calculation of 150% of Normal Time

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

Transfers-Out

- 1) [Does my institution need to report transfers-out?](#)
- 2) [What kind of verification must I have to report a student as a transfer-out?](#)
- 3) [My school does not track transfers-out, and our limited budget does not allow us to set up a system to do so. Am I still in compliance with the requirements of the Student Right-to-Know Act, and am I still responsive to the GR survey, if I don't report transfers-out?](#)

Other

- 1) [Exactly what must be disclosed in order to be in compliance with the Student Right-to-Know Act?](#)
- 2) [Will completing the IPEDS Graduation Rates survey satisfy all of my requirements for the Student Right-to-Know Act?](#)
- 3) [The number of students who could be considered for the adjustments to the cohort \(allowable exclusions\) at my institution is very small. Do I need to track these "leavers"?](#)
- 4) [What is a "transfer-preparatory program"?](#)
- 5) [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?](#)
- 6) [My school enrolls students on a monthly basis, so we will be using a full-year cohort. If my longest program is 9 months, how do I calculate 150% of normal time; and which cohort should I use?](#)
- 7) [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?](#)

Answers:

General

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

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

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

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

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3) When can I revise or adjust my cohort?

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

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4) Do I need to track students every term?

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

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Cohort

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

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

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

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

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

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

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4) Where do I place transfers INTO my institution?

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

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

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

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

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

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

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

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

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

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

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

[Back to top](#)**10) How do I treat new entrants that receive credit for life experience?**

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

[Back to top](#)**11) Do I count students who have acquired credits through distance learning or correspondence as "first-time"?**

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

[Back to top](#)**12) How do I report students studying in consortium agreements?**

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

[Back to top](#)**13) My initial cohort includes all full-time, first-time degree/certificate-seeking undergraduate students enrolled as of October 15 - the same as on my IPEDS Fall Enrollment survey. Now what happens to: stop outs, drop outs, students who enroll part-time after the first semester, or students who change programs?**

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

[Back to top](#)**14) If a student in my cohort obtains two awards (e.g., certificate in cosmetology and certificate in word processing) within the 150% of normal time for the longest program (cosmetology), can I count both completions?**

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.

[Back to top](#)**Normal Time and Calculation of 150% of Normal Time****1) How do I calculate 150% of normal time to completion?**

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

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

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

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

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

[Back to top](#)**2) How do I report a student who has switched programs since entering the cohort?**

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

[Back to top](#)**3) How do I calculate 150% for students who stop out, or drop out, and then return and complete the program?**

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

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

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

[Back to top](#)**Transfers-Out**

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

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

[Back to top](#)**2) What kind of verification must I have to report a student as a transfer-out?**

None. All verification requirements were dropped from the regulations.

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

As long as your institution does not include providing substantial preparation for students to enroll in another eligible institution as part of its mission, you do not need to set up a system to track transfers-out. However, if your institution does have such a mission, you must be able to track and report on transfers-out.

[Back to top](#)**Other****1) Exactly what must be disclosed in order to be in compliance with the Student Right-to-Know Act?**

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

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

[Back to top](#)**2) Will completing the IPEDS Graduation Rates survey satisfy all of my requirements for the Student Right-to-Know Act?**

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

[Back to top](#)**3) The number of students who could be considered for the adjustments to the cohort (allowable exclusions) at my institution is very small. Do I need to track these "leavers"?**

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

[Back to top](#)**4) What is a "transfer-preparatory program"?**

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

[Back to top](#)**5) Can I report students as completers if they left the institution to get a job in their field of study, but did not finish their program?**

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

[Back to top](#)**6) My school enrolls students on a monthly basis, so we will be using a full-year cohort. If my longest program is 9 months, how do I calculate 150% of normal time; and which cohort should I use?**

Let's look at this one step at a time. First, schools with programs of less than 4 years are to report on the 2012 cohort. Therefore, you should look at those students who entered your institution between September 1, 2012 and August 31, 2013. Next, assuming the latest possible enrollment date would be August 31, 2013, 150% of 9 months following this date would extend to October 15, 2014 (13 1/2 months later). In order to complete the IPEDS GR survey, the first status date following this is August 31, 2015 and the report is due during the Winter 2015-16 data collection. So you are on track for reporting this cohort.

[Back to top](#)**7) There is a provision for excluding students who leave the institution to join the Armed Forces. Is there a similar provision for excluding students who are already in the military but are transferred to another duty station?**

No, there is no such provision.

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2015-16 Survey Materials > Narrative Edits

date: 2/11/2016

Graduation Rates for less-than-2-year institutions

Edit specifications for the 2015-16 IPEDS Web-Based Data Collection

Graduation Rates (GR) Component

Applicable to less-than-2-year institutions

NOTE: The specifications in this document apply to the institutions listed above. Some sections and parts may not apply to your particular institution. Please read the specifications carefully to determine which sections and/or parts apply to your institution.

All screens must be completed in order to lock the survey.

Cohort Data Worksheet

Cohort Data

On this screen, report the status of the cohort of full-time, first-time students for Cohort year 2012. If an **Initial cohort** is available, then that value will be preloaded for your reference. You must provide the following data:

- **Revised cohort** (column 10)
- **Total exclusions** (column 45)
- **Completed program within 150% of normal time to completion** (column 11)
- **Of the students in Column 11, those who completed program within 100% of normal time to completion** (column 55)
- **Total transfer-out students** (column 30)
- **Still enrolled** (column 51)

The system will perform the following edits on the data entered:

- The calculated **Total men + women** in the **Revised Cohort** (column 10) must be greater than 0.
- The calculated **Total men + women** in the **Revised cohort** (column 10) must be less than or equal to the Unduplicated count of undergraduates reported in the cohort year's 12-month enrollment survey.
- If an Initial cohort is preloaded, then the **Revised Cohort** must be within a certain range of the **Initial cohort**, as outlined below:
 - If the number of **Total men + women** in the **Initial cohort** is between 1 and 25 students, then the **Total men + women** in the **Revised Cohort** must be within plus 8 or minus 5 of that value.
 - If the number of **Total men + women** in the **Initial cohort** is between 26 and 100 students, then the **Total men + women** in the **Revised Cohort** must be within a 30% range of that value.
 - If the number of **Total men + women** in the **Initial cohort** is between 101 and 500 students, then the **Total men + women** in the **Revised Cohort** must be within a 20% range of that value.
 - If the number of **Total men + women** in the **Initial cohort** is greater than 500 students, then the **Total men + women** in the **Revised Cohort** must be within a 10% range of that value.
- If the number of **Total exclusions** (men + women) (column 45) is greater than 10, then this value is expected to be less than or equal to 10% of the total number of men and women in the cohort (column 10).
Note: Exclusions should ONLY include students who died or were permanently disabled; or who left school to join the military, to serve with a foreign aid service of the federal government, or to serve on an official church mission. Do NOT include all non-completers in this column.
- If the cohort (column 10) is greater than 20, then the number of **Total completers within 150%** (column 11) must be greater than 0. Otherwise, a *fatal* error will occur to prevent a graduation rate of 0.0% on your institution's College Navigator page.
- If the cohort (column 10) is greater than 10, then the number of **Total completers within 150%** (column 11) must be less than the **Adjusted Cohort** (column 50). Otherwise, a *fatal* error will occur to prevent a graduation rate of 100% on your institution's College Navigator page.

- If the prior year **Adjusted Cohort** (found on the Worksheet screen) is greater than 0; AND the current year **Adjusted Cohort** (column 50) is greater than 0; THEN:

The number who **Completed program within 150% of normal time to completion** * 100

The **Adjusted cohort**

Should be within a 20% range of the following:

The PY **Total Completers within 150%** (found on the Worksheet screen) * 100

The PY **Adjusted cohort**

- The number of students who **completed the program within 100% of normal time to completion** (column 55) is expected to be greater than 0.
- The number of students who **completed the program within 100% of normal time to completion** (column 55) should be less than or equal to the number of **Total completers within 150%** (column 11).
- If the number of **Total transfer-out students** is greater than 12, then the Revised cohort must be less than or equal to 25% of that value.
- The calculated total number of students **No longer enrolled** (column 52) cannot be negative. To correct this value, the sum of **Total exclusions** (column 45), **Total completers within 150%** (column 29), **Total transfer-out students** (column 30), and **Still enrolled** (column 51) must be less than or equal to the number of students in the cohort (column 10).
- If your institution reported having more than 100 students in the subcohort (column 10); and your institution reported having more than 10 **Total transfer-out students** (column 30), then the number of students **No longer enrolled** (column 52) is expected to be greater than 0.
Note: Please verify that non-completers were not reported erroneously as transfer-out students (column 30) or exclusions (column 45).

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Worksheet

An additional worksheet screen is displayed at the end of the survey to provide your institution with a summary of the data entered in the current and prior years. Tables include:

- **Calculation of graduation and transfer-out rates**, including:
 - Graduation rate
 - Transfer-out rate
- **4-year average rates**, including:
 - Adjusted cohort
 - Total completers within 150%
 - Total transfer-out students
 - 4-year average Student Right-to-Know completion or graduation calculation
 - 4-year average Student Right-to-Know transfer-out rate calculation

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2015-16 Survey Materials > Form

date: 2/11/2016

Graduation Rates for 2-year institutions reporting on a fall cohort (academic reporters)


Overview

Graduation Rates Overview

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

Data Reporting Reminders

Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.

 When reporting award levels for sub-baccalaureate certificates, determine program length by the number of credit or contact hours, NOT the academic year length in parentheses. The academic year length is meant only to provide context.

Resources:

The survey materials package for this component can be downloaded using the following link: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

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

Graduation Rates - Establishing cohort

Based on your institution's response to the predominant calendar system question (B3) on the Institutional Characteristics Header survey component from the IPEDS Fall 2015 data collection, your institution must report graduation rates data using a:

Fall Cohort (Fall 2012)

A fall cohort is used by institutions with standard academic terms (semester, trimester, quarter, 4-1-4). A full-year cohort is used by institutions offering primarily occupational/vocational programs and operating on a continuous basis.

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

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

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

Men

Screen 1 of 4

Cohort year 2012

Initial cohort

Revised cohort

Nonresident alienHispanic/LatinoAmerican Indian or Alaska NativeAsianBlack or African AmericanNative Hawaiian or Other Pacific IslanderWhite

Two or more races

Race and ethnicity unknown**Total men****Women**

Screen 1 of 4

Cohort year 2012

Initial cohort

Revised cohort

Nonresident alienHispanic/LatinoAmerican Indian or Alaska NativeAsianBlack or African AmericanNative Hawaiian or Other Pacific IslanderWhite

Two or more races

Race and ethnicity unknown**Total women****Total men + women**

Graduation Rates - Completers within 150%

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

In the columns below, report the status of the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students listed in Column 10. Those who completed their program within 150% of normal time as of August 31, 2015 should be reported in either Column 11 or 12, depending on the length of the program completed.

- Report Hispanic/Latino individuals of any race as Hispanic/Latino

- Report race for non-Hispanic/Latino individuals only

Men

Screen 2 of 4

Screen 2 of 4	Cohort year 2012			Total completers within 150%
Cohort	Cohort students who completed their program within 150% of normal time to completion			
	Completers of programs of less than 2 academic yrs (or equivalent)	Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)		
	(Column 10)	(Column 11)	(Column 12)	(Column 29)
Nonresident alien				
Hispanic/Latino				
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Race and ethnicity unknown				
Total men				

Women

Screen 2 of 4

Screen 2 of 4		Cohort year 2012		Total completers within 150%
Cohort	Cohort students who completed their program within 150% of normal time to completion			
	Completers of programs of less than 2 academic yrs (or equivalent)	Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)		
(Column 10)	(Column 11)	(Column 12)	(Column 29)	
Nonresident alien				
Hispanic/Latino				
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Race and ethnicity unknown				
Total women				

Total men + women

Graduation Rates - Transfers/exclusions

- In the columns below, report the status of those students in the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students listed in Column 10 who did not complete a program as of August 31, 2015.
- Report transfers-out who did not complete a program in Column 30. If the mission of your institution includes providing substantial preparation for students to enroll in another eligible institution **WITHOUT** having completed a program, you must report transfer-out data in Column 30. A school is required to report only on those students that the school knows have transferred to another eligible institution. A school must document that the student actually transferred. If it is not part of your mission, you may report transfer-out data if you wish.
- Report eligible exclusions from the cohort in Column 45. The **ONLY** allowable categories for this column are:
 students who died or became permanently disabled
 students who left school to serve in the armed forces (or have been called up to active duty)
 students who left school to serve with a foreign aid service of the Federal Government
 students who left school to serve on an official church mission
- Column 52 [No longer enrolled] will be calculated for you. This includes students who have dropped out as well as those who completed in greater than 150% of normal time.
- If you do not have any values to report in either Column 30, 45, or 51, you must enter at least one zero in a field on this screen to continue.

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

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

Men

Screen 3 of 4

	Cohort (Column 10)	Total completers within 150% (Column 29)	Cohort year 2012		Still enrolled (Column 51)	No longer enrolled (Column 52)
			Total transfer-out students (Column 30)	Total exclusions (Column 45)		
<u>Nonresident alien</u>						
<u>Hispanic/Latino</u>						
<u>American Indian or Alaska Native</u>						
<u>Asian</u>						
<u>Black or African American</u>						
<u>Native Hawaiian or Other Pacific Islander</u>						
<u>White</u>						
<u>Two or more races</u>						
<u>Race and ethnicity unknown</u>						
Total men						

Women

Screen 3 of 4

	Cohort (Column 10)	Total completers within 150% (Column 29)	Cohort year 2012		Still enrolled (Column 51)	No longer enrolled (Column 52)
			Total transfer-out students (Column 30)	Total exclusions (Column 45)		
<u>Nonresident alien</u>						
<u>Hispanic/Latino</u>						
<u>American Indian or Alaska Native</u>						
<u>Asian</u>						
<u>Black or African American</u>						
<u>Native Hawaiian or Other Pacific Islander</u>						
<u>White</u>						
<u>Two or more races</u>						
<u>Race and ethnicity unknown</u>						

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

Graduation Rates - Completers within 100%

- In the columns below, report the status of those students in the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed their program within 100% of normal time to completion.
- Those who completed their program within 100% of normal time should be reported in either Column 55 or 56, depending on the length of the program completed.

Cohort of full-time, first-time degree/certificate-seeking undergraduate students					
Cohort year 2012					
Screen 4 of 4	Revised cohort	Exclusions	Cohort students who completed their program within 100% of normal time to completion		Total completers within 100% (Column 55 + 56)
			? Completers of programs of less than 2 academic yrs (or equivalent) (Column 55)	? Completers of programs of at least 2 but less than 4 academic yrs (or equivalent) (Column 56)	(Column 57)
Total men + women			<input type="text"/>	<input type="text"/>	

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IPEDS Help Desk
(877) 225-2568 or ipedshelp@rti.org

NCES National Center for Education Statistics

2015-16 Survey Materials > Instructions

date: 2/11/2016

GR- 2yr - Full Instructions

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Purpose of the Survey

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

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Changes in Reporting

There are no changes in reporting for 2015-16. However, clarifications have been made to screens and instructions to address respondent questions.

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General Instructions

Reporting Period Covered

This survey component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students enrolled in your institution either (1) as of October 15, 2012 (or the institution's official fall reporting date) for institutions that offer a predominant number of programs based on standard academic terms (e.g., semesters, trimesters, quarters, or 4-1-4 plan); or (2) during the period between September 1, 2012 and August 31, 2013 for institutions that do not offer a predominant number of programs based on standard academic terms. Institutions are to report the status of these students as of August 31, 2015.

Context Boxes

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

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Coverage

Who to Include in the Cohort

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

For institutions that will report using a **full-year cohort**, count as entering students all those students who entered the institution between September 1, 2012 and August 31, 2013, and who were enrolled for at least 15 days in a program of up to and including one year in length; or 30 days in a program of greater than one year in length.

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

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

- Received any type of federal financial aid, regardless of what courses they took at any time
- Received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program
- Obtained a student visa to enroll at a U.S. postsecondary institution

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

- Becomes a part-time student
- Transfers to another institution
- Drops out of the institution
- Stops out of the institution
- Has not fulfilled the institution's requirements to receive a degree or certificate

Who to Exclude from the Cohort

Do NOT include students in the cohort who are:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree/certificate-seeking students)
- Exclusively taking CEUs
- Exclusively auditing classes
- Studying abroad (e.g., at a foreign university) if their enrollment at the institution is only an administrative record
- Enrolled in any branch campus located in a foreign country
- Enrolled part-time
- Transfers into the institution

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Where to Get Help with Reporting

IPEDS Help Desk

Phone: 1-877-225-2568

Email: ipedshelp@rti.org

Web Tutorials

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

IPEDS Resource Page

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

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Where the Reported Data Will Appear

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

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

- [College Navigator Website](#)
- [IPEDS Data Center](#)
- [IPEDS Data Feedback Reports](#)
- [College Affordability and Transparency Center Website](#)

At the aggregate-level, data will appear in:

- [IPEDS First Looks](#)
- [IPEDS Table Library](#)
- [IPEDS Data Feedback Reports](#)
- [The Digest of Education Statistics](#)
- [The Condition of Education](#)

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Uploading Files to the IPEDS Data Collection System

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

- Fixed width file
- Key value file
- XML format

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Reporting Instructions

Reporting Persons by Racial/Ethnic Category (1997 OMB)

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

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

Method of reporting aggregate data - Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, resident aliens, and other eligible non-citizens.

- Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:

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

In addition, the following categories may be used:

- Nonresident alien
- Race and ethnicity unknown

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

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

Other descriptive categories

- **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. NOTE - Nonresident aliens are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories. Resident aliens and other eligible (for financial aid purposes) non-citizens who are not citizens or nationals of the United States and who have been 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.
- **Race and ethnicity unknown** - This category is used only if the person did not select EITHER a racial or ethnic designation.

Establishing Cohorts

The method used to report graduation rates data on this survey is predetermined by your institution's response to the predominant calendar system question (B3) on the IC Header component of the IPEDS Fall 2015 data collection, according to the following rules:

1. Institutions that offer a predominant number of programs based on standard academic terms (semesters, trimesters, quarters, or 4-1-4 plan) will report using a **fall cohort** of students. Institutions may use October 15, 2012 or the institution's official fall reporting date to determine the cohort. This should be the same reporting date used for the IPEDS Fall Enrollment survey.
2. Institutions that do not offer a predominant number of programs based on standard academic terms (as defined above) will report using a **full-year cohort**. These institutions must count as entering students all those students who entered the institution between September 1, 2012 and August 31, 2013, and who were enrolled for at least 15 days in a program of up to and including one year in length; or 30 days in a program of greater than one year in length.

Report each student only once.

Initial cohort - If you are reporting on a fall cohort, the information reported on full-time, first-time degree/certificate-seeking undergraduate student enrollment at your institution on the 2012 IPEDS Fall Enrollment survey will be preloaded in this column. If you did not respond to that survey, or if you are reporting on a full-year cohort, the column will be blank.

Revised cohort - Institutions have the option of revising their preloaded cohort if:

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

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

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Completers within 150% of Normal Time to Completion

Report each student only once.

Report the status of the 2012 cohort of degree/certificate-seeking undergraduate students as of 150% of normal time to completion for their program or August 31, 2015 (whichever was earlier) in terms of the number of completers by type of program completed. Report all students by race/ethnicity and gender.

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

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

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

Transfer-preparatory program is defined in 34 CFR Student Assistance General Provisions, Section 668.8(b)(1)(ii) as "the successful completion of at least a 2-year program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program." The Secretary considers this the equivalent of an associate's degree, thus completers of transfer-preparatory programs (although they do not receive a "formal award") should be counted as completers of an at least 2 but less than 4 year program.

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

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

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

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

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

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

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

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Non-completers

Report each student only once.

Report the status of the non-completers from the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students as of 150% of the normal time to completion for their program or August 31, 2015 (whichever was earlier). Report all students by race/ethnicity and gender.

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

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

Total completers within 150% (Column 29) – The data in this column are carried forward from the "Completers within 150%" screen for your reference.

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

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

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

NOTE: Students who leave the institution for one of the above reasons, but return prior to the status date of August 31, 2015, may still be subtracted/excluded from the cohort during the calculation of graduation rates.

Still enrolled (Column 51) – Enter the number of students who were still enrolled at your institution as of 150% of normal time to completion for their program (or August 31, 2015 if 150% of normal time to completion had not elapsed by that time).

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

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Completers within 100% of Normal Time to Completion

Report each student only once.

Report the status of the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed their program as of 100% of normal time to completion for their program or August 31, 2015 (whichever was earlier) in terms of the number of completers by type of program completed. Report all students by race/ethnicity and gender. **Note that this should be a subset of the students reported as completers within 150% of normal time reported earlier in this survey.**

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

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

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

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

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

Completers of programs of less than 2 academic years (or equivalent) (Column 55) - Enter the number of students who completed programs of less than 2 full-time equivalent academic years within 100% of normal time to completion. This includes awards, certificates, or diplomas of less than one academic year and of at least one but less than two academic years; or designed for completion in less than 60 semester or trimester credit hours, less than 90 quarter credit hours, or less than 1,800 contact or clock hours.

Completed a program of at least 2 years, but less than 4 years within 100% (Column 56) - Enter the number of students who completed programs of at least 2 but less than 4 full-time equivalent academic years within 100% of normal time to completion. This includes awards, certificates, or diplomas of at least two but less than four academic years - or designed for completion in at least 60 but less than 120 semester or trimester credit hours, at least 90 but less than 180 quarter credit hours, or at least 1,800 but less than 3,600 contact or clock hours - and associate's degrees.

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

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Calculation of Graduation and Transfer-out Rates

Worksheets

Worksheets calculating the Student Right-To-Know and overall four-year average completion/graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduate students for the 2012 student cohort are provided as a convenience to the institution. Data previously reported by the institution are preloaded for use in these calculations.

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

Privacy Issue With Disclosure

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

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

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Glossary

date: 2/11/2016

Term	Definition
Adjusted cohort	The result of removing any allowable <u>exclusions</u> from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Fall Enrollment</u> component, it is the cohort for calculating retention rate; for the <u>Graduation Rates</u> component, this is the cohort from which graduation and transfer-out rates are calculated; and for the <u>Outcome Measures</u> component, these are the four cohorts (full-time, first-time; part-time-first-time; full-time, non-first-time; and part-time, non-first-time) for which outcomes rates are calculated at 6 and 8 years.
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Associate's degree	An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.
Black or African American	A person having origins in any of the black racial groups of Africa.
Cohort	A specific group of students established for tracking purposes.
Completers within 150% of normal time	Students who completed their <u>program</u> within 150% of the normal (or expected) time for completion.
Degree/certificate-seeking students	Students enrolled in courses for credit who are seeking a degree, certificate, or other formal award. This includes students who: <ul style="list-style-type: none"> - received any type of federal financial aid, regardless of what courses they took at any time; - received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program; or - obtained a student visa to study at a U.S. postsecondary institution <p>High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.</p>
Exclusions	Those students who may be removed (deleted) from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Graduation Rates</u> , <u>Outcome Measures</u> , and <u>Fall Enrollment</u> retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
Fall cohort	The group of students entering in the <u>fall term</u> established for tracking purposes. For the <u>Graduation Rates</u> component, this includes all students who enter an institution as full-time, first-time <u>degree</u> or <u>certificate-seeking undergraduate</u> students during the fall term of a given year. For the <u>Outcome Measures</u> component, all degree/certificate-seeking undergraduate students who enter an institution during the fall term of a given year must be placed in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the <u>undergraduate</u> level. This includes students enrolled in <u>academic</u> or <u>occupational programs</u> . It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college <u>credits</u> earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more <u>semester credits</u> , or 12 or more <u>quarter credits</u> , or 24 or more <u>contact hours</u> a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. <u>Doctor's degree</u> - <u>Professional practice</u> - as defined by the institution.
Full-year cohort	The group of students entering at any time during the 12-month period September 1 through August 31 that is established for tracking and reporting <u>Graduation Rate</u> (GR) and <u>Outcome Measures</u> (OM) data for institutions that primarily offer <u>occupational programs</u> of varying lengths. Students must be <u>full-time</u> and <u>first-time</u> to be considered in the <u>cohort</u> . For OM component, undergraduate students must enter in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
Graduation rate	The rate required for disclosure and/or reporting purposes under <u>Student Right-to-Know Act</u> . This rate is calculated as the total number of <u>completers</u> within 150% of normal time divided by the revised <u>adjusted cohort</u> .
Graduation Rates (GR)	This annual component of <u>IPEDS</u> was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. Prior to 2007, institutions who offered athletically-related student aid were asked to report, by sport, the number of students receiving aid and whether they completed within 150 percent of normal time to completion. Now, these institutions only need to report a URL where the athletic data is located on their website, when available. GR automatically generates worksheets that calculate rates, including average rates over 4 years.
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Initial cohort	A specific group of individuals established for tracking purposes. For the <u>Graduation Rates</u> (GR) and <u>Outcome Measures</u> (OM) components of <u>IPEDS</u> , the initial <u>cohort</u> is defined as the enrollment count before removing revisions and exclusions of all degree/certificate-seeking students who enter in either (1) the <u>fall term</u> of a given <u>academic year</u> , or (2) between September 1st and August 31st of the following year. For the GR component of <u>IPEDS</u> , the initial cohort is only for full-time, first-time students. For OM, all undergraduates are placed in one of four initial cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
Integrated Postsecondary Education Data System (IPEDS)	

	The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a <u>Program Participation Agreement</u> with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based <u>data collection system</u> . IPEDS currently consists of the following components: <u>Institutional Characteristics (IC)</u> ; <u>12-month Enrollment (E12)</u> ; <u>Completions (C)</u> ; <u>Admissions (ADM)</u> ; <u>Student Financial Aid (SFA)</u> ; <u>Human Resources (HR)</u> composed of Employees by Assigned Position, Full Staff, and Salaries; <u>Fall Enrollment (EF)</u> ; <u>Graduation Rates (GR)</u> ; <u>Outcome Measures (OM)</u> ; <u>Finance (F)</u> ; and <u>Academic Libraries (AL)</u> .
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
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 <u>degree</u> or <u>certificate</u> according to the institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a <u>bachelor's degree</u> in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an <u>associate's degree</u> in a standard term-based institution; and the various scheduled times for <u>certificate programs</u> .
Race and ethnicity unknown	The category used to report students or employees whose race and ethnicity are not known.
Race/ethnicity	<p>Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.</p> <p>Individuals are asked to first designate ethnicity as:</p> <ul style="list-style-type: none"> - Hispanic or Latino or - Not Hispanic or Latino <p>Second, individuals are asked to indicate all races that apply among the following:</p> <ul style="list-style-type: none"> - American Indian or Alaska Native - Asian - Black or African American - Native Hawaiian or Other Pacific Islander - White
Revised cohort	Initial <u>cohort</u> after revisions are made. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.
Student Right-to-Know Act	Also known as the "Student Right-to-Know and Campus Security Act" (P.L. 101-542), which was passed by Congress November 9, 1990. Title I, Section 103, requires institutions eligible for Title IV funding to calculate completion or <u>graduation rates</u> of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to all students and prospective students. Further, Section 104 requires each institution that participates in any Title IV program and is attended by students receiving athletically-related student aid to submit a report to the Secretary of Education annually. This report is to contain, among other things, graduation/completion rates of all students as well as students receiving athletically-related student aid by race/ethnicity and gender and by sport, and the average completion or graduation rate for the four most recent years. These data are also required to be disclosed to parents, coaches, and potential student athletes when the institution offers athletically-related student aid. The <u>Graduation Rates</u> component of IPEDS was developed specifically to help institutions respond to these requirements. See <u>Graduation Rates</u> for the current description of data collected.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).
Transfer-out rate	Total number of students who are known to have transferred out of the reporting institution within 150% of <u>normal time to completion</u> divided by the <u>adjusted cohort</u> .
Transfer-out student	A student that leaves the reporting institution and enrolls at another institution.
Transfer-preparatory program	A <u>program</u> designed specifically to provide a student with the basic knowledge needed to transfer into a higher level program. For example, this may be the first 2 years of a baccalaureate level program for which the institution does not offer an award, or 2 years of undergraduate study needed for entrance into a first-professional program, or 1 or more years of undergraduate study needed for entrance into health services fields.
Undergraduate	A student enrolled in a 4- or 5-year <u>bachelor's degree</u> program, an <u>associate's degree</u> program, or a vocational or technical <u>program</u> below the baccalaureate.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.





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NCES National Center for Education Statistics

2015-16 Survey Materials > FAQ

date: 2/11/2016

Graduation Rates for 2-year institutions

Click one of the following questions to view the answer.

General

- 1) [My institution has programs that operate on both a term basis AND a clock hour \(continuing enrollment\) basis. How do I choose which cohort to use for Graduation Rates \(GR\) reporting?](#)
- 2) [My institution does not have any information on the cohort you are requesting. Do I have to do anything this year?](#)
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- 5) [How do I report students who are taking ESL \(English as a Second Language\) or developmental courses?](#)
- 6) [Are students in remedial courses included in the cohort?](#)
- 7) [If a student took only remedial courses last year and applies as a full-time degree/certificate-seeking student this fall, can I count the student as "first-time"?](#)
- 8) [What about non-credit enrollment, or students taking CEUs?](#)
- 9) [Are non-degree/certificate-seekers included?](#)
- 10) [How do I treat new entrants that receive credit for life experience?](#)
- 11) [Do I count students who have acquired credits through distance learning or correspondence as "first-time"?](#)
- 12) [How do I report students studying in consortium agreements?](#)
- 13) [Many of our students take courses during the summer at other schools; should these be considered transfers-out?](#)
- 14) [My initial cohort includes all full-time, first-time degree/certificate-seeking undergraduate students enrolled as of October 15 - the same as on my IPEDS Fall Enrollment survey. Now what happens to: stop outs, drop outs, students who enroll part-time after the first semester, or students who change programs?](#)
- 15) [If a student in my cohort obtains two undergraduate level awards \(e.g., certificate in cosmetology and an AA\) within the 3-year period, can I count both completions?](#)

Normal Time and Calculation of 150% of Normal Time

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

Transfers-Out

- 1) [Does my institution need to report transfers-out?](#)
- 2) [What kind of verification must I have to report a student as a transfer-out?](#)
- 3) [My school does not track transfers-out, and our limited budget does not allow us to set up a system to do so. Am I still in compliance with the requirements of the Student Right-to-Know Act, and am I still responsive to the GR survey, if I don't report transfers-out?](#)

Other

- 1) [Exactly what must be disclosed in order to be in compliance with the Student Right-to-Know Act?](#)
- 2) [Will completing the IPEDS Graduation Rates survey satisfy all of my requirements for the Student Right-to-Know Act?](#)
- 3) [The number of students who could be considered for the adjustments to the cohort \(allowable exclusions\) at my institution is very small. Do I need to track these "leavers"?](#)
- 4) [What is a "transfer-preparatory program"?](#)
- 5) [My school enrolls students on a monthly basis, so we will be using a full-year cohort. If my longest program is 9 months, how do I calculate 150% of normal time; and which cohort should I use?](#)
- 6) [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?](#)
- 7) [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?](#)

Answers:

General

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

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

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

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

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3) When can I revise or adjust my cohort?

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

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4) Do I need to track students every term?

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

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Cohort

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

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

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

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

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

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

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4) Where do I place transfers INTO my institution?

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

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

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

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

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

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

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

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

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

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

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

[Back to top](#)**10) How do I treat new entrants that receive credit for life experience?**

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

[Back to top](#)**11) Do I count students who have acquired credits through distance learning or correspondence as "first-time"?**

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

[Back to top](#)**12) How do I report students studying in consortium agreements?**

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

[Back to top](#)**13) Many of our students take courses during the summer at other schools; should these be considered transfers-out?**

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

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

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

[Back to top](#)**15) If a student in my cohort obtains two undergraduate level awards (e.g., certificate in cosmetology and an AA) within the 3-year period, can I count both completions?**

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

[Back to top](#)**Normal Time and Calculation of 150% of Normal Time****1) How do I calculate 150% of normal time to completion?**

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

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

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

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

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

[Back to top](#)**2) How do I report a student who has switched programs since entering the cohort?**

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

[Back to top](#)**3) How do I calculate 150% for students who stop out, or drop out, and then return and complete the program?**

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

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

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

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Transfers-Out

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

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

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

None. All verification requirements were dropped from the regulations.

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

As long as your institution does not include providing substantial preparation for students to enroll in another eligible institution as part of its mission, you do not need to set up a system to track transfers-out. However, if your institution does have such a mission, you must be able to track and report on transfers-out.

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Other

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

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

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

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

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

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

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

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

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

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

Let's look at this one step at a time. First, schools with programs of less than 4 years are to report on the 2012 cohort. Therefore, you should look at those students who entered your institution between September 1, 2012 and August 31, 2013. Next, assuming the latest possible enrollment date would be August 31, 2013, 150% of 9 months following this date would extend to October 15, 2014 (13 1/2 months later). In order to complete the IPEDS GR survey, the first status date following this is August 31, 2015 and the report is due during the Winter 2015-16 data collection. So you are on track for reporting this cohort.

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

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

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

No, there is no such provision.

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2015-16 Survey Materials > Narrative Edits

date: 2/11/2016

Graduation Rates for 2-year institutions

Edit specifications for the 2015-16 IPEDS Web-Based Data Collection

Graduation Rates (GR) Component

Applicable to 2-year institutions

NOTE: The specifications in this document apply to the institutions listed above. Some sections and parts may not apply to your particular institution. Please read the specifications carefully to determine which sections and/or parts apply to your institution.

All screens must be completed in order to lock the survey.

Establishing Cohorts

Cohort Data

Worksheets

Establishing Cohorts

You must first report on the cohort of first-time, full-time degree/certificate-seeking undergraduates. The screen shown will vary depending on whether your institution has a preloaded 2012 cohort. The values entered on this screen will be used to represent the **Cohort** on all subsequent screens.

For institutions with a preloaded **Initial cohort**, use the screen provided to enter the **Revised cohort** of students by race/ethnicity and gender to correct incorrect data that were reported in an earlier year.

For institutions with no preloaded cohort, use the screen provided to enter the 2012 **Cohort** (column 01) of students by race/ethnicity and gender.

The system will perform the following edits on the data entered:

- The calculated **Total men + women** in the cohort must be greater than 0.
- If no Initial cohort is preloaded, then the calculated **Total men + women** in the **Cohort** (column 01) must be less than or equal to the Unduplicated count of undergraduates reported in the same year's 12-month enrollment survey.
- If no Initial cohort is preloaded and the cohort reported in the prior year was greater than 25, then the calculated **Total men + women** in the **Cohort** (column 01) is expected to be within a 30% range of the **Total in prior year (men and women)** value.
- If an Initial cohort is preloaded, then the **Revised cohort** total must be within a certain range of the **Initial cohort** total, as outlined below:
 - If the number of **Total men + women** in the **Initial cohort** is between 1 and 25 students, then the **Total men + women** in the **Revised cohort** must be within plus 8 or minus 5 of that value.
 - If the number of **Total men + women** in the **Initial cohort** is between 26 and 100 students, then the **Total men + women** in the **Revised cohort** must be within a 30% range of that value.
 - If the number of **Total men + women** in the **Initial cohort** is between 101 and 500 students, then the **Total men + women** in the **Revised cohort** must be within a 20% range of that value.
 - If the number of **Total men + women** in the **Initial cohort** is greater than 500 students, then the **Total men + women** in the **Revised cohort** must be within a 10% range of that value.
- If the percent of **Total men + women** reported in the **Race and ethnicity unknown** category is between 20 percent and 80 percent, then an *explanation* is required.
- If the percent of **Total men + women** reported in the **Race and ethnicity unknown** category is greater than 80 percent, then a *fatal* error will occur.

- The current year racial/ethnic distribution of **Men** is expected to be within a 30% range of the prior year racial/ethnic distribution, otherwise an *explanation* must be provided.

Note: These distributions are calculated by finding the absolute value of the current year percentage for men minus the corresponding prior year percentage for men from each race/ethnicity category. If the sum of the absolute values across all race/ethnicity categories (excluding the **White** category) is greater than 30, then an *explanation* error will occur. For example, in *Table 1* (shown below) the sum of the **Current year minus prior year absolute values** across all applicable race/ethnicity categories is 40. Because this number is greater than 30, an *explanation* error will occur.

Table 1

Race/ethnicity	Current year percentage of men	Prior year percentage of men	Current year minus prior year absolute value
Nonresident Alien	6	14	8
Hispanic/Latino	10	9	1
American Indian/Alaska Native	1	3	2
Asian	8	6	2
Black or African American	25	10	15
Native Hawaiian or Other Pacific Islander	6	4	2
White	50	46	--
Two or more races	4	6	2
Race and ethnicity unknown	0	8	8
Total	--	--	40

- As with the distribution of Men explained previously, the current year racial/ethnic distribution of **Women** is expected to be within a 30% range of the prior year racial/ethnic distribution, otherwise an *explanation* must be provided.
- If the prior year **Adjusted cohort** (from the *Calculation of 4-year average rates: Cohort adjustment* worksheet) is greater than 0; AND the number of **Total Exclusions** is greater than 0; THEN:

Total Completers within 150% * 100

The **Cohort** (column 10) – the number of **Total Exclusions**

Should be within a 20% range of the following:

PY **Total Completers within 150%** (from the 4-year-average, part 2 worksheet) * 100

The PY **Adjusted cohort**

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Cohort Data

Use these screens to report the status of full-time, first-time degree/certificate seeking students for Cohort year 2012. The following screens must be completed:

Completers within 150%

On this screen, you must report the cohort of students who completed their program within 150% of normal time to completion, including: **Completers of programs of less than 2 years** (column 11) and **Completers of programs of at least two but less than four years** (column 12) by race/ethnicity and gender.

For each column, the system will calculate the **Total men + women** to determine the grand total number of completers by length of time to completion. The **Cohort** (column 10) is preloaded for your reference.

In addition, the system will calculate the sum of columns 11 and 12 to determine the number of **Total completers within 150%** (column 29) for each race/ethnicity and gender category.

The system will perform the following edits on the data entered:

- The number of **Total completers within 150%** (column 29) must be greater than 0. Otherwise, a *fatal* error will occur to prevent a graduation rate of 0.0% on your institution's College Navigator page.
- If the number of **Total Completers within 150%** is greater than 10; THEN, this value must be less than the **Cohort** (column 10) minus the number of **Total Exclusions** (from the *Transfers/Exclusions* screen). Otherwise, a *fatal* error will occur to prevent a graduation rate of 100% on your institution's College Navigator page.

Transfers/Exclusions

On this screen, you must report the cohort of students who did not complete a program as of August 31, 2015, including: **Total transfer-out students** (column 30), **Total exclusions** (column 45), and the number of students **Still enrolled** (column 51) by race/ethnicity and gender.

For each column, the system will calculate the **Total men + women** to determine the grand total number of non-completers. The **Cohort** (column 10) and the **Total completers within 150%** (column 29) are preloaded for your reference.

In addition, the system will calculate the number of students **No longer enrolled** (column 52) for each race/ethnicity and gender category by subtracting columns 30, 45, 51 and 29 from the **Cohort** (column 10). The system will perform the following edits on the data entered:

- For each race/ethnicity and gender category, the calculated total number of students **No longer enrolled** (column 52) cannot be negative. To correct this value, the sum of **Total completers within 150%** (column 29), **Total transfer-out students** (column 30), **Total exclusions** (column 45), and Still enrolled (column 51) must be less than or equal to the number of students in the **Cohort** (column 10).
- If the number of **Total exclusions** (men + women) (column 45) is greater than 10, then this value is expected to be less than or equal to 10% of the total number of men and women in the **Cohort** (column 10).
Note: Exclusions should ONLY include students who died or were permanently disabled; or who left school to join the military, to serve with a foreign aid service of the federal government, or to serve on an official church mission. Do NOT include all non-completers in this column.
- If your institution reported having more than 100 men and women in the **Cohort** (column 10); and your institution reported having more than 10 **Total transfer-out students** (column 30), then the number of students **No longer enrolled** (column 52) is expected to be greater than 0.
Note: Please verify that non-completers were not reported erroneously as transfer-out students (column 30) or exclusions (column 45).
- If the number of **Total Transfer-out students** (column 30) is greater than 50; AND, the **Total in prior year (men and women)** value is greater than 0 for both **Total transfer-out students** and the **Cohort** (column 10); THEN, the number of **Total Transfer-out students** in the current year must be within a 25% range of the following:

The **Cohort** (column 10) * the PY number of **Total transfer-out students**

The PY Cohort

Completers within 100%

On this screen, you must report the number of students in the cohort who completed their program within 100% of normal time to completion, including: **Completers of programs of less than 2 years** (column 55) and **Completers of programs of at least two but less than four years** (column 56). The **Revised cohort** and **Exclusions** are preloaded for your reference.

In addition, the system will calculate the sum of columns 55 and 56 to determine the **Total completers within 100%** (column 57).

The system will perform the following edit on the data entered:

- The number of **Total completers with 100%** (column 57) is expected to be greater than 0.
- The number of **Total completers within 100%** (column 57) should be less than or equal to the previously reported **Total completers within 150%** (from the **Completers within 150%** screen).

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Worksheets

Additional worksheet screens are displayed at the end of the survey to provide your institution with a summary of the data entered in the current and prior years. Worksheets include:

- Graduation and transfer-out rates**, including:
 - Graduation rate (men, women, total)
 - Transfer-out rate (men, women, total)
- 4-year average rates**, including:
 - Adjusted cohort (men, women, total)
 - Total completers within 150% (men, women, total)
 - Total transfer-out students (men, women, total)
 - 4-year average Student Right-to-Know completion or graduation calculation
 - 4-year average Student Right-to-Know transfer-out rate calculation

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NCES National Center for Education Statistics

2015-16 Survey Materials > Form

date: 2/11/2016

Graduation Rates for 2-year institutions reporting on a full-year cohort (program reporters)


Overview

Graduation Rates Overview

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

Data Reporting Reminders

Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.

 When reporting award levels for sub-baccalaureate certificates, determine program length by the number of credit or contact hours, NOT the academic year length in parentheses. The academic year length is meant only to provide context.

Resources:

The survey materials package for this component can be downloaded using the following link: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

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

Graduation Rates - Establishing cohort

Based on your institution's response to the predominant calendar system question (B3) on the Institutional Characteristics Header survey component from the IPEDS Fall 2015 data collection, your institution must report graduation rates data using a:

Full-Year Cohort (September 1, 2012 - August 31, 2013)

A fall cohort is used by institutions with standard academic terms (semester, trimester, quarter, 4-1-4). A full-year cohort is used by institutions offering primarily occupational/vocational programs and operating on a continuous basis.

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

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

NOTE: Reporting using the new race/ethnicity categories is now mandatory. On this screen you will need to establish your 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students using the new race/ethnicity categories. For information and assistance with this, please visit the [IPEDS Race/Ethnicity Information Center](#).

Men

Screen 1 of 4

Cohort year 2012
Cohort
(Column 01)

Nonresident alienHispanic/LatinoAmerican Indian or Alaska NativeAsianBlack or African AmericanNative Hawaiian or Other Pacific IslanderWhiteTwo or more racesRace and ethnicity unknown**Total men****Women**

Screen 1 of 4

Cohort year 2012
Cohort
(Column 01)

Nonresident alienHispanic/LatinoAmerican Indian or Alaska NativeAsianBlack or African AmericanNative Hawaiian or Other Pacific IslanderWhiteTwo or more racesRace and ethnicity unknown**Total women****Total men + women**

Total in prior year (men and women)

Graduation Rates - Completers within 150%

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

In the columns below, report the status of the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students listed in Column 10. Those who completed their program within 150% of normal time as of August 31, 2015 should be reported in either Column 11 or 12, depending on the length of the program completed.

• Report Hispanic/Latino individuals of any race as Hispanic/Latino

• Report race for non-Hispanic/Latino individuals only

Men

Screen 2 of 4

Screen 2 of 4	Cohort	Cohort year 2012		Total completers within 150%
		Cohort students who completed their program within 150% of normal time to completion		
		Completers of programs of less than 2 academic yrs (or equivalent)	Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)	
	(Column 10)	(Column 11)	(Column 12)	(Column 29)
Nonresident alien				
Hispanic/Latino				
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Race and ethnicity unknown				
Total men				

Women

Screen 2 of 4

Screen 2 of 4		Cohort year 2012		Total completers within 150%
Cohort	Cohort students who completed their program within 150% of normal time to completion			
	Completers of programs of less than 2 academic yrs (or equivalent)	Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)		
(Column 10)	(Column 11)	(Column 12)	(Column 29)	
Nonresident alien				
Hispanic/Latino				
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Race and ethnicity unknown				
Total women				

Total men + women

Graduation Rates - Transfers/exclusions

- In the columns below, report the status of those students in the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students listed in Column 10 who did not complete a program as of August 31, 2015.
- Report transfers-out who did not complete a program in Column 30. If the mission of your institution includes providing substantial preparation for students to enroll in another eligible institution WITHOUT having completed a program, you must report transfer-out data in Column 30. A school is required to report only on those students that the school knows have transferred to another eligible institution. A school must document that the student actually transferred. If it is not part of your mission, you may report transfer-out data if you wish.
- Report eligible exclusions from the cohort in Column 45. The ONLY allowable categories for this column are:
students who died or became permanently disabled
students who left school to serve in the armed forces (or have been called up to active duty)
students who left school to serve with a foreign aid service of the Federal Government
students who left school to serve on an official church mission
- Column 52 [No longer enrolled] will be calculated for you. This includes students who have dropped out as well as those who completed in greater than 150% of normal time.
- If you do not have any values to report in either Column 30, 45, or 51, you must enter at least one zero in a field on this screen to continue.

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

- Report Hispanic/Latino individuals of any race as Hispanic/Latino

- Report race for non-Hispanic/Latino individuals only

Men

Screen 3 of 4

	Cohort (Column 10)	Total completers within 150% (Column 29)	Cohort year 2012			No longer enrolled (Column 52)
			Total transfer-out students (Column 30)	Total exclusions (Column 45)	Still enrolled (Column 51)	
<u>Nonresident alien</u>						
<u>Hispanic/Latino</u>						
<u>American Indian or Alaska Native</u>						
<u>Asian</u>						
<u>Black or African American</u>						
<u>Native Hawaiian or Other Pacific Islander</u>						
<u>White</u>						
<u>Two or more races</u>						
<u>Race and ethnicity unknown</u>						
Total men						

Women

Screen 3 of 4

	Cohort (Column 10)	Total completers within 150% (Column 29)	Cohort year 2012			No longer enrolled (Column 52)
			Total transfer-out students (Column 30)	Total exclusions (Column 45)	Still enrolled (Column 51)	
<u>Nonresident alien</u>						
<u>Hispanic/Latino</u>						
<u>American Indian or Alaska Native</u>						
<u>Asian</u>						
<u>Black or African American</u>						
<u>Native Hawaiian or Other Pacific Islander</u>						
<u>White</u>						
<u>Two or more races</u>						
<u>Race and ethnicity unknown</u>						

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

Graduation Rates - Completers within 100%

- In the columns below, report the status of those students in the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed their program within 100% of normal time to completion.
- Those who completed their program within 100% of normal time should be reported in either Column 55 or 56, depending on the length of the program completed.

Cohort of full-time, first-time degree/certificate-seeking undergraduate students				
Screen 4 of 4		Cohort year 2012		
<u>Revised cohort</u>	<u>Exclusions</u>	Cohort students who completed their program within 100% of normal time to completion		Total completers within 100% (Column 55 + 56)
		Completers of programs of less than 2 academic yrs (or equivalent) (Column 55)	Completers of programs of at least 2 but less than 4 academic yrs (or equivalent) (Column 56)	(Column 57)
Total men + women		<input type="text"/>	<input type="text"/>	<input type="text"/>

U.S. Department of Education


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NCES National Center for Education Statistics

2015-16 Survey Materials > Instructions

date: 2/11/2016

GR- 2yr - Full Instructions

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[Calculation of Graduation and Transfer-out Rates](#)

Purpose of the Survey

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

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Changes in Reporting

There are no changes in reporting for 2015-16. However, clarifications have been made to screens and instructions to address respondent questions.

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General Instructions

Reporting Period Covered

This survey component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students enrolled in your institution either (1) as of October 15, 2012 (or the institution's official fall reporting date) for institutions that offer a predominant number of programs based on standard academic terms (e.g., semesters, trimesters, quarters, or 4-1-4 plan); or (2) during the period between September 1, 2012 and August 31, 2013 for institutions that do not offer a predominant number of programs based on standard academic terms. Institutions are to report the status of these students as of August 31, 2015.

Context Boxes

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

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Coverage

Who to Include in the Cohort

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

For institutions that will report using a **full-year cohort**, count as entering students all those students who entered the institution between September 1, 2012 and August 31, 2013, and who were enrolled for at least 15 days in a program of up to and including one year in length; or 30 days in a program of greater than one year in length.

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

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

- Received any type of federal financial aid, regardless of what courses they took at any time
- Received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program
- Obtained a student visa to enroll at a U.S. postsecondary institution

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

- Becomes a part-time student
- Transfers to another institution
- Drops out of the institution
- Stops out of the institution
- Has not fulfilled the institution's requirements to receive a degree or certificate

Who to Exclude from the Cohort

Do NOT include students in the cohort who are:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree/certificate-seeking students)
- Exclusively taking CEUs
- Exclusively auditing classes
- Studying abroad (e.g., at a foreign university) if their enrollment at the institution is only an administrative record
- Enrolled in any branch campus located in a foreign country
- Enrolled part-time
- Transfers into the institution

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Where to Get Help with Reporting

IPEDS Help Desk

Phone: 1-877-225-2568

Email: ipedshelp@rti.org

Web Tutorials

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

IPEDS Resource Page

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

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Where the Reported Data Will Appear

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

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

- [College Navigator Website](#)
- [IPEDS Data Center](#)
- [IPEDS Data Feedback Reports](#)
- [College Affordability and Transparency Center Website](#)

At the aggregate-level, data will appear in:

- [IPEDS First Looks](#)
- [IPEDS Table Library](#)
- [IPEDS Data Feedback Reports](#)
- [The Digest of Education Statistics](#)
- [The Condition of Education](#)

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Uploading Files to the IPEDS Data Collection System

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

- Fixed width file
- Key value file
- XML format

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Reporting Instructions

Reporting Persons by Racial/Ethnic Category (1997 OMB)

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

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

Method of reporting aggregate data - Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, resident aliens, and other eligible non-citizens.

- Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:

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

In addition, the following categories may be used:

- Nonresident alien
- Race and ethnicity unknown

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

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

Other descriptive categories

- **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. NOTE - Nonresident aliens are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories. Resident aliens and other eligible (for financial aid purposes) non-citizens who are not citizens or nationals of the United States and who have been 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.
- **Race and ethnicity unknown** - This category is used only if the person did not select EITHER a racial or ethnic designation.

Establishing Cohorts

The method used to report graduation rates data on this survey is predetermined by your institution's response to the predominant calendar system question (B3) on the IC Header component of the IPEDS Fall 2015 data collection, according to the following rules:

1. Institutions that offer a predominant number of programs based on standard academic terms (semesters, trimesters, quarters, or 4-1-4 plan) will report using a **fall cohort** of students. Institutions may use October 15, 2012 or the institution's official fall reporting date to determine the cohort. This should be the same reporting date used for the IPEDS Fall Enrollment survey.
2. Institutions that do not offer a predominant number of programs based on standard academic terms (as defined above) will report using a **full-year cohort**. These institutions must count as entering students all those students who entered the institution between September 1, 2012 and August 31, 2013, and who were enrolled for at least 15 days in a program of up to and including one year in length; or 30 days in a program of greater than one year in length.

Report each student only once.

Initial cohort - If you are reporting on a fall cohort, the information reported on full-time, first-time degree/certificate-seeking undergraduate student enrollment at your institution on the 2012 IPEDS Fall Enrollment survey will be preloaded in this column. If you did not respond to that survey, or if you are reporting on a full-year cohort, the column will be blank.

Revised cohort - Institutions have the option of revising their preloaded cohort if:

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

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

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Completers within 150% of Normal Time to Completion

Report each student only once.

Report the status of the 2012 cohort of degree/certificate-seeking undergraduate students as of 150% of normal time to completion for their program or August 31, 2015 (whichever was earlier) in terms of the number of completers by type of program completed. Report all students by race/ethnicity and gender.

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

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

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

Transfer-preparatory program is defined in 34 CFR Student Assistance General Provisions, Section 668.8(b)(1)(ii) as "the successful completion of at least a 2-year program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program." The Secretary considers this the equivalent of an associate's degree, thus completers of transfer-preparatory programs (although they do not receive a "formal award") should be counted as completers of an at least 2 but less than 4 year program. Similarly, institutions may count as completers those students who have successfully completed the first three years of a 3-2 program and are eligible to enter another institution to complete the program (provided the program is acceptable for full credit towards a five-year bachelor's degree, and qualifies a student for admission into the fourth year of a five-year bachelor's degree program). As with a transfer-preparatory program, these students should be counted as completers of an at least 2 but less than 4 year program.

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

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

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

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

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

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

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Non-completers

Report each student only once.

Report the status of the non-completers from the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students as of 150% of the normal time to completion for their program or August 31, 2015 (whichever was earlier). Report all students by race/ethnicity and gender.

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

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

Total completers within 150% (Column 29) – The data in this column are carried forward from the "Completers within 150%" screen for your reference.

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

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

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

NOTE: Students who leave the institution for one of the above reasons, but return prior to the status date of August 31, 2015, may still be subtracted/excluded from the cohort during the calculation of graduation rates.

Still enrolled (Column 51) – Enter the number of students who were still enrolled at your institution as of 150% of normal time to completion for their program (or August 31, 2015 if 150% of normal time to completion had not elapsed by that time).

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

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Completers within 100% of Normal Time to Completion

Report each student only once.

Report the status of the 2012 cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed their program as of 100% of normal time to completion for their program or August 31, 2015 (whichever was earlier) in terms of the number of completers by type of program completed. Report all students by race/ethnicity and gender. **Note that this should be a subset of the students reported as completers within 150% of normal time reported earlier in this survey.**

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

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

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

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

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

Completers of programs of less than 2 academic years (or equivalent) (Column 55) - Enter the number of students who completed programs of less than 2 full-time equivalent academic years within 100% of normal time to completion. This includes awards, certificates, or diplomas of less than one academic year and of at least one but less than two academic years; or designed for completion in less than 60 semester or trimester credit hours, less than 90 quarter credit hours, or less than 1,800 contact or clock hours.

Completed a program of at least 2 years, but less than 4 years within 100% (Column 56) - Enter the number of students who completed programs of at least 2 but less than 4 full-time equivalent academic years within 100% of normal time to completion. This includes awards, certificates, or diplomas of at least two but less than four academic years - or designed for completion in at least 60 but less than 120 semester or trimester credit hours, at least 90 but less than 180 quarter credit hours, or at least 1,800 but less than 3,600 contact or clock hours - and associate's degrees.

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

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Calculation of Graduation and Transfer-out Rates

Worksheets

Worksheets calculating the Student Right-To-Know and overall four-year average completion/graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduate students for the 2012 student cohort are provided as a convenience to the institution. Data previously reported by the institution are preloaded for use in these calculations.

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

Privacy Issue With Disclosure

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

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

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Glossary

date: 2/11/2016

Term	Definition
Adjusted cohort	The result of removing any allowable <u>exclusions</u> from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Fall Enrollment</u> component, it is the cohort for calculating retention rate; for the <u>Graduation Rates</u> component, this is the cohort from which graduation and transfer-out rates are calculated; and for the <u>Outcome Measures</u> component, these are the four cohorts (full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time) for which outcomes rates are calculated at 6 and 8 years.
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Associate's degree	An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.
Black or African American	A person having origins in any of the black racial groups of Africa.
Cohort	A specific group of students established for tracking purposes.
Completers within 150% of normal time	Students who completed their <u>program</u> within 150% of the normal (or expected) time for completion.
Degree/certificate-seeking students	Students enrolled in courses for credit who are seeking a degree, certificate, or other formal award. This includes students who: <ul style="list-style-type: none"> - received any type of federal financial aid, regardless of what courses they took at any time; - received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program; or - obtained a student visa to study at a U.S. postsecondary institution <p>High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.</p>
Exclusions	Those students who may be removed (deleted) from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Graduation Rates</u> , <u>Outcome Measures</u> , and <u>Fall Enrollment</u> retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
Fall cohort	The group of students entering in the <u>fall term</u> established for tracking purposes. For the <u>Graduation Rates</u> component, this includes all students who enter an institution as full-time, first-time <u>degree</u> or <u>certificate-seeking undergraduate</u> students during the fall term of a given year. For the <u>Outcome Measures</u> component, all degree/certificate-seeking undergraduate students who enter an institution during the fall term of a given year must be placed in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the <u>undergraduate level</u> . This includes students enrolled in <u>academic</u> or <u>occupational programs</u> . It also includes students enrolled in the <u>fall term</u> who attended college for the first time in the prior summer term, and students who entered with advanced standing (college <u>credits</u> earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more <u>semester credits</u> , or 12 or more <u>quarter credits</u> , or 24 or more <u>contact hours</u> a week each term. Graduate: A student enrolled for 9 or more <u>semester credits</u> , or 9 or more <u>quarter credits</u> , or a student involved in thesis or dissertation preparation that is considered full-time by the institution, <u>Doctor's degree - Professional practice</u> - as defined by the institution.
Full-year cohort	The group of students entering at any time during the 12-month period September 1 through August 31 that is established for tracking and reporting <u>Graduation Rate (GR)</u> and <u>Outcome Measures (OM)</u> data for institutions that primarily offer <u>occupational programs</u> of varying lengths. Students must be <u>full-time</u> and <u>first-time</u> to be considered in the <u>cohort</u> . For OM component, undergraduate students must enter in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
Graduation rate	The rate required for disclosure and/or reporting purposes under <u>Student Right-to-Know Act</u> . This rate is calculated as the total number of <u>completers</u> within 150% of normal time divided by the revised <u>adjusted cohort</u> .
Graduation Rates (GR)	This annual component of <u>IPEDS</u> was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. Prior to 2007, institutions who offered athletically-related student aid were asked to report, by sport, the number of students receiving aid and whether they completed within 150 percent of normal time to completion. Now, these institutions only need to report a URL where the athletic data is located on their website, when available. GR automatically generates worksheets that calculate rates, including average rates over 4 years.
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Initial cohort	A specific group of individuals established for tracking purposes. For the <u>Graduation Rates (GR)</u> and <u>Outcome Measures (OM)</u> components of <u>IPEDS</u> , the <u>initial cohort</u> is defined as the enrollment count before removing revisions and exclusions of all <u>degree/certificate-seeking students</u> who enter in either (1) the <u>fall term</u> of a given <u>academic year</u> , or (2) between September 1st and August 31st of the following year. For the GR component of <u>IPEDS</u> , the initial cohort is only for full-time, first-time students. For OM, all undergraduates are placed in one of four initial cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first time.
Integrated Postsecondary Education Data System (IPEDS)	

	The Integrated Postsecondary Education Data System (IPEDS), conducted by the <u>NCES</u> , began in 1986 and involves annual institution-level data collections. All <u>postsecondary institutions</u> that have a <u>Program Participation Agreement</u> with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based <u>data collection system</u> . IPEDS currently consists of the following components: <u>Institutional Characteristics (IC)</u> ; <u>12-month Enrollment (E12)</u> ; <u>Completions (C)</u> ; <u>Admissions (ADM)</u> ; <u>Student Financial Aid (SFA)</u> ; <u>Human Resources (HR)</u> composed of Employees by Assigned Position, Full Staff, and Salaries; <u>Fall Enrollment (EF)</u> ; <u>Graduation Rates (GR)</u> ; <u>Outcome Measures (OM)</u> ; <u>Finance (F)</u> ; and <u>Academic Libraries (AL)</u> .
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
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 <u>degree</u> or <u>certificate</u> according to the institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a <u>bachelor's degree</u> in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an <u>associate's degree</u> in a standard term-based institution; and the various scheduled times for certificate <u>programs</u> .
Race and ethnicity unknown	The category used to report students or employees whose race and ethnicity are not known.
Race/ethnicity	<p>Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.</p> <p>Individuals are asked to first designate ethnicity as:</p> <ul style="list-style-type: none"> - Hispanic or Latino or - Not Hispanic or Latino <p>Second, individuals are asked to indicate all races that apply among the following:</p> <ul style="list-style-type: none"> - American Indian or Alaska Native - Asian - Black or African American - Native Hawaiian or Other Pacific Islander - White
Revised cohort	Initial <u>cohort</u> after revisions are made. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.
Student Right-to-Know Act	Also known as the "Student Right-to-Know and Campus Security Act" (P.L. 101-542), which was passed by Congress November 9, 1990. Title I, Section 103, requires institutions eligible for Title IV funding to calculate completion or <u>graduation rates</u> of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to all students and prospective students. Further, Section 104 requires each institution that participates in any Title IV program and is attended by students receiving athletically-related student aid to submit a report to the Secretary of Education annually. This report is to contain, among other things, graduation/completion rates of all students as well as students receiving athletically-related student aid by race/ethnicity and gender and by sport, and the average completion or graduation rate for the four most recent years. These data are also required to be disclosed to parents, coaches, and potential student athletes when the institution offers athletically-related student aid. The Graduation Rates component of IPEDS was developed specifically to help institutions respond to these requirements. See Graduation Rates for the current description of data collected.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).
Transfer-out rate	Total number of students who are known to have transferred out of the reporting institution within 150% of <u>normal time to completion</u> divided by the <u>adjusted cohort</u> .
Transfer-out student	A student that leaves the reporting institution and enrolls at another institution.
Transfer-preparatory program	A <u>program</u> designed specifically to provide a student with the basic knowledge needed to transfer into a higher level program. For example, this may be the first 2 years of a baccalaureate level program for which the institution does not offer an award, or 2 years of undergraduate study needed for entrance into a first-professional program, or 1 or more years of undergraduate study needed for entrance into health services fields.
Undergraduate	A student enrolled in a 4- or 5-year <u>bachelor's degree</u> program, an <u>associate's degree</u> program, or a vocational or technical <u>program</u> below the baccalaureate.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.





IPEDS Help Desk
(877) 225-2568 or ipedshelp@rti.org

NCES National Center for Education Statistics

2015-16 Survey Materials > FAQ

date: 2/11/2016

Graduation Rates for 2-year institutions

Click one of the following questions to view the answer.

General

- 1) [My institution has programs that operate on both a term basis AND a clock hour \(continuing enrollment\) basis. How do I choose which cohort to use for Graduation Rates \(GR\) reporting?](#)
- 2) [My institution does not have any information on the cohort you are requesting. Do I have to do anything this year?](#)
- 3) [When can I revise or adjust my cohort?](#)
- 4) [Do I need to track students every term?](#)

Cohort

- 1) [What is a "first-time" student?](#)
- 2) [My institution has a very small cohort, sometimes only 4 or 5 students. Do I need to complete the GR survey?](#)
- 3) [How do I count a student who started in my original cohort, transferred to another institution \(for which I have a confirmation of transfer\), and then returned to my institution and is still enrolled?](#)
- 4) [Where do I place transfers INTO my institution?](#)
- 5) [How do I report students who are taking ESL \(English as a Second Language\) or developmental courses?](#)
- 6) [Are students in remedial courses included in the cohort?](#)
- 7) [If a student took only remedial courses last year and applies as a full-time degree/certificate-seeking student this fall, can I count the student as "first-time"?](#)
- 8) [What about non-credit enrollment, or students taking CEUs?](#)
- 9) [Are non-degree/certificate-seekers included?](#)
- 10) [How do I treat new entrants that receive credit for life experience?](#)
- 11) [Do I count students who have acquired credits through distance learning or correspondence as "first-time"?](#)
- 12) [How do I report students studying in consortium agreements?](#)
- 13) [Many of our students take courses during the summer at other schools; should these be considered transfers-out?](#)
- 14) [My initial cohort includes all full-time, first-time degree/certificate-seeking undergraduate students enrolled as of October 15 - the same as on my IPEDS Fall Enrollment survey. Now what happens to: stop outs, drop outs, students who enroll part-time after the first semester, or students who change programs?](#)
- 15) [If a student in my cohort obtains two undergraduate level awards \(e.g., certificate in cosmetology and an AA\) within the 3-year period, can I count both completions?](#)

Normal Time and Calculation of 150% of Normal Time

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

Transfers-Out

- 1) [Does my institution need to report transfers-out?](#)
- 2) [What kind of verification must I have to report a student as a transfer-out?](#)
- 3) [My school does not track transfers-out, and our limited budget does not allow us to set up a system to do so. Am I still in compliance with the requirements of the Student Right-to-Know Act, and am I still responsive to the GR survey, if I don't report transfers-out?](#)

Other

- 1) [Exactly what must be disclosed in order to be in compliance with the Student Right-to-Know Act?](#)
- 2) [Will completing the IPEDS Graduation Rates survey satisfy all of my requirements for the Student Right-to-Know Act?](#)
- 3) [The number of students who could be considered for the adjustments to the cohort \(allowable exclusions\) at my institution is very small. Do I need to track these "leavers"?](#)
- 4) [What is a "transfer-preparatory program"?](#)
- 5) [My school enrolls students on a monthly basis, so we will be using a full-year cohort. If my longest program is 9 months, how do I calculate 150% of normal time; and which cohort should I use?](#)
- 6) [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?](#)
- 7) [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?](#)

Answers:

General

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

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

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

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

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3) When can I revise or adjust my cohort?

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

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4) Do I need to track students every term?

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

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Cohort

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

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

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

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

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

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

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4) Where do I place transfers INTO my institution?

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

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

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

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

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

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

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

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

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

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

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

[Back to top](#)**10) How do I treat new entrants that receive credit for life experience?**

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

[Back to top](#)**11) Do I count students who have acquired credits through distance learning or correspondence as "first-time"?**

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

[Back to top](#)**12) How do I report students studying in consortium agreements?**

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

[Back to top](#)**13) Many of our students take courses during the summer at other schools; should these be considered transfers-out?**

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

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

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

[Back to top](#)**15) If a student in my cohort obtains two undergraduate level awards (e.g., certificate in cosmetology and an AA) within the 3-year period, can I count both completions?**

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

[Back to top](#)**Normal Time and Calculation of 150% of Normal Time****1) How do I calculate 150% of normal time to completion?**

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

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

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

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

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

[Back to top](#)**2) How do I report a student who has switched programs since entering the cohort?**

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

[Back to top](#)**3) How do I calculate 150% for students who stop out, or drop out, and then return and complete the program?**

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

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

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

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Transfers-Out

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

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

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

None. All verification requirements were dropped from the regulations.

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

As long as your institution does not include providing substantial preparation for students to enroll in another eligible institution as part of its mission, you do not need to set up a system to track transfers-out. However, if your institution does have such a mission, you must be able to track and report on transfers-out.

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Other

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

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

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

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

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

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

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

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

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

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

Let's look at this one step at a time. First, schools with programs of less than 4 years are to report on the 2012 cohort. Therefore, you should look at those students who entered your institution between September 1, 2012 and August 31, 2013. Next, assuming the latest possible enrollment date would be August 31, 2013, 150% of 9 months following this date would extend to October 15, 2014 (13 1/2 months later). In order to complete the IPEDS GR survey, the first status date following this is August 31, 2015 and the report is due during the Winter 2015-16 data collection. So you are on track for reporting this cohort.

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

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

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

No, there is no such provision.

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NCES National Center for Education Statistics

2015-16 Survey Materials > Narrative Edits

date: 2/11/2016

Graduation Rates for 2-year institutions

Edit specifications for the 2015-16 IPEDS Web-Based Data Collection

Graduation Rates (GR) Component

Applicable to 2-year institutions

NOTE: The specifications in this document apply to the institutions listed above. Some sections and parts may not apply to your particular institution. Please read the specifications carefully to determine which sections and/or parts apply to your institution.

All screens must be completed in order to lock the survey.

Establishing Cohorts

Cohort Data

Worksheets

Establishing Cohorts

You must first report on the cohort of first-time, full-time degree/certificate-seeking undergraduates. The screen shown will vary depending on whether your institution has a preloaded 2012 cohort. The values entered on this screen will be used to represent the **Cohort** on all subsequent screens.

For institutions with a preloaded **Initial cohort**, use the screen provided to enter the **Revised cohort** of students by race/ethnicity and gender to correct incorrect data that were reported in an earlier year.

For institutions with no preloaded cohort, use the screen provided to enter the 2012 **Cohort** (column 01) of students by race/ethnicity and gender.

The system will perform the following edits on the data entered:

- The calculated **Total men + women** in the cohort must be greater than 0.
- If no Initial cohort is preloaded, then the calculated **Total men + women** in the **Cohort** (column 01) must be less than or equal to the Unduplicated count of undergraduates reported in the same year's 12-month enrollment survey.
- If no Initial cohort is preloaded and the cohort reported in the prior year was greater than 25, then the calculated **Total men + women** in the **Cohort** (column 01) is expected to be within a 30% range of the **Total in prior year (men and women)** value.
- If an Initial cohort is preloaded, then the **Revised cohort** total must be within a certain range of the **Initial cohort** total, as outlined below:
 - If the number of **Total men + women** in the **Initial cohort** is between 1 and 25 students, then the **Total men + women** in the **Revised cohort** must be within plus 8 or minus 5 of that value.
 - If the number of **Total men + women** in the **Initial cohort** is between 26 and 100 students, then the **Total men + women** in the **Revised cohort** must be within a 30% range of that value.
 - If the number of **Total men + women** in the **Initial cohort** is between 101 and 500 students, then the **Total men + women** in the **Revised cohort** must be within a 20% range of that value.
 - If the number of **Total men + women** in the **Initial cohort** is greater than 500 students, then the **Total men + women** in the **Revised cohort** must be within a 10% range of that value.
- If the percent of **Total men + women** reported in the **Race and ethnicity unknown** category is between 20 percent and 80 percent, then an *explanation* is required.
- If the percent of **Total men + women** reported in the **Race and ethnicity unknown** category is greater than 80 percent, then a *fatal* error will occur.

- The current year racial/ethnic distribution of **Men** is expected to be within a 30% range of the prior year racial/ethnic distribution, otherwise an *explanation* must be provided.
Note: These distributions are calculated by finding the absolute value of the current year percentage for men minus the corresponding prior year percentage for men from *each* race/ethnicity category. If the sum of the absolute values across all race/ethnicity categories (excluding the **White** category) is greater than 30, then an *explanation* error will occur. For example, in *Table 1* (shown below) the sum of the **Current year minus prior year absolute values** across all applicable race/ethnicity categories is 40. Because this number is greater than 30, an *explanation* error will occur.

Table 1

Race/ethnicity	Current year percentage of men	Prior year percentage of men	Current year minus prior year absolute value
Nonresident Alien	6	14	8
Hispanic/Latino	10	9	1
American Indian/Alaska Native	1	3	2
Asian	8	6	2
Black or African American	25	10	15
Native Hawaiian or Other Pacific Islander	6	4	2
White	50	46	--
Two or more races	4	6	2
Race and ethnicity unknown	0	8	8
Total	--	--	40

- As with the distribution of Men explained previously, the current year racial/ethnic distribution of **Women** is expected to be within a 30% range of the prior year racial/ethnic distribution, otherwise an *explanation* must be provided.
- If the prior year **Adjusted cohort** (from the *Calculation of 4-year average rates: Cohort adjustment* worksheet) is greater than 0; AND the number of **Total Exclusions** is greater than 0; THEN:

Total Completers within 150% * 100

The **Cohort** (column 10) – the number of **Total Exclusions**

Should be within a 20% range of the following:

PY **Total Completers within 150%** (from the 4-year-average, part 2 worksheet) * 100

The PY **Adjusted cohort**

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Cohort Data

Use these screens to report the status of full-time, first-time degree/certificate seeking students for Cohort year 2012. The following screens must be completed:

Completers within 150%

On this screen, you must report the cohort of students who completed their program within 150% of normal time to completion, including: **Completers of programs of less than 2 years** (column 11) and **Completers of programs of at least two but less than four years** (column 12) by race/ethnicity and gender.

For each column, the system will calculate the **Total men + women** to determine the grand total number of completers by length of time to completion. The **Cohort** (column 10) is preloaded for your reference.

In addition, the system will calculate the sum of columns 11 and 12 to determine the number of **Total completers within 150%** (column 29) for each race/ethnicity and gender category.

The system will perform the following edits on the data entered:

- The number of **Total completers within 150%** (column 29) must be greater than 0. Otherwise, a *fatal* error will occur to prevent a graduation rate of 0.0% on your institution's College Navigator page.
- If the number of **Total Completers within 150%** is greater than 10; THEN, this value must be less than the **Cohort** (column 10) minus the number of **Total Exclusions** (from the *Transfers/Exclusions* screen). Otherwise, a *fatal* error will occur to prevent a graduation rate of 100% on your institution's College Navigator page.

Transfers/Exclusions

On this screen, you must report the cohort of students who did not complete a program as of August 31, 2015, including: **Total transfer-out students** (column 30), **Total exclusions** (column 45), and the number of students **Still enrolled** (column 51) by race/ethnicity and gender.

For each column, the system will calculate the **Total men + women** to determine the grand total number of non-completers. The **Cohort** (column 10) and the **Total completers within 150%** (column 29) are preloaded for your reference.

In addition, the system will calculate the number of students **No longer enrolled** (column 52) for each race/ethnicity and gender category by subtracting columns 30, 45, 51 and 29 from the **Cohort** (column 10). The system will perform the following edits on the data entered:

- For each race/ethnicity and gender category, the calculated total number of students **No longer enrolled** (column 52) cannot be negative. To correct this value, the sum of **Total completers within 150%** (column 29), **Total transfer-out students** (column 30), **Total exclusions** (column 45), and Still enrolled (column 51) must be less than or equal to the number of students in the **Cohort** (column 10).
- If the number of **Total exclusions** (men + women) (column 45) is greater than 10, then this value is expected to be less than or equal to 10% of the total number of men and women in the **Cohort** (column 10).
Note: Exclusions should ONLY include students who died or were permanently disabled; or who left school to join the military, to serve with a foreign aid service of the federal government, or to serve on an official church mission. Do NOT include all non-completers in this column.
- If your institution reported having more than 100 men and women in the **Cohort** (column 10); and your institution reported having more than 10 **Total transfer-out students** (column 30), then the number of students **No longer enrolled** (column 52) is expected to be greater than 0.
Note: Please verify that non-completers were not reported erroneously as transfer-out students (column 30) or exclusions (column 45).
- If the number of **Total Transfer-out students** (column 30) is greater than 50; AND, the **Total in prior year (men and women)** value is greater than 0 for both **Total transfer-out students** and the **Cohort** (column 10); THEN, the number of **Total Transfer-out students** in the current year must be within a 25% range of the following:

The **Cohort** (column 10) * the PY number of **Total transfer-out students**

The PY Cohort

Completers within 100%

On this screen, you must report the number of students in the cohort who completed their program within 100% of normal time to completion, including: **Completers of programs of less than 2 years** (column 55) and **Completers of programs of at least two but less than four years** (column 56). The **Revised cohort** and **Exclusions are** preloaded for your reference.

In addition, the system will calculate the sum of columns 55 and 56 to determine the **Total completers within 100%** (column 57).

The system will perform the following edit on the data entered:

- The number of **Total completers with 100%** (column 57) is expected to be greater than 0.
- The number of **Total completers within 100%** (column 57) should be less than or equal to the previously reported **Total completers within 150%** (from the **Completers within 150%** screen).

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Worksheets

Additional worksheet screens are displayed at the end of the survey to provide your institution with a summary of the data entered in the current and prior years. Worksheets include:

- **Graduation and transfer-out rates**, including:
 - Graduation rate (men, women, total)
 - Transfer-out rate (men, women, total)
- **4-year average rates**, including:
 - Adjusted cohort (men, women, total)
 - Total completers within 150% (men, women, total)
 - Total transfer-out students (men, women, total)
 - 4-year average Student Right-to-Know completion or graduation calculation
 - 4-year average Student Right-to-Know transfer-out rate calculation

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**Appendix C—
2015–16 200 Percent Graduation Rates Survey
Component Forms and Instructions**



IPEDS Help Desk
(877) 225-2568 or ipedshelp@rti.org

NCES National Center for Education Statistics

2015-16 Survey Materials > Form

date: 2/11/2016

200% Graduation Rates for 4-year institutions


Overview

Graduation Rates 200 Overview

Welcome to the IPEDS Graduation Rates 200 (GR200) survey component. The GR200 component is a further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component and requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for students to complete all requirements of their program of study. This information is collected to assist institutions with complying with the requirements of the Higher Education Act, as amended.

Data Reporting Reminders

The reporting of data for the 200% completion period is not cumulative. Respondents are ONLY asked to report data for the time period between 151% and 200% of normal time to completion.

 When reporting award levels for sub-baccalaureate certificates, determine program length by the number of credit or contact hours, NOT the academic year length in parentheses. The academic year length is meant only to provide context.

Resources:

The survey materials package for this component can be downloaded using the following link: [Survey Materials](#)
To access your prior year data submission for this component: [Reported Data](#)


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

Completers within 200%

For 4-year institutions, report on the 2007 cohort of full-time, first-time bachelor's or equivalent degree-seeking students.

Information for this cohort was originally reported by your institution in the 2013-14 IPEDS Graduation Rates survey component. The data on lines 1-5 are preloaded based on the information provided.

	Graduation rates
1 Revised cohort	
2 Exclusions within 150%	
3 Adjusted cohort 150%	
4 Number of students in the cohort who completed a <u>bachelor's degree</u> within 100% of normal time to completion	
5 Number of students in the cohort who completed a <u>bachelor's degree</u> within 150% of normal time to completion	
6 Additional <u>exclusions</u> (between 151% and 200% of normal time)	<input type="text"/>
7 Adjusted cohort 200% (line 3 - line 6)	
8 Number of students in the cohort who completed a <u>bachelor's degree</u> between 151% and 200% of normal time to completion	<input type="text"/>
9 Still enrolled as of 200% of <u>normal time to completion</u>	<input type="text"/>
10 Total completers within 200% of normal time (line 5 + line 8)	

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





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(877) 225-2568 or ipedshelp@rti.org

NCES National Center for Education Statistics

2015-16 Survey Materials > Instructions

date: 2/11/2016

200% Graduation Rates Full Instructions - 4-year institutions

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Purpose of the Survey

The primary purpose of the IPEDS GR200 survey component is to collect more extensive data on graduation rates as required by the Higher Education Act, as amended. The necessary data are collected to calculate graduation rates at 200% of normal time to complete all requirements of their program of study for the cohort of full-time, first-time bachelor's or equivalent degree-seeking students at 4-year institutions; and for all full-time, first-time degree/certificate-seeking undergraduate students at less than 4-year institutions.

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General Instructions

Reporting period covered

This survey component collects data on the cohort of full-time, first-time bachelor's or equivalent degree-seeking undergraduate students enrolled at your institution either (1) as of October 15, 2007 (or the institution's official fall reporting date) for institutions that offer a predominant number of programs based on standard academic terms (e.g., semesters, trimesters, quarters, or 4-1-4 plan); or (2) during the period between September 1, 2007 and August 31, 2008 for institutions that do not offer a predominant number of programs based on standard academic terms. Institutions are to report the status of these students as of August 31, 2015.

The status of this cohort of students (the 2007 Graduation Rates cohort) within 150% of normal time to completion was previously reported on the 2013-14 IPEDS Graduation Rates survey component. The GR200 component further tracks the status of these students at 200% of normal time to completion.

Context Boxes

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

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Coverage

Data on the cohort of full-time, first-time bachelor's or equivalent degree-seeking undergraduate students in your institution's 2007 Graduation Rates cohort, previously reported on the 2013-14 IPEDS Graduation Rates survey component, are preloaded into the GR200 survey. The parameters for coverage of the original cohort are outlined below.

Who to include in the cohort

Include all full-time, first-time students seeking a bachelor's or equivalent degree upon entering the institution either during the fall term or during the 12-month period as described above. For institutions that do not determine degree intent upon entry, this should include any students whose intent was not known. Include students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduating from high school).

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

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

- Received any type of federal financial aid, regardless of what courses they took at any time
- Received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program
- Obtained a student visa to study at a U.S. postsecondary institution

A student who is designated as a member of the 2007 cohort remains in the 2007 cohort, even if the student:

- Becomes a part-time student
- Transfers to another institution
- Drops out of the institution
- Stops out of the institution
- Has not fulfilled the institution's requirements to receive a degree or certificate

Who to exclude from the cohort

Do NOT include students in the cohort who are:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree/certificate-seeking students)
- Exclusively taking CEUs
- Exclusively auditing classes
- Studying abroad (e.g., at a foreign university) if their enrollment at the institution is only an administrative record
- Enrolled in any branch campus located in a foreign country
- Enrolled part-time
- Transfers into the institution

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Where to Get Help with Reporting

IPEDS Help Desk

Phone: 1-877-225-2568

Email: ipedshelp@rti.org

Web Tutorials

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

IPEDS Resource Page

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

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Where the Reported Data Will Appear

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

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

- [College Navigator Website](#)
- [IPEDS Data Center](#)
- [IPEDS Data Feedback Reports](#)
- [College Affordability and Transparency Center Website](#)

At the aggregate-level, data will appear in:

- [IPEDS First Looks](#)
- [IPEDS Table Library](#)
- [IPEDS Data Feedback Reports](#)
- [The Digest of Education Statistics](#)
- [The Condition of Education](#)

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Uploading Files to the IPEDS Data Collection System

The *File Import/Upload* option is found under the Tools menu. In order to perform the upload you'll need to have a file formatted to specifications. Upload specifications are included with the survey materials found under the Help menu. There are two upload formats available for the GR200 survey component:

- Fixed width file
- Key value file

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Data Reporting Instructions

The GR200 survey component collects additional data on the cohort of full-time, first-time bachelor's degree-seeking undergraduate students in your institution's 2007 Graduation Rates cohort, as first reported on the 2013-14 IPEDS Graduation Rates survey component. Institutions must report the status of these students as of August 31, 2015 so that a 200% graduation rate may be calculated. One hundred percent and 150% graduation rates were previously calculated in the 2013-14 Graduation Rates survey.

Graduation rates data reported in the GR200 component are NOT reported by race and ethnicity.

A number of data elements are preloaded in this survey. Lines 1-5 are preloaded based on your institution's 2013-14 Graduation Rates reporting. These fields may not be updated. The 100% and 150% graduation rates calculated for the cohort based on the data reported in 2013-14 are also preloaded and may not be adjusted.

On line 6, please enter any additional allowable exclusions to the cohort. This should include any additional students who left your institution between 151% and 200% of the normal time to complete their program (and have neither graduated nor transferred to another institution) due to one of the following documented reasons:

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

NOTE: Students who leave the institution for one of the reasons noted above, but return prior to the status date of August 31, 2015, may still be reported as exclusions.

Line 7, the **200% adjusted cohort**, is a calculated value representing the difference between the 150% adjusted cohort (line 3) and the additional exclusions reported on line 6.

On line 8, report the number of students who completed a bachelor's degree or equivalent within the period from September 1, 2013 through August 31, 2015. Once you save the page, the total completers within 200% and the 200% graduation rate will be calculated in the appropriate boxes on line 10.

On line 9, report the number of students who are still enrolled at your institution as of 200% of normal time to completion.

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Glossary

date: 2/11/2016

Term	Definition
Adjusted cohort	The result of removing any allowable <u>exclusions</u> from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Fall Enrollment</u> component, it is the cohort for calculating retention rate; for the <u>Graduation Rates</u> component, this is the cohort from which graduation and transfer-out rates are calculated; and for the <u>Outcome Measures</u> component, these are the four cohorts (full-time, first-time; part-time-first-time; full-time, non-first-time; and part-time, non-first-time) for which outcomes rates are calculated at 6 and 8 years.
Bachelor's degree	An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.
Bachelor's or equivalent degree-seeking subcohort	In the <u>GR</u> component of <u>IPEDS</u> , a <u>cohort</u> of students who were seeking a bachelor's or equivalent <u>degree</u> upon entry.
Cohort	A specific group of students established for tracking purposes.
Exclusions	Those students who may be removed (deleted) from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Graduation Rates</u> , <u>Outcome Measures</u> , and <u>Fall Enrollment</u> retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
Fall cohort	The group of students entering in the fall term established for tracking purposes. For the <u>Graduation Rates</u> component, this includes all students who enter an institution as full-time, first-time <u>degree</u> or <u>certificate-seeking undergraduate</u> students during the fall term of a given year. For the <u>Outcome Measures</u> component, all degree/certificate-seeking undergraduate students who enter an institution during the fall term of a given year must be placed in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. Doctor's degree - Professional practice - as defined by the institution.
Full-year cohort	The group of students entering at any time during the 12-month period September 1 through August 31 that is established for tracking and reporting <u>Graduation Rate</u> (GR) and <u>Outcome Measures</u> (OM) data for institutions that primarily offer occupational programs of varying lengths. Students must be full-time and first-time to be considered in the cohort. For OM component, undergraduate students must enter in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
Graduation rate	The rate required for disclosure and/or reporting purposes under <u>Student Right-to-Know Act</u> . This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort.
Graduation Rates (GR)	This annual component of <u>IPEDS</u> was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. Prior to 2007, institutions who offered athletically-related student aid were asked to report, by sport, the number of students receiving aid and whether they completed within 150 percent of normal time to completion. Now, these institutions only need to report a URL where the athletic data is located on their website, when available. GR automatically generates worksheets that calculate rates, including average rates over 4 years.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a <u>Program Participation Agreement</u> with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based data collection system. IPEDS currently consists of the following components: <u>Institutional Characteristics</u> (IC); <u>12-month Enrollment</u> (E12); <u>Completions</u> (C); <u>Admissions</u> (ADM); <u>Student Financial Aid</u> (SFA); <u>Human Resources</u> (HR) composed of Employees by Assigned Position, Fall Staff, and Salaries; <u>Fall Enrollment</u> (EF); <u>Graduation Rates</u> (GR); <u>Outcome Measures</u> (OM); <u>Finance</u> (F); and <u>Academic Libraries</u> (AL).
Normal time to completion	The amount of time necessary for a student to complete all requirements for a <u>degree</u> or <u>certificate</u> 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.
Revised cohort	Initial cohort after revisions are made. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.
Student Right-to-Know Act	

	Also known as the "Student Right-to-Know and Campus Security Act" (P.L. 101-542), which was passed by Congress November 9, 1990. Title I, Section 103, requires institutions eligible for Title IV funding to calculate completion or graduation rates of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to all students and prospective students. Further, Section 104 requires each institution that participates in any Title IV program and is attended by students receiving athletically-related student aid to submit a report to the Secretary of Education annually. This report is to contain, among other things, graduation/completion rates of all students as well as students receiving athletically-related student aid by race/ethnicity and gender and by sport, and the average completion or graduation rate for the four most recent years. These data are also required to be disclosed to parents, coaches, and potential student athletes when the institution offers athletically-related student aid. The <u>Graduation Rates</u> component of IPEDS was developed specifically to help institutions respond to these requirements. See <u>Graduation Rates</u> for the current description of data collected.
Subcohort	A predefined subset of the <u>initial cohort</u> or the <u>revised cohort</u> established for tracking purposes on the <u>Graduation Rates (GR)</u> component of <u>IPEDS</u> . (e.g., <u>bachelor's degree-seeking subcohort</u> .)
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).

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2015-16 Survey Materials > Narrative Edits

date: 2/11/2016

200% Graduation Rates for 4-year institutions

Edit specifications for the 2015-16 IPEDS Web-Based Data Collection

Graduation Rates 200 (GR200) Component

Applicable to 4-year institutions

All screens must be completed in order to lock the survey.

200% Completers

In the GR200 component, report data on the cohort of full-time, first-time bachelor's degree-seeking undergraduate students in your institution's 2007 graduation rates cohort, as first reported in the Graduation Rates survey in the 2013-2014 data collection. You must report the status of these students as of August 31, 2015 so that a 200% graduation rate may be calculated. In addition, the 100% and 150% graduation rates that were calculated in the 2013-2014 data collection are displayed for your reference.

Several numbers on this screen are preloaded with your institution's responses from previous surveys. In addition to the existing information, you must report any **Additional exclusions (between 151% and 200% of normal time)** (line 6), the **Number of students in the cohort who completed a bachelor's degree between 151% and 200% of normal time to completion** (line 8), and the number of students **Still enrolled as of 200% of normal time to completion** (line 9).

Based on the information provided, the system will calculate the following:

- Adjusted cohort 200% (line 7)
- Total completers within 200% of normal time (line 10)
- Graduation rate of Total completers within 200% of normal time (line 10)

The system will perform the following edits on the data entered:

- The **Additional exclusions** (line 6) must be greater than or equal to 0.
- The **Additional exclusions** (line 6) cannot exceed 5% of the original **Revised cohort** (line 1). Make sure that you are only reporting exclusions beyond those shown in Exclusions within 150% (line 2).
- The **Number of students in the cohort who completed a bachelor's degree between 151% and 200% of normal time to completion** (line 8) is expected to be greater than 0.
- If the **Number of students in the cohort who completed a bachelor's degree within 150% of normal time** (line 5) is greater than 0, then **Number of students in the cohort who completed a bachelor's degree between 151% and 200% of normal time to completion** (line 8) should be less than that value.
- The sum of **Still enrolled as 200% of normal time to completion** (line 9) and **Total completers within 200% of normal time** (line 10) must be less than or equal to the **Adjusted cohort 200%** (line 7).
- If the **Adjusted cohort 150%** (line 3) is greater than or equal to 50, then the Graduation rate calculated for **line 10** should be less than the Graduation Rate calculated for **line 5** plus 25%.

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2015-16 Survey Materials > Form

date: 2/11/2016

200% Graduation Rates for less-than-4-year institutions reporting on a fall cohort (academic reporters)

Overview

Graduation Rates 200 Overview

Welcome to the IPEDS Graduation Rates 200 (GR200) survey component. The GR200 component is a further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component and requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for students to complete all requirements of their program of study. This information is collected to assist institutions with complying with the requirements of the Higher Education Act, as amended.

Data Reporting Reminders

The reporting of data for the 200% completion period is not cumulative. Respondents are ONLY asked to report data for the time period between 151% and 200% of normal time to completion.

When reporting award levels for sub-baccalaureate certificates, determine program length by the number of credit or contact hours, NOT the academic year length in parentheses. The academic year length is meant only to provide context.

Resources:

The survey materials package for this component can be downloaded using the following link: [Survey Materials](#)
To access your prior year data submission for this component: [Reported Data](#)


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

Completers within 200%

For less than 4-year institutions, report on the 2011 cohort of full-time, first-time degree/certificate-seeking undergraduate students.

Information for this cohort was originally reported by your institution in the 2014-15 IPEDS Graduation Rates survey component. The data on lines 1-5 are preloaded based on the information provided.

	Graduation rates
1 Revised cohort	
2 Exclusions within 150%	
3 Adjusted cohort 150%	
4 Number of students in the cohort who completed a program within 100% of normal time to completion	
5 Number of students in the cohort who completed a program within 150% of normal time to completion	
6 Additional exclusions (between 151% and 200% of normal time)	
7 Adjusted cohort 200% (line 3 - line 6)	
8 Number of students in the cohort who completed a program between 151% and 200% of normal time to completion	
9 Still enrolled as of 200% of normal time to completion	
10 Total completers within 200% of normal time (line 5 + line 8)	

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





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200% Graduation Rates Full Instructions - Less Than 4-Year Institutions

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Purpose of the Survey

The primary purpose of the IPEDS GR200 survey component is to collect more extensive data on graduation rates as required by the Higher Education Act, as amended. The necessary data are collected to calculate graduation rates at 200% of normal time to complete all requirements of their program of study for the cohort of full-time, first-time bachelor's or equivalent degree-seeking students at 4-year institutions; and for all full-time, first-time degree/certificate-seeking undergraduate students at less than 4-year institutions.

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General Instructions

Reporting period covered

This survey component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students enrolled at your institution either (1) as of October 15, 2011 (or the institution's official fall reporting date) for institutions that offer a predominant number of programs based on standard academic terms (e.g., semesters, trimesters, quarters, or 4-1-4 plan); or (2) during the period between September 1, 2011 and August 31, 2012 for institutions that do not offer a predominant number of programs based on standard academic terms. Institutions are to report the status of these students as of August 31, 2015.

The status of this cohort of students (the 2011 Graduation Rates cohort) within 150% of normal time to completion was previously reported on the 2014-15 IPEDS Graduation Rates survey component. The GR200 component further tracks the status of these students at 200% of normal time to completion.

Context Boxes

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

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Coverage

Data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students in your institution's 2011 Graduation Rates cohort, previously reported on the 2014-15 IPEDS Graduation Rates survey component, are preloaded into the GR200 survey. The parameters for coverage of the original cohort are outlined below.

Who to include in the cohort

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

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

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

- Received any type of federal financial aid, regardless of what courses they took at any time
- Received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program
- Obtained a student visa to study at a U.S. postsecondary institution

A student who is designated as a member of the 2011 cohort remains in the 2011 cohort, even if the student:

- Becomes a part-time student
- Transfers to another institution
- Drops out of the institution
- Stops out of the institution
- Has not fulfilled the institution's requirements to receive a degree or certificate

Who to exclude from the cohort

DO NOT include students in the cohort who are:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree/certificate-seeking students)
- Exclusively taking CEUs
- Exclusively auditing classes
- Studying abroad (e.g., at a foreign university) if their enrollment at the institution is only an administrative record
- In any branch campus located in a foreign country
- Enrolled part-time
- Transfers into the institution

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Where to Get Help with Reporting

IPEDS Help Desk

Phone: 1-877-225-2568

Email: ipedshelp@rti.org

Web Tutorials

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

IPEDS Resource Page

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

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Where the Reported Data Will Appear

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

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

- [College Navigator Website](#)
- [IPEDS Data Center](#)
- [IPEDS Data Feedback Reports](#)
- [College Affordability and Transparency Center Website](#)

At the aggregate-level, data will appear in:

- [IPEDS First Looks](#)
- [IPEDS Table Library](#)
- [IPEDS Data Feedback Reports](#)
- [The Digest of Education Statistics](#)
- [The Condition of Education](#)

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Uploading Files to the IPEDS Data Collection System

The *File Import/Upload* option is found under the Tools menu. In order to perform the upload you'll need to have a file formatted to specifications. Upload specifications are included with the survey materials found under the Help menu. There are two upload formats available for the GR200 survey component:

- Fixed width file
- Key value file

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Data Reporting Instructions

The GR200 survey component collects additional data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students in your institution's 2011 Graduation Rates cohort, as first reported on the 2014–15 Graduation Rates survey component. Institutions must report the status of these students as of August 31, 2015 so that a 200% graduation rate may be calculated. One hundred percent and 150% graduation rates were previously calculated in the 2014–15 Graduation Rates survey.

Graduation Rates data reported in the GR200 component are NOT reported by race and ethnicity.

A number of data elements are preloaded in this survey. Data elements 1–5 are preloaded based on your institution's 2014–15 Graduation Rates reporting. These fields may not be updated. The 100% and 150% graduation rates calculated for the cohort based on the data reported in 2014–15 are also preloaded, and may not be adjusted. On line 6, please enter any additional allowable exclusions to the cohort. This should include any additional students who left your institution between 151% and 200% of the normal time to complete their program (and have neither graduated nor transferred to another institution) due to one of the following documented reasons:

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

NOTE: Students who leave the institution for one of the reasons noted above, but return prior to the status date of August 31, 2015, may still be reported as exclusions.

Line 7, **200% adjusted cohort**, is a calculated value representing the difference between the 150% adjusted cohort (line 3) and the additional exclusions reported on line 6.

On line 8, report the number of students who completed a program (including eligible transfer-preparatory programs; as outlined in the instructions for the Graduation Rates survey component) within the period of 151% to 200% of normal time. Once you save the page, the total completers within 200% and the 200% graduation rate will be calculated in the appropriate boxes on line 10.

On line 9, report the number of students who are still enrolled at your institution as of 200% of normal time to completion.

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Glossary

date: 2/11/2016

Term	Definition
Adjusted cohort	The result of removing any allowable <u>exclusions</u> from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Fall Enrollment</u> component, it is the cohort for calculating retention rate; for the <u>Graduation Rates</u> component, this is the cohort from which graduation and transfer-out rates are calculated; and for the <u>Outcome Measures</u> component, these are the four cohorts (full-time, first-time; part-time-first-time; full-time, non-first-time; and part-time, non-first-time) for which outcomes rates are calculated at 6 and 8 years.
Cohort	A specific group of students established for tracking purposes.
Exclusions	Those students who may be removed (deleted) from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Graduation Rates</u> , <u>Outcome Measures</u> , and <u>Fall Enrollment</u> retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
Fall cohort	The group of students entering in the <u>fall term</u> established for tracking purposes. For the <u>Graduation Rates</u> component, this includes all students who enter an institution as full-time, first-time <u>degree</u> or <u>certificate-seeking undergraduate</u> students during the fall term of a given year. For the <u>Outcome Measures</u> component, all degree/certificate-seeking undergraduate students who enter an institution during the fall term of a given year must be placed in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the <u>undergraduate level</u> . This includes students enrolled in <u>academic</u> or <u>occupational programs</u> . It also includes students enrolled in the <u>fall term</u> who attended college for the first time in the prior summer term, and students who entered with advanced standing (college <u>credits</u> earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more <u>semester credits</u> , or 12 or more <u>quarter credits</u> , or 24 or more <u>contact hours</u> a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. <u>Doctor's degree - Professional practice</u> - as defined by the institution.
Full-year cohort	The group of students entering at any time during the <u>12-month period</u> September 1 through August 31 that is established for tracking and reporting <u>Graduation Rate (GR)</u> and <u>Outcome Measures (OM)</u> data for institutions that primarily offer <u>occupational programs</u> of varying lengths. Students must be <u>full-time</u> and <u>first-time</u> to be considered in the <u>cohort</u> . For OM component, undergraduate students must enter in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
Graduation rate	The rate required for disclosure and/or reporting purposes under <u>Student Right-to-Know Act</u> . This rate is calculated as the total number of <u>completers</u> within 150% of normal time divided by the revised <u>adjusted cohort</u> .
Graduation Rates (GR)	This annual component of <u>IPEDS</u> was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. Prior to 2007, institutions who offered athletically-related student aid were asked to report, by sport, the number of students receiving aid and whether they completed within 150 percent of normal time to completion. Now, these institutions only need to report a URL where the athletic data is located on their website, when available. GR automatically generates worksheets that calculate rates, including average rates over 4 years.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All <u>postsecondary institutions</u> that have a <u>Program Participation Agreement</u> with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based <u>data collection system</u> . IPEDS currently consists of the following components: <u>Institutional Characteristics (IC)</u> ; <u>12-month Enrollment (E12)</u> ; <u>Completions (C)</u> ; <u>Admissions (ADM)</u> ; <u>Student Financial Aid (SFA)</u> ; <u>Human Resources (HR)</u> composed of <u>Employees by Assigned Position</u> , <u>Fall Staff</u> , and <u>Salaries</u> ; <u>Fall Enrollment (EF)</u> ; <u>Graduation Rates (GR)</u> ; <u>Outcome Measures (OM)</u> ; <u>Finance (F)</u> ; and <u>Academic Libraries (AL)</u> .
Normal time to completion	The amount of time necessary for a student to complete all requirements for a <u>degree</u> or <u>certificate</u> according to the institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a <u>bachelor's degree</u> in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an <u>associate's degree</u> in a standard term-based institution; and the various scheduled times for certificate <u>programs</u> .
Revised cohort	Initial <u>cohort</u> after revisions are made. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.
Student Right-to-Know Act	Also known as the "Student Right-to-Know and Campus Security Act" (P.L. 101-542), which was passed by Congress November 9, 1990. Title I, Section 103, requires institutions eligible for Title IV funding to calculate completion or <u>graduation rates</u> of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to all students and prospective students. Further, Section 104 requires each institution that participates in any Title IV program and is attended by students receiving athletically-related student aid to submit a report to the Secretary of Education annually. This report is to contain, among other things, graduation/completion rates of all students as well as students receiving athletically-related student aid by race/ethnicity and gender and by sport, and the average completion or graduation rate for the four most recent years. These data are also required to be disclosed to parents, coaches, and potential student athletes when the institution offers athletically-related student aid. The <u>Graduation Rates</u> component of IPEDS was developed specifically to help institutions respond to these requirements. See <u>Graduation Rates</u> for the current description of data collected.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).
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.

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2015-16 Survey Materials > Narrative Edits

date: 2/11/2016

200% Graduation Rates for less-than-4-year institutions

Edit specifications for the 2015-16 IPEDS Web-Based Data Collection

Graduation Rates 200 (GR200) Component

Applicable to less-than-4-year institutions

All screens must be completed in order to lock the survey.

200% Completers

In the GR200 component, report data on the cohort of full-time, first-time bachelor's degree-seeking undergraduate students in your institution's 2011 graduation rates cohort, as first reported in the Graduation Rates survey in the 2014-2015 data collection. You must report the status of these students as of 200% of normal time so that 200% graduation rates may be calculated. In addition, the 100% and 150% graduation rates that were calculated in the 2014-2015 data collection are displayed for your reference.

Several numbers on this screen are preloaded with your institution's responses from previous surveys. In addition to the existing information, you must report any **Additional exclusions (between 151%-200% of normal time)** (line 6), the **Number of students in the cohort who completed a program within 151%-200% of normal time** (line 8), and the number of students **Still enrolled as of 200% of normal time** to completion of their program (line 9).

Based on the information provided, the system will calculate the following:

- Adjusted cohort 200% (line 7)
- Total completers within 200% of normal time (line 10)
- Graduation rate of Total completers within 200% of normal time (line 10)

The following edits will be performed on this screen:

- The **Additional exclusions** (line 6) must be greater than or equal to 0.
- The **Additional exclusions** (line 6) cannot exceed 5% of the original **Revised cohort** (line 1). Make sure that you are only reporting exclusions beyond those shown in Exclusions within 150% (line 2).
- The **Number of students in the cohort who completed a program within 150%-200% of normal time** (line 8) is expected to be greater than 0.
- If the **Number of students in the cohort who completed a program within 150% of normal time** (line 5) is greater than 0, then **Number of students in the cohort who completed a program between 151%-200% of normal time** (line 8) should be less than that value.
- The sum of **Still enrolled as of 200% of normal time** (line 9) and **Total completers within 200% of normal time** (line 10) must be less than or equal to the **Adjusted cohort 200%** (line 7).
- If the **Adjusted cohort 150%** (line 3) is greater than or equal to 50, then the Graduation rate calculated for **line 10** should be less than the Graduation Rate calculated for **line 5** plus 25%.

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NCES National Center for Education Statistics

2015-16 Survey Materials > Form

date: 2/11/2016

200% Graduation Rates for less-than-4-year institutions reporting on a full-year cohort (program reporters)


Overview

Graduation Rates 200 Overview

Welcome to the IPEDS Graduation Rates 200 (GR200) survey component. The GR200 component is a further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component and requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for students to complete all requirements of their program of study. This information is collected to assist institutions with complying with the requirements of the Higher Education Act, as amended.

Data Reporting Reminders

The reporting of data for the 200% completion period is not cumulative. Respondents are ONLY asked to report data for the time period between 151% and 200% of normal time to completion.

 When reporting award levels for sub-baccalaureate certificates, determine program length by the number of credit or contact hours, NOT the academic year length in parentheses. The academic year length is meant only to provide context.

Resources:

The survey materials package for this component can be downloaded using the following link: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)


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

Completers within 200%

For less than 4-year institutions, report on the 2011 cohort of full-time, first-time degree/certificate-seeking undergraduate students.

Information for this cohort was originally reported by your institution in the 2014-15 IPEDS Graduation Rates survey component. The data on lines 1-5 are preloaded based on the information provided.

	Graduation rates
1 Revised cohort	
2 Exclusions within 150%	
3 Adjusted cohort 150%	
4 Number of students in the cohort who completed a program within 100% of normal time to completion	
5 Number of students in the cohort who completed a program within 150% of normal time to completion	
6 Additional exclusions (between 151% and 200% of normal time)	
7 Adjusted cohort 200% (line 3 - line 6)	
8 Number of students in the cohort who completed a program between 151% and 200% of normal time to completion	
9 Still enrolled as of 200% of normal time to completion	
10 Total completers within 200% of normal time (line 5 + line 8)	

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





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NCES National Center for Education Statistics

2015-16 Survey Materials > Instructions

date: 2/11/2016

200% Graduation Rates Full Instructions - Less Than 4-Year Institutions

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Purpose of the Survey

The primary purpose of the IPEDS GR200 survey component is to collect more extensive data on graduation rates as required by the Higher Education Act, as amended. The necessary data are collected to calculate graduation rates at 200% of normal time to complete all requirements of their program of study for the cohort of full-time, first-time bachelor's or equivalent degree-seeking students at 4-year institutions; and for all full-time, first-time degree/certificate-seeking undergraduate students at less than 4-year institutions.

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General Instructions

Reporting period covered

This survey component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students enrolled at your institution either (1) as of October 15, 2011 (or the institution's official fall reporting date) for institutions that offer a predominant number of programs based on standard academic terms (e.g., semesters, trimesters, quarters, or 4-1-4 plan); or (2) during the period between September 1, 2011 and August 31, 2012 for institutions that do not offer a predominant number of programs based on standard academic terms. Institutions are to report the status of these students as of August 31, 2015.

The status of this cohort of students (the 2011 Graduation Rates cohort) within 150% of normal time to completion was previously reported on the 2014-15 IPEDS Graduation Rates survey component. The GR200 component further tracks the status of these students at 200% of normal time to completion.

Context Boxes

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

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Coverage

Data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students in your institution's 2011 Graduation Rates cohort, previously reported on the 2014-15 IPEDS Graduation Rates survey component, are preloaded into the GR200 survey. The parameters for coverage of the original cohort are outlined below.

Who to include in the cohort

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

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

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

- Received any type of federal financial aid, regardless of what courses they took at any time
- Received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program
- Obtained a student visa to study at a U.S. postsecondary institution

A student who is designated as a member of the 2011 cohort remains in the 2011 cohort, even if the student:

- Becomes a part-time student
- Transfers to another institution
- Drops out of the institution
- Stops out of the institution
- Has not fulfilled the institution's requirements to receive a degree or certificate

Who to exclude from the cohort

DO NOT include students in the cohort who are:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree/certificate-seeking students)
- Exclusively taking CEUs
- Exclusively auditing classes
- Studying abroad (e.g., at a foreign university) if their enrollment at the institution is only an administrative record
- In any branch campus located in a foreign country
- Enrolled part-time
- Transfers into the institution

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Where to Get Help with Reporting

IPEDS Help Desk

Phone: 1-877-225-2568

Email: ipedshelp@rti.org

Web Tutorials

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

IPEDS Resource Page

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

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Where the Reported Data Will Appear

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

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

- [College Navigator Website](#)
- [IPEDS Data Center](#)
- [IPEDS Data Feedback Reports](#)
- [College Affordability and Transparency Center Website](#)

At the aggregate-level, data will appear in:

- [IPEDS First Looks](#)
- [IPEDS Table Library](#)
- [IPEDS Data Feedback Reports](#)
- [The Digest of Education Statistics](#)
- [The Condition of Education](#)

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Uploading Files to the IPEDS Data Collection System

The *File Import/Upload* option is found under the Tools menu. In order to perform the upload you'll need to have a file formatted to specifications. Upload specifications are included with the survey materials found under the Help menu. There are two upload formats available for the GR200 survey component:

- Fixed width file
- Key value file

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Data Reporting Instructions

The GR200 survey component collects additional data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students in your institution's 2011 Graduation Rates cohort, as first reported on the 2014-15 Graduation Rates survey component. Institutions must report the status of these students as of August 31, 2015 so that a 200% graduation rate may be calculated. One hundred percent and 150% graduation rates were previously calculated in the 2014-15 Graduation Rates survey.

Graduation Rates data reported in the GR200 component are NOT reported by race and ethnicity.

A number of data elements are preloaded in this survey. Data elements 1-5 are preloaded based on your institution's 2014-15 Graduation Rates reporting. These fields may not be updated. The 100% and 150% graduation rates calculated for the cohort based on the data reported in 2014-15 are also preloaded, and may not be adjusted.

On line 6, please enter any additional allowable exclusions to the cohort. This should include any additional students who left your institution between 151% and 200% of the normal time to complete their program (and have neither graduated nor transferred to another institution) due to one of the following documented reasons:

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

NOTE: Students who leave the institution for one of the reasons noted above, but return prior to the status date of August 31, 2015, may still be reported as exclusions.

Line 7, **200% adjusted cohort**, is a calculated value representing the difference between the 150% adjusted cohort (line 3) and the additional exclusions reported on line 6.

On line 8, report the number of students who completed a program (including eligible transfer-preparatory programs; as outlined in the instructions for the Graduation Rates survey component) within the period of 151% to 200% of normal time. Once you save the page, the total completers within 200% and the 200% graduation rate will be calculated in the appropriate boxes on line 10.

On line 9, report the number of students who are still enrolled at your institution as of 200% of normal time to completion.

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Glossary

date: 2/11/2016

Term	Definition
Adjusted cohort	The result of removing any allowable <u>exclusions</u> from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Fall Enrollment</u> component, it is the cohort for calculating retention rate; for the <u>Graduation Rates</u> component, this is the cohort from which graduation and transfer-out rates are calculated; and for the <u>Outcome Measures</u> component, these are the four cohorts (full-time, first-time; part-time-first-time; full-time, non-first-time; and part-time, non-first-time) for which outcomes rates are calculated at 6 and 8 years.
Cohort	A specific group of students established for tracking purposes.
Exclusions	Those students who may be removed (deleted) from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Graduation Rates</u> , <u>Outcome Measures</u> , and <u>Fall Enrollment</u> retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
Fall cohort	The group of students entering in the <u>fall term</u> established for tracking purposes. For the <u>Graduation Rates</u> component, this includes all students who enter an institution as full-time, first-time <u>degree</u> or <u>certificate-seeking undergraduate</u> students during the fall term of a given year. For the <u>Outcome Measures</u> component, all degree/certificate-seeking undergraduate students who enter an institution during the fall term of a given year must be placed in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the <u>undergraduate level</u> . This includes students enrolled in <u>academic</u> or <u>occupational programs</u> . It also includes students enrolled in the <u>fall term</u> who attended college for the first time in the prior summer term, and students who entered with advanced standing (college <u>credits</u> earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more <u>semester credits</u> , or 12 or more <u>quarter credits</u> , or 24 or more <u>contact hours</u> a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. <u>Doctor's degree - Professional practice</u> - as defined by the institution.
Full-year cohort	The group of students entering at any time during the <u>12-month period</u> September 1 through August 31 that is established for tracking and reporting <u>Graduation Rate (GR)</u> and <u>Outcome Measures (OM)</u> data for institutions that primarily offer <u>occupational programs</u> of varying lengths. Students must be <u>full-time</u> and <u>first-time</u> to be considered in the <u>cohort</u> . For OM component, undergraduate students must enter in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
Graduation rate	The rate required for disclosure and/or reporting purposes under <u>Student Right-to-Know Act</u> . This rate is calculated as the total number of <u>completers</u> within 150% of normal time divided by the revised <u>adjusted cohort</u> .
Graduation Rates (GR)	This annual component of <u>IPEDS</u> was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. Prior to 2007, institutions who offered athletically-related student aid were asked to report, by sport, the number of students receiving aid and whether they completed within 150 percent of normal time to completion. Now, these institutions only need to report a URL where the athletic data is located on their website, when available. GR automatically generates worksheets that calculate rates, including average rates over 4 years.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All <u>postsecondary institutions</u> that have a <u>Program Participation Agreement</u> with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based <u>data collection system</u> . IPEDS currently consists of the following components: <u>Institutional Characteristics (IC)</u> ; <u>12-month Enrollment (E12)</u> ; <u>Completions (C)</u> ; <u>Admissions (ADM)</u> ; <u>Student Financial Aid (SFA)</u> ; <u>Human Resources (HR)</u> composed of <u>Employees by Assigned Position</u> , <u>Fall Staff</u> , and <u>Salaries</u> ; <u>Fall Enrollment (EF)</u> ; <u>Graduation Rates (GR)</u> ; <u>Outcome Measures (OM)</u> ; <u>Finance (F)</u> ; and <u>Academic Libraries (AL)</u> .
Normal time to completion	The amount of time necessary for a student to complete all requirements for a <u>degree</u> or <u>certificate</u> according to the institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a <u>bachelor's degree</u> in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an <u>associate's degree</u> in a standard term-based institution; and the various scheduled times for certificate <u>programs</u> .
Revised cohort	Initial <u>cohort</u> after revisions are made. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.
Student Right-to-Know Act	Also known as the "Student Right-to-Know and Campus Security Act" (P.L. 101-542), which was passed by Congress November 9, 1990. Title I, Section 103, requires institutions eligible for Title IV funding to calculate completion or graduation rates of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to all students and prospective students. Further, Section 104 requires each institution that participates in any Title IV program and is attended by students receiving athletically-related student aid to submit a report to the Secretary of Education annually. This report is to contain, among other things, graduation/completion rates of all students as well as students receiving athletically-related student aid by race/ethnicity and gender and by sport, and the average completion or graduation rate for the four most recent years. These data are also required to be disclosed to parents, coaches, and potential student athletes when the institution offers athletically-related student aid. The <u>Graduation Rates</u> component of IPEDS was developed specifically to help institutions respond to these requirements. See <u>Graduation Rates</u> for the current description of data collected.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).
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.

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NCES National Center for Education Statistics

2015-16 Survey Materials > Narrative Edits

date: 2/11/2016

200% Graduation Rates for less-than-4-year institutions

Edit specifications for the 2015-16 IPEDS Web-Based Data Collection

Graduation Rates 200 (GR200) Component

Applicable to less-than-4-year institutions

All screens must be completed in order to lock the survey.

200% Completers

In the GR200 component, report data on the cohort of full-time, first-time bachelor's degree-seeking undergraduate students in your institution's 2011 graduation rates cohort, as first reported in the Graduation Rates survey in the 2014-2015 data collection. You must report the status of these students as of 200% of normal time so that 200% graduation rates may be calculated. In addition, the 100% and 150% graduation rates that were calculated in the 2014-2015 data collection are displayed for your reference.

Several numbers on this screen are preloaded with your institution's responses from previous surveys. In addition to the existing information, you must report any **Additional exclusions (between 151%-200% of normal time)** (line 6), the **Number of students in the cohort who completed a program within 151%-200% of normal time** (line 8), and the number of students **Still enrolled as of 200% of normal time** to completion of their program (line 9).

Based on the information provided, the system will calculate the following:

- Adjusted cohort 200% (line 7)
- Total completers within 200% of normal time (line 10)
- Graduation rate of Total completers within 200% of normal time (line 10)

The following edits will be performed on this screen:

- The **Additional exclusions** (line 6) must be greater than or equal to 0.
- The **Additional exclusions** (line 6) cannot exceed 5% of the original **Revised cohort** (line 1). Make sure that you are only reporting exclusions beyond those shown in Exclusions within 150% (line 2).
- The **Number of students in the cohort who completed a program within 150%-200% of normal time** (line 8) is expected to be greater than 0.
- If the **Number of students in the cohort who completed a program within 150% of normal time** (line 5) is greater than 0, then **Number of students in the cohort who completed a program between 151%-200% of normal time** (line 8) should be less than that value.
- The sum of **Still enrolled as of 200% of normal time** (line 9) and **Total completers within 200% of normal time** (line 10) must be less than or equal to the **Adjusted cohort 200%** (line 7).
- If the **Adjusted cohort 150%** (line 3) is greater than or equal to 50, then the Graduation rate calculated for **line 10** should be less than the Graduation Rate calculated for **line 5** plus 25%.

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Appendix D— Letters to Institutions

Letter 1**Subject: OM Data from 2015–16 IPEDS Collection Require Review/Revisions – [unitID]**

RE: [Inst_name] – [UnitID]

The release of the Outcome Measures (OM) data from the 2015–16 data collection has been delayed because many institutions reported inaccurate data. Your institution has been identified to have reported data that were problematic due to inconsistencies with previously reported data. More specifically, the issue identified with your institution is as follows:

Your institution reported a number of first-time, full-time (FTFT) students from the 2007 cohort who completed with an award at 6-years on 2015–16 OM that was less than a number of FTFT students from the 2007 cohort who completed with an award at 150 percent of normal time on the 2011–12 Graduation Rate 200 (GR200) survey component. The number of FTFT completers with awards in OM should be **greater than (or equal to)** the GR200 completers. The following are the data that were reported by your institution:

GR200 adjusted 2007 FTFT cohort: **[GR200AdjCoh200]**

GR200 completers within 150 percent normal time from 2007 FTFT cohort: **[GR200Comp150]**

OM adjusted 2007 FTFT cohort: **[OMAdjCoh]**

OM completers at 6-years from the 2007 FTFT cohort: **[OMComp6]**

Your action is required! Outcome Measures will be unlocked during the Winter 2016–17 collection (December 14, 2016 through February 15, 2017) in the Prior Revision System (https://surveys.nces.ed.gov/IPEDS_py/). Please review the data submitted. If the error was in the OM data, please revise the survey component as needed, resolve any edits, and relock the survey. If the error was in the GR200 data, it is too late to correct the data. In either case, the OM survey must be re-locked to verify that it is complete and accurate.

Please remember that you must lock each survey component for it to be considered a response. Use the "Am I Done?" feature to confirm that your required surveys are locked. Because the OM data will be released to the public in 2017, it is of utmost importance that the data are accurate.

As a reminder, Section 487(a)(17) of the Higher Education Act of 1965, as amended, requires that, as a condition of continued participation in the federal student aid programs, all institutions must complete the IPEDS surveys as accurately and timely as possible. We sincerely appreciate your time and cooperation in addressing this matter.

Please contact the IPEDS Help Desk if you have any questions.

Sincerely,

IPEDS Help Desk

Toll Free 1-877-225-2568

ipedshelp@rti.org

Letter 2**Subject: OM Data from 2015–16 IPEDS Collection Require Review/Revisions – [unitID]**

RE: [Inst_name] – [UnitID]

The release of the Outcome Measures (OM) data from the 2015–16 data collection has been delayed because many institutions reported inaccurate data. Your institution has been identified to have reported data that were problematic due to inconsistencies with previously reported data. More specifically, the issue identified with your institution is as follows:

Your institution reported inconsistent data for the 2007 cohort when comparing across the 2015–16 OM, the 2013–14 Graduation Rates (GR), and the 2015–16 200 Percent Graduation Rates (GR200) components. Your 2007 GR cohort for first-time, full-time (FTFT) students was reported as having only bachelor-seeking students, therefore the cohort and the outcomes must be consistent across these components. The FTFT cohort should be identical, and the completers for GR (150 percent) should be equal to the completers in OM (at 6 years). Lastly, the completers in OM (at 8 years) should also be equal to the completers for GR200 (200 percent).

The following are the data that were reported by your institution:

GR adjusted 2007 FTFT cohort, bachelor's-seeking only: **[GRAdjCohBach]**

GR completers within 150 percent normal time from the 2007 FTFT cohort: **[GRComp150]**

GR200 adjusted 2007 cohort, bachelor's-seeking only: **[GR200AdjCoh200]**

GR200 completers within 200 percent normal time from the 2007 cohort: **[GR200Comp200]**

OM adjusted 2007 FTFT cohort: **[OMAdjCoh]**

OM completers at 6-years from the 2007 FTFT cohort: **[OMComp6]**

OM completers at 8-years from the 2007 FTFT cohort: **[OMComp8]**

Your action is required! Outcome Measures and GR200 will be unlocked during the Winter 2016–17 collection (December 14, 2016 through February 15, 2017) in the Prior Revision System (https://surveys.nces.ed.gov/IPEDS_py/). Please review the data submitted. If the error was in the OM and/or the GR200 data, please revise the survey component(s) as needed, resolve any edits, and relock the survey. If the error was in the GR data, it is too late to correct the data. In either case, the OM and GR200 survey components must be re-locked to verify that they are complete and accurate.

Please remember that you must lock each survey component for it to be considered a response. Use the "Am I Done?" feature to confirm that your required surveys are locked. Because the OM data will be released to the public in 2017, it is of utmost importance that the data are accurate.

As a reminder, Section 487(a)(17) of the Higher Education Act of 1965, as amended, requires that, as a condition of continued participation in the federal student aid programs, all institutions must complete the IPEDS surveys as accurately and timely as possible. We sincerely appreciate your time and cooperation in addressing this matter.

Please contact the IPEDS Help Desk if you have any questions.

Sincerely,

IPEDS Help Desk
Toll Free 1-877-225-2568
ipedshelp@rti.org

Letter 3**Subject: OM Data from 2015–16 IPEDS Collection Require Review/Revisions – [unitID]**

RE: [Inst_name] – [UnitID]

The release of the Outcome Measures (OM) data from the 2015–16 data collection has been delayed because many institutions reported inaccurate data. Your institution has been identified to have reported data that were problematic due to inconsistencies with previously reported data. More specifically, the issue identified with your institution is as follows:

Your institution reported inconsistent data for the 2007 cohort when comparing across the 2015–16 OM and 2013–14 Graduation Rates (GR) components. Your 2007 GR cohort for first-time, full-time (FTFT) students should be identical in both surveys. Additionally, the completers for GR (150 percent) should be less than or equal to the completers in OM (at 6 years). The following are the data that were reported by your institution:

GR adjusted 2007 FTFT cohort: **[GRAdjCohTot]**

GR completers within 150 percent normal time from the 2007 cohort: **[GRComp150]**

OM adjusted 2007 FTFT cohort: **[OMAdjCoh]**

OM completers at 6-years from the 2007 FTFT cohort: **[OMComp6]**

Your action is required! Outcome Measures will be unlocked during the Winter 2016–17 collection (December 14, 2016 through February 15, 2017) in the Prior Revision System (https://surveys.nces.ed.gov/IPEDS_py/). Please review the data submitted. If the error was in the OM data, please revise the survey component as needed, resolve any edits, and relock the survey. If the error was in the GR data, it is too late to correct the data. In either case, the OM survey must be re-locked to verify that it is complete and accurate.

Please remember that you must lock each survey component for it to be considered a response. Use the "Am I Done?" feature to confirm that your required surveys are locked. Because the OM data will be released to the public in 2017, it is of utmost importance that the data are accurate.

As a reminder, Section 487(a)(17) of the Higher Education Act of 1965, as amended, requires that, as a condition of continued participation in the federal student aid programs, all institutions must complete the IPEDS surveys as accurately and timely as possible. We sincerely appreciate your time and cooperation in addressing this matter.

Please contact the IPEDS Help Desk if you have any questions.

Sincerely,

IPEDS Help Desk
Toll Free 1-877-225-2568
ipedshelp@rti.org

Letter 4

Subject: OM Data from 2015–16 IPEDS Collection Require Review/Revisions – [unitID]

RE: [Inst_name] – [UnitID]

The release of the Outcome Measures (OM) data from the 2015–16 data collection has been delayed because many institutions reported inaccurate data, and those institutions are being asked to revise their data. Additionally, your institution was among many institutions that **reported having zero students that did not receive an award in one or many OM cohort, and whose subsequent enrollment status is unknown.** The four OM cohorts are first-time, full-time (FTFT); first-time, part-time (FTPT); non-first-time, full-time (NFTFT); and non-first-time, part-time (NFTPT).

Your institution reported the following data for your 2007 cohort:

FTFT Adjusted Cohort: **[OMAdjCoh1]**

of FTFT Students Who Subsequently Enrolled at Another Institution: **[OMComp1]**

PTFT Adjusted Cohort: **[OMAdjCoh2]**

of PTFT Students Who Subsequently Enrolled at Another Institution: **[OMComp2]**

FTNFT Adjusted Cohort: **[OMAdjCoh3]**

of FTNFT Students Who Subsequently Enrolled at Another Institution: **[OMComp3]**

PTNFT Adjusted Cohort: **[OMAdjCoh4]**

of PTNFT Students Who Subsequently Enrolled at Another Institution: **[OMComp4]**

Your action is requested! The 2015–16 Outcome Measures survey component has been unlocked and will be available for revisions during the Winter collection (December 14, 2016 through February 15, 2017) in the Prior Revision System (https://surveys.nces.ed.gov/IPEDS_py/). Please review the OM data you submitted for all four cohorts in 2015–16. If you are able to provide improved data (e.g., transfer-out students identified through a state data system, third-party vendor, or other means) we ask that you do so, as the accuracy and completeness of these data are important for the public and for policy makers.

After revising your data, please remember that you must lock each survey component for it to be considered a response. Use the "Am I Done?" feature to confirm that your required surveys are locked. Because the OM data will be released to the public in 2017, it is of utmost importance that the data are accurate.

As a reminder, Section 487(a)(17) of the Higher Education Act of 1965, as amended, requires that, as a condition of continued participation in the federal student aid programs, all institutions must complete the IPEDS surveys as accurately and timely as possible. We sincerely appreciate your time and cooperation in addressing this matter.

Please contact the IPEDS Help Desk if you have any questions.

Sincerely,

IPEDS Help Desk
Toll Free 1-877-225-2568
ipedshelp@rti.org

Letter 5

Subject: OM Data from 2015–16 IPEDS Collection Require Review/Revisions – [unitID]

RE: [Inst_name] – [UnitID]

The release of the Outcome Measures (OM) data from the 2015–16 data collection has been delayed because many institutions reported inaccurate data, and those institutions are being asked to revise their data. Additionally, your institution was among many institutions that reported having zero students that received an award, for one or more of the sub cohorts.

Your institution reported the following data for your overall 2007 OM cohort:

Overall OM adjusted cohort #: **[OMADJTOT]**

Overall OM # of overall adjusted cohort who subsequently enrolled at another institution:

[OMENRAITOT]

OM # of overall adjusted cohort who are unaccounted and unknown: **[OMENRUNKTOT]**

Your action is requested! The 2015–16 Outcome Measures survey component has been unlocked and will be available for revisions during the Winter collection (December 14, 2016 through February 15, 2017) in the Prior Revision System (https://surveys.nces.ed.gov/IPEDS_py/). Please review the OM data you submitted for all four cohorts in 2015–16. If you are able to provide improved data, we ask that you do so, as the accuracy and completeness of these data are important for the public and for policy makers.

After revising your data, please remember that you must lock each survey component for it to be considered a response. Use the "Am I Done?" feature to confirm that your required surveys are locked. Because the OM data will be released to the public in 2017, it is of utmost importance that the data are accurate.

As a reminder, Section 487(a)(17) of the Higher Education Act of 1965, as amended, requires that, as a condition of continued participation in the federal student aid programs, all institutions must complete the IPEDS surveys as accurately and timely as possible. We sincerely appreciate your time and cooperation in addressing this matter.

Please contact the IPEDS Help Desk if you have any questions.

Sincerely,

IPEDS Help Desk
Toll Free 1-877-225-2568
ipedshelp@rti.org

Letter 6**Subject: OM Data from 2015–16 IPEDS Collection Require Review/Revisions – [unitID]**

RE: [Inst_name] – [UnitID]

The release of the Outcome Measures (OM) data from the 2015–16 data collection has been delayed because many institutions reported inaccurate data, and those institutions are being asked to revise their data. Additionally, your institution was among many institutions that **reported having zero first-time, full-time (FTFT) students that did not receive an award, and whose subsequent enrollment status is unknown.** However, your institution DID report transfer-out students (for this same cohort) when you completed the Graduation Rates (GR) survey component previously.

Your institution reported the following data for your 2007 cohort:

OM FTFTAdjusted Cohort: [OMAdjCoh]

OM # of FTFT Students Who Subsequently Enrolled at Another Institution: [OMENRAI]

OM # of FTFT Students who are unaccounted and unknown: [OMENRUN]

[GRYear] GR FTFT Adjusted Cohort: [GRADJCOH]

[GRYear] GR FTFT transfer out (enrolled at another institution): [GRTRANS]

While the above values are for the first-time, full-time subcohort, we are equally concerned that you may have other subcohorts (non-first-time; part-time) with similar missing data in OM.

Your action is requested! The 2015–16 Outcome Measures survey component has been unlocked and will be available for revisions during the Winter collection (December 14, 2016 through February 15, 2017) in the Prior Revision System (https://surveys.nces.ed.gov/IPEDS_py/). Please review the OM data you submitted for all four cohorts in 2015-16. If you are able to provide improved data (e.g., transfer-out students identified through a state data system, third-party vendor, or other means) we ask that you do so, as the accuracy and completeness of these data are important for the public and for policy makers.

After revising your data, please remember that you must lock each survey component for it to be considered a response. Use the "Am I Done?" feature to confirm that your required surveys are locked. Because the OM data will be released to the public in 2017, it is of utmost importance that the data are accurate.

As a reminder, Section 487(a)(17) of the Higher Education Act of 1965, as amended, requires that, as a condition of continued participation in the federal student aid programs, all institutions must complete the IPEDS surveys as accurately and timely as possible. We sincerely appreciate your time and cooperation in addressing this matter.

Please contact the IPEDS Help Desk if you have any questions.

Sincerely,

IPEDS Help Desk
Toll Free 1-877-225-2568
ipedshelp@rti.org

Letter 7

Subject: Requests Being Sent for 2015–16 OM Data Review/Revisions – [userID]

Dear IPEDS Coordinator:

As noted in the This Week in IPEDS sent on Nov. 21, 2016, NCES and the IPEDS Help Desk are in the process of contacting individual institutions via email and requesting that they revise their data using the Prior Year Revision System (https://surveys.nces.ed.gov/IPEDS_py/). There are several types of data reviews/revisions being requested, including the following:

- 1) In OM, no students reported as subsequently enrolled at another institution (e.g. transfer-outs).
- 2) In OM, no students reported as completing an award.
- 3) In OM, fewer students reported as completing an award than were reported for the same cohort in GR and/or GR200.
- 4) Different cohort size for same cohort in OM and/or GR200.

The institutions being emailed have had their OM component unlocked in the Prior Year Revision System, and some have also had their GR200 unlocked. To determine if any of the institutions under your purview have had their surveys unlocked for review/revision, please log into the Prior Year Revision System, and under the “Reports” menu select “Institution and Survey Status Summary.” In this report, you can see if any institutions have an OM or GR200 status other than “Complete,” which will indicate that the component has been unlocked. You can click on the values in the report to get a list of the affected institutions. For further details about the specific issues identified for any given institution, please contact the Keyholder at the institution directly.

Please contact the IPEDS Help Desk if you have any questions.

Sincerely,

IPEDS Help Desk
Toll Free 1-877-225-2568
ipedshelp@rti.org

Appendix E— Winter 2015–16 Data Collection Timeline

Timeline: Winter 2015–16 Data Collection**2015**

- December 9—Winter 2015–16 data collection opens (2015–16 Outcome Measures [OM]/200 Percent Graduation Rates [GR200].)

2016

- February 10—Winter 2015–16 data collection closes for Keyholders.
- February 24—Winter 2016 data collection closes for Coordinators.
- February 24 to May 24—NCES Quality Control (QC) process on winter 2015–16 reported data. Inconsistencies between OM, GR200, and Graduation Rates (GR) identified.
- November 28—Letters based on OM/GR200/GR inconsistent data were sent to institutions. Using the Prior Year Revision (PYR) system, institutions were instructed to review and relock winter 2015–16 data.
- December 14—PYR system opens for 2015–16 OM/GR200 data.

2017

- January 26—First follow-up letter sent to institutions.
- February 8—PYR system closes for Keyholders.
- February 23—PYR system closes for Coordinators.
- May 17—Final follow-up letter sent to the few institutions with very problematic data to verify and relock data in PYR system.
- May 26—PYR system closes for May 17 follow-up institutions.
- May 2 to May 19—Additional QC checks to assess the remaining number of institutions with inconsistent data.

Appendix F— Pre- and Post-Letters' Comparison Tables

Table F-1. Number of 2-year Title IV degree-granting institutions, by control of institution and selected institutional characteristics: Pre- and post-Letter 1

Institutional characteristics	2-year institutions	
	Pre-Letter 1	Post-Letter 1
Total	119	69
Control		
Public	38	18
Private nonprofit	16	9
Private for-profit	65	42
Region ¹		
New England	3	1
Mid East	18	12
Great Lakes	8	4
Plains	16	10
Southeast	30	15
Southwest	17	12
Rocky Mountains	5	3
Far West	14	6
U.S. service academies	0	0
Other U.S. jurisdictions	8	6
Carnegie 2015 classification		
Doctoral	0	0
Master's	0	0
Baccalaureate	0	0
Baccalaureate/Associate's	0	0
Associate's	60	36
Special focus and Tribal	47	26
Not applicable	12	7
Highest degree offered		
Doctor's	0	0
Master's	0	0
Bachelor's	0	0
Associate's	119	69
Non-degree-granting	0	0

See notes at end of table.

Table F-1. Number of 2-year Title IV degree-granting institutions, by control of institution and selected institutional characteristics: Pre- and post-Letter 1—Continued

Institutional characteristics	2-year institutions	
	Pre-Letter 1	Post-Letter 1
Size of institution		
Under 1,000	95	58
1,000–4,999	19	8
5,000–9,999	4	2
10,000–19,999	0	0
20,000 and above	1	1
Reporting method		
Academic	87	49
Program	18	9
Hybrid	14	11
Not applicable	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>. Since 2015–16, some institutions have changed their degree-granting status to non-degree-granting status, as well as had a change in their Carnegie 2015 classification categories and reporting method. The reasons include loss of eligibility to provide federally funded financial assistance, combining or merging with another institution, and offering new degrees (e.g., bachelor's or master's degrees).

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), and Winter 2015–16, Outcome Measures component (final data).

Table F-2. Number of 4-year Title IV bachelor's degree-granting institutions, by control of institution and selected institutional characteristics: Pre- and post-Letter 2

Institutional characteristics	4-year institutions	
	Pre-Letter 2	Post-Letter 2
Total	477	171
Control		
Public	141	42
Private nonprofit	325	118
Private for-profit	11	11
Region ¹		
New England	36	9
Mid East	91	30
Great Lakes	71	32
Plains	51	14
Southeast	115	50
Southwest	47	15
Rocky Mountains	11	3
Far West	52	17
U.S. service academies	2	1
Other U.S. jurisdictions	1	0
Carnegie 2015 classification		
Doctoral	103	34
Master's	189	66
Baccalaureate	125	44
Baccalaureate/Associate's	3	3
Associate's	0	0
Special focus and Tribal	57	24
Not applicable	0	0
Highest degree offered		
Doctor's	232	79
Master's	166	62
Bachelor's	79	30
Associate's	0	0
Non-degree-granting	0	0
Size of institution		
Under 1,000	80	32
1,000–4,999	233	92
5,000–9,999	70	16
10,000–19,999	41	16
20,000 and above	53	15

See notes at end of table.

Table F-2. Number of 4-year Title IV bachelor's degree-granting institutions, by control of institution and selected institutional characteristics: Pre- and post-Letter 2—Continued

Institutional characteristics	4-year institutions	
	Pre-Letter 2	Post-Letter 2
Reporting method		
Academic	471	166
Program	0	0
Hybrid	6	5
Not applicable	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at

<https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), and Winter 2015–16, Outcome Measures component (final data).

Table F-3. Number of other than bachelor's degree-granting 4-year institutions, by control of institution and selected institutional characteristics: Pre- and post-Letter 3

Institutional characteristics	4-year institutions, other	
	Pre-Letter 3	Post-Letter 3
Total	205	94
Control		
Public	39	15
Private nonprofit	132	56
Private for-profit	34	23
Region ¹		
New England	14	6
Mid East	18	6
Great Lakes	35	13
Plains	41	21
Southeast	55	31
Southwest	8	4
Rocky Mountains	12	3
Far West	10	4
U.S. service academies	0	0
Other U.S. jurisdictions	12	6
Carnegie 2015 classification		
Doctoral	13	5
Master's	59	21
Baccalaureate	54	26
Baccalaureate/Associate's	28	16
Associate's	0	0
Special focus and Tribal	50	26
Not applicable	1	0
Highest degree offered		
Doctor's	48	19
Master's	78	33
Bachelor's	79	42
Associate's	0	0
Non-degree-granting	0	0
Size of institution		
Under 1,000	91	48
1,000–4,999	89	39
5,000–9,999	10	3
10,000–19,999	8	1
20,000 and above	7	3

See notes at end of table.

Table F-3. Number of other than bachelor's degree-granting 4-year institutions, by control of institution and selected institutional characteristics: Pre- and post-Letter 3—Continued

Institutional characteristics	4-year institutions, other	
	Pre-Letter 3	Post-Letter 3
Reporting method		
Academic	196	90
Program	1	1
Hybrid	8	3
Not applicable	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at

<https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), and Winter 2015–16, Outcome Measures component (final data).

Table F-4. Number of Title IV degree-granting institutions, by control of institution and selected institutional characteristics: Pre- and post-Letter 4

Institutional characteristics	Institutions	
	Pre-Letter 4	Post-Letter 4
Total	16	11
Control		
Public	6	3
Private nonprofit	0	0
Private for-profit	10	8
Region ¹		
New England	0	0
Mid East	0	0
Great Lakes	0	0
Plains	4	3
Southeast	5	3
Southwest	2	2
Rocky Mountains	1	1
Far West	4	2
U.S. service academies	0	0
Other U.S. jurisdictions	0	0
Carnegie 2015 classification		
Doctoral	0	0
Master's	2	1
Baccalaureate	1	1
Baccalaureate/Associate's	0	0
Associate's	5	3
Special focus and Tribal	8	6
Not applicable	0	0
Highest degree offered		
Doctor's	0	0
Master's	3	1
Bachelor's	2	2
Associate's	11	8
Non-degree-granting	0	0
Size of institution		
Under 1,000	7	6
1,000–4,999	7	3
5,000–9,999	1	1
10,000–19,999	0	0
20,000 and above	1	1

See notes at end of table.

Table F-4. Number of Title IV degree-granting institutions, by control of institution and selected institutional characteristics: Pre- and post-Letter 4—Continued

Institutional characteristics	Institutions	
	Pre-Letter 4	Post-Letter 4
Reporting method		
Academic	9	4
Program	6	6
Hybrid	1	1
Not applicable	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at

<https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), and Winter 2015–16, Outcome Measures component (final data).

Table F-5. Number of institutions, by control of institution and selected institutional characteristics: Pre- and post-Letter 5

Institutional characteristics	Institution	
	Pre-Letter 5	Post-Letter 5
Total	857	460
Control		
Public	97	35
Private nonprofit	363	160
Private for-profit	397	265
Region ¹		
New England	31	15
Mid East	103	49
Great Lakes	129	73
Plains	91	45
Southeast	266	149
Southwest	92	50
Rocky Mountains	32	22
Far West	92	43
U.S. service academies	3	3
Other U.S. jurisdictions	18	11
Carnegie 2015 classification		
Doctoral	38	17
Master's	182	81
Baccalaureate	146	76
Baccalaureate/Associate's	88	63
Associate's	111	48
Special focus and Tribal	269	161
Not applicable	23	14
Highest degree offered		
Doctor's	147	70
Master's	237	117
Bachelor's	204	148
Associate's	269	125
Non-degree-granting	0	0
Size of institution		
Under 1,000	441	275
1,000–4,999	325	148
5,000–9,999	51	19
10,000–19,999	23	10
20,000 and above	17	8

See notes at end of table.

Table F-5. Number of institutions, by control of institution and selected institutional characteristics: Pre- and post-Letter 5—Continued

Institutional characteristics	Institution	
	Pre-Letter 5	Post-Letter 5
Reporting method		
Academic	599	314
Program	125	64
Hybrid	133	82
Not applicable	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>. Since 2015–16, some institutions have changed their degree-granting status to non-degree-granting status, as well as had a change in their Carnegie 2015 classification categories and reporting method. The reasons include loss of eligibility to provide federally funded financial assistance, combining or merging with another institution, and offering new degrees (e.g., bachelor's or master's degrees).

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), and Winter 2015–16, Outcome Measures component (final data).

Table F-6. Number of Title IV degree-granting institutions, by control of institution and selected institutional characteristics: Pre- and post-Letter 6

Institutional characteristics	Institution	
	Pre-Letter 6	Post-Letter 6
Total	149	57
Control		
Public	61	12
Private nonprofit	47	16
Private for-profit	41	29
Region ¹		
New England	8	2
Mid East	8	1
Great Lakes	26	11
Plains	8	7
Southeast	63	18
Southwest	15	7
Rocky Mountains	5	1
Far West	7	4
U.S. service academies	0	0
Other U.S. jurisdictions	9	6
Carnegie 2015 classification		
Doctoral	7	2
Master's	18	4
Baccalaureate	24	6
Baccalaureate/Associate's	28	16
Associate's	42	14
Special focus and Tribal	30	15
Not applicable	0	0
Highest degree offered		
Doctor's	22	7
Master's	35	9
Bachelor's	41	22
Associate's	51	19
Non-degree-granting	0	0
Size of institution		
Under 1,000	49	31
1,000–4,999	79	20
5,000–9,999	14	5
10,000–19,999	4	1
20,000 and above	3	0

See notes at end of table.

Table F-6. Number of Title IV degree-granting institutions, by control of institution and selected institutional characteristics: Pre- and post-Letter 6—Continued

Institutional characteristics	Institution	
	Pre-Letter 6	Post-Letter 6
Reporting method		
Academic	130	47
Program	10	4
Hybrid	9	6
Not applicable	0	0

¹ The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

NOTE: Title IV institutions are those with a written agreement with the U.S. Department of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. The four U.S. service academies that are not Title IV eligible are included in the Integrated Postsecondary Education Data System (IPEDS) universe because they are federally funded and open to the public. Detail may not sum to totals because of rounding. Definitions for terms used in this table may be found in the IPEDS online glossary located at

<https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), and Winter 2015–16, Outcome Measures component (final data).

**Appendix G—
List of Institutions' Unit IDs With Remaining
Data Inconsistencies**

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
1	100830		X				
2	101073			X			
3	101116						X
4	101295	X					
5	101480					X	
6	101693					X	
7	102049		X				
8	102067				X		
9	102234					X	
10	102270					X	
11	102377		X				
12	102845					X	
13	104090					X	
14	104346	X					
15	104586		X				
16	105163					X	
17	105172					X	
18	105543					X	
19	105589					X	
20	105659	X					
21	106102					X	
22	106980	X					
23	107080					X	
24	107637					X	
25	108250					X	
26	109040					X	
27	110097					X	
28	110185					X	
29	110370		X				
30	110662		X				
31	114123						X
32	114354					X	
33	114433	X					
34	115728		X				
35	115773			X			
36	116466					X	
37	116475					X	
38	116484					X	
39	117557		X				

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
40	117751		X				
41	119270						X
42	120537			X			
43	120661				X		
44	121381					X	
45	122685					X	
46	122843					X	
47	123280			X			
48	123457		X				
49	123554			X			
50	124706				X		
51	125727		X				
52	125897		X				
53	126669					X	
54	126687				X		
55	126951					X	
56	127024			X			
57	127060					X	
58	127680					X	
59	127918					X	
60	128179	X					
61	128188					X	
62	128328		X				
63	129525			X			
64	131098		X				
65	131469		X				
66	131520		X				
67	131742					X	
68	132602					X	
69	132657		X				
70	132842					X	
71	132903		X				
72	133465					X	
73	133650		X				
74	133669		X				
75	133809			X			
76	133845				X		
77	133997					X	
78	134112						X
79	134130		X				
80	134237					X	
81	134909					X	
82	135124					X	

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
83	135364					X	
84	135939					X	
85	136066					X	
86	136172		X				
87	136950		X				
88	137351		X				
89	138293			X			
90	138309			X			
91	138691						X
92	139074					X	
93	139153					X	
94	139205			X			
95	139579					X	
96	140003	X					
97	140696					X	
98	140818		X				
99	140951		X				
100	140988		X				
101	141574		X				
102	142337					X	
103	142461					X	
104	144281		X				
105	144485					X	
106	144883			X			
107	145239	X					
108	145372					X	
109	145497		X				
110	145725		X				
111	145813					X	
112	146393					X	
113	146700					X	
114	147341		X				
115	147369		X				
116	147536					X	
117	147749					X	
118	147828					X	
119	148140	X					
120	148335					X	
121	149231		X				
122	149514		X				
123	150066		X				
124	150163		X				
125	150251					X	
126	150677		X				

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
127	150774			X			
128	151458					X	
129	151494					X	
130	151500					X	
131	151519					X	
132	151661					X	
133	151777					X	
134	151810					X	
135	151944						X
136	152318					X	
137	152381					X	
138	152567					X	
139	152798			X			
140	153214	X					
141	153278		X				
142	153409					X	
143	153418					X	
144	153427			X			
145	153533				X		
146	153621		X				
147	153861		X				
148	153977					X	
149	154590			X			
150	154688					X	
151	154767					X	
152	154776						X
153	155201	X					
154	155283				X		
155	155317		X				
156	155937		X				
157	155973			X			
158	156189		X				
159	156213					X	
160	156471					X	
161	156541		X				
162	156745					X	
163	157076					X	
164	157085			X			
165	157100		X				
166	157216					X	
167	157270					X	
168	157465			X			
169	157599					X	
170	157632					X	

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
171	157696						X
172	157793					X	
173	158352	X					
174	158723	X					
175	158802					X	
176	159197	X					
177	159568					X	
178	159993					X	
179	160524					X	
180	160621					X	
181	160630			X			
182	160755		X				
183	160940						X
184	160995					X	
185	161208	X					
186	161299			X			
187	161457					X	
188	161572					X	
189	162681					X	
190	163028					X	
191	164155					X	
192	164447		X				
193	164872					X	
194	165167		X				
195	165529		X				
196	165936					X	
197	166513		X				
198	166939		X				
199	167057			X			
200	167260		X				
201	167455					X	
202	167598					X	
203	168227					X	
204	168290		X				
205	168528					X	
206	168546		X				
207	169080		X				
208	169327					X	
209	169363					X	
210	169442					X	
211	169983		X				
212	170091			X			
213	170417					X	
214	170967					X	

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
215	170976		X				
216	171456					X	
217	172264						X
218	173142		X				
219	173300					X	
220	173328					X	
221	173489			X			
222	173984					X	
223	174020		X				
224	174066		X				
225	174127		X				
226	174233		X				
227	174437			X			
228	174491			X			
229	174862			X			
230	174899					X	
231	175014			X			
232	175421			X			
233	175430		X				
234	175616		X				
235	175935	X					
236	176239	X					
237	176318			X			
238	176406		X				
239	176637					X	
240	176770			X			
241	176947			X			
242	177214			X			
243	177542			X			
244	178183					X	
245	178226					X	
246	178244					X	
247	178305			X			
248	178369		X				
249	178721		X				
250	178891			X			
251	179159		X				
252	179548		X				
253	179894					X	
254	179919						X
255	180106		X				
256	180179			X			
257	180328	X					
258	180461		X				

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
259	180522					X	
260	180595					X	
261	180647			X			
262	180814						X
263	181242					X	
264	181330					X	
265	181400					X	
266	181419	X					
267	181756	X					
268	182290		X				
269	182458		X				
270	182865						X
271	182980		X				
272	183062			X			
273	183211			X			
274	183488					X	
275	183974		X				
276	184782		X				
277	186584		X				
278	186867		X				
279	187596			X			
280	187648					X	
281	187897		X				
282	187903						X
283	187967					X	
284	188182		X				
285	188304					X	
286	188465			X			
287	188526		X				
288	189088		X				
289	189811	X					
290	189848		X				
291	190150					X	
292	190974					X	
293	191205			X			
294	191241					X	
295	191597					X	
296	192156					X	
297	192509	X					
298	192688	X					
299	192785					X	
300	192925					X	
301	193645		X				
302	194392					X	

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
303	194569			X			
304	194611					X	
305	195128		X				
306	195845					X	
307	196158		X				
308	196477					X	
309	197036					X	
310	197045		X				
311	197522	X					
312	197814						X
313	197984					X	
314	198321						X
315	198419					X	
316	198491					X	
317	198613		X				
318	198695		X				
319	198729						X
320	198756		X				
321	198808		X				
322	198905					X	
323	198969			X			
324	198978					X	
325	199087					X	
326	199120		X				
327	199139		X				
328	199209					X	
329	199272					X	
330	199458			X			
331	199582					X	
332	199607					X	
333	199625	X					
334	199731					X	
335	199892						X
336	199926						X
337	199962					X	
338	200013			X			
339	200156			X			
340	200217						X
341	200554						X
342	200633					X	
343	201177			X			
344	201399					X	
345	201858					X	
346	202170		X				

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
347	202480		X				
348	202523		X				
349	203128		X				
350	203313					X	
351	203580		X				
352	203845			X			
353	204060					X	
354	204264		X				
355	204316						X
356	204468		X				
357	204671		X				
358	204680		X				
359	204699		X				
360	204705		X				
361	204796		X				
362	204936					X	
363	205179					X	
364	205203			X			
365	205391	X					
366	205610						X
367	205647						X
368	206048			X			
369	206224	X					
370	206437		X				
371	206604			X			
372	206613					X	
373	206631					X	
374	206817					X	
375	206835					X	
376	206923					X	
377	207041		X				
378	207254					X	
379	207281	X					
380	207306		X				
381	207458		X				
382	207582		X				
383	207625					X	
384	207962					X	
385	208965					X	
386	209551		X				
387	209603					X	
388	210076					X	
389	210304						X
390	211088		X				

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
391	211158		X				
392	211200	X					
393	211352					X	
394	211440					X	
395	211893			X			
396	212072	X					
397	212106					X	
398	213181					X	
399	213233					X	
400	213349		X				
401	213400					X	
402	213473	X					
403	213570					X	
404	213589					X	
405	213826		X				
406	213996		X				
407	214023	X					
408	214175		X				
409	214777			X			
410	214944					X	
411	215114			X			
412	215132		X				
413	215390					X	
414	215637					X	
415	215743		X				
416	215798		X				
417	216038		X				
418	216278					X	
419	216296					X	
420	216418					X	
421	216436	X					
422	216454	X					
423	216551	X					
424	216764		X				
425	216807		X				
426	217305					X	
427	217606			X			
428	217633		X				
429	217688		X				
430	217961					X	
431	217989						X
432	217998		X				
433	218238		X				
434	218399		X				

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
435	218414					X	
436	218441					X	
437	218919		X				
438	218973					X	
439	219046			X			
440	219082			X			
441	219204				X		
442	219213					X	
443	219259			X			
444	219277					X	
445	219347					X	
446	219374			X			
447	219383					X	
448	219480					X	
449	219505		X				
450	219806		X				
451	220002			X			
452	220312			X			
453	220473			X			
454	220613		X				
455	220631			X			
456	220978		X				
457	221148					X	
458	221740					X	
459	221795		X				
460	221856					X	
461	221892					X	
462	222099					X	
463	222178					X	
464	222877		X				
465	223463					X	
466	224323					X	
467	224439						X
468	224615				X		
469	224776					X	
470	225247					X	
471	225414					X	
472	225575			X			
473	225849					X	
474	226152					X	
475	226231					X	
476	226277					X	
477	226383		X				
478	226471		X				

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
479	228468		X				
480	228501			X			
481	229063		X				
482	229160					X	
483	229780		X				
484	229832	X					
485	229887		X				
486	230384					X	
487	230807					X	
488	230995		X				
489	231086					X	
490	231554		X				
491	231712					X	
492	232043			X			
493	232265		X				
494	232308					X	
495	232557			X			
496	232681		X				
497	233091					X	
498	233611		X				
499	233897			X			
500	234155			X			
501	234164		X				
502	235769		X				
503	236133					X	
504	236230		X				
505	236452		X				
506	237118					X	
507	237215			X			
508	237330		X				
509	237358			X			
510	237640					X	
511	237969					X	
512	238193		X				
513	238324		X				
514	238616					X	
515	238892					X	
516	239071			X			
517	239105		X				
518	239318					X	
519	239716		X				
520	239910					X	
521	241100					X	
522	241128					X	

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
523	241216			X			
524	241517			X			
525	241836						X
526	242121			X			
527	242130						X
528	242149	X					
529	242556	X					
530	242583	X					
531	243072					X	
532	243832						X
533	243841					X	
534	244011					X	
535	244154					X	
536	245962					X	
537	246008	X					
538	247065					X	
539	247700					X	
540	248882					X	
541	251251					X	
542	260813		X				
543	260901					X	
544	260910					X	
545	260947			X			
546	260974					X	
547	260992					X	
548	261472					X	
549	262509					X	
550	363439			X			
551	366270					X	
552	366535					X	
553	366553					X	
554	366580					X	
555	366650					X	
556	366678					X	
557	367024					X	
558	367112					X	
559	368601					X	
560	369084					X	
561	369862					X	
562	371052					X	
563	372329	X					
564	372578					X	
565	372772					X	
566	372921					X	

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
567	372958					X	
568	373058	X					
569	375416					X	
570	375489						X
571	376321	X					
572	376385					X	
573	377069					X	
574	377111					X	
575	377458						X
576	377546		X				
577	378406					X	
578	380094					X	
579	380465					X	
580	381787					X	
581	381909					X	
582	382063					X	
583	382771					X	
584	383996						X
585	385008					X	
586	385619		X				
587	392415					X	
588	392840		X				
589	404055					X	
590	404383	X					
591	404499						X
592	404505						X
593	404912					X	
594	404994					X	
595	405997					X	
596	406024					X	
597	406033					X	
598	406194			X			
599	406200					X	
600	407063					X	
601	408039						X
602	409069					X	
603	410070					X	
604	410283					X	
605	410520	X					
606	412599					X	
607	413839					X	
608	413857					X	
609	413866					X	
610	413884					X	

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
611	414461					X	
612	414568					X	
613	420042					X	
614	420404					X	
615	420495					X	
616	420723	X					
617	421832			X			
618	428286		X				
619	429128					X	
620	429599					X	
621	430263					X	
622	430379					X	
623	430388					X	
624	432223					X	
625	432241					X	
626	433174	X					
627	433466	X					
628	433660		X				
629	434016	X					
630	434052					X	
631	434159					X	
632	434432	X					
633	434548					X	
634	434973		X				
635	436182	X					
636	436304					X	
637	436483					X	
638	436702			X			
639	437042					X	
640	437051					X	
641	437060	X					
642	437635	X					
643	437662					X	
644	437732					X	
645	437750	X					
646	437848					X	
647	438179					X	
648	438212					X	
649	438869					X	
650	439297					X	
651	439312	X					
652	439367	X					
653	439437					X	
654	439570	X					

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
655	439613			X			
656	439826						X
657	439862			X			
658	440147			X			
659	440165					X	
660	440271					X	
661	440420					X	
662	440457					X	
663	440466					X	
664	440484					X	
665	440642					X	
666	440651			X			
667	440882	X					
668	440891	X					
669	441025					X	
670	441052					X	
671	441742				X		
672	441858	X					
673	441928	X					
674	441955					X	
675	442037					X	
676	442046					X	
677	442161					X	
678	442338					X	
679	442718					X	
680	442745					X	
681	442888					X	
682	442930					X	
683	443526					X	
684	443535					X	
685	443599					X	
686	443650					X	
687	443687					X	
688	444042			X			
689	444088					X	
690	444255			X			
691	444334	X					
692	444343					X	
693	444565	X					
694	444714					X	
695	445072					X	
696	445081					X	
697	445124					X	
698	445203					X	

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
699	445230					X	
700	445249					X	
701	445258			X			
702	445276					X	
703	445300		X				
704	445814					X	
705	446048			X			
706	446552					X	
707	446604		X				
708	446668						X
709	446880					X	
710	446899					X	
711	446905					X	
712	446914					X	
713	447069			X			
714	447476			X			
715	447768					X	
716	448309			X			
717	448415					X	
718	448442					X	
719	448451					X	
720	448479					X	
721	448488					X	
722	448497					X	
723	448567		X				
724	448585					X	
725	448628			X			
726	448673						X
727	449117					X	
728	449135					X	
729	449144	X					
730	449153	X					
731	449250	X					
732	449302	X					
733	449339				X		
734	449658		X				
735	449861					X	
736	449898					X	
737	450067					X	
738	450225					X	
739	450447					X	
740	450456					X	
741	450933					X	
742	450979		X				

See notes at end of table.

Table G. List of institutions' Unit IDs that received Letters and did not resolve inconsistencies in their data: Collection year 2015–16—Continued

#	UnitID	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5	Letter 6
743	451060		X				
744	451866					X	
745	452124					X	
746	452948					X	
747	454829					X	
748	455196					X	
749	455479					X	
750	455488	X					
751	456320					X	
752	456348		X				
753	458140	X					
754	461148					X	
755	465812						X
756	474997					X	
757	480189					X	
758	482565		X				
759	484613					X	
760	484622					X	
761	484631					X	
762	484640					X	
763	484668					X	
764	484677					X	
765	484686					X	
766	484695					X	
767	484701					X	
768	484710					X	
769	484729					X	
770	484738					X	
771	484747					X	
772	484756					X	
773	484765					X	
774	484783					X	
775	487302					X	
776	487384					X	
777	487393					X	
778	487409					X	
779	487418					X	

NOTE: Institutions received one or more letters asking them to correct their prior-year data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2015, Institutional Characteristics component (final data), Winter 2013–14, Graduation Rates component (final data), Winter 2015–16, 200 Percent Graduation Rates (final data), and Winter 2015–16, Outcome Measures component (final data).