

## 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.

#### 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**.

**Based on your institution's response to the predominant calendar system question (B3) on the Institutional Characteristics Header survey component from the IPEDS Fall 2014 data collection, your institution must report graduation rates data using a:**

**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**

[illegible]

Prepared by

**This survey component was prepared by:**

<input type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other

Name:

Email:

How long did it take to prepare  
this survey component?

hours

minutes

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

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

Thank you for your assistance.



## Graduation Rates Full Instructions - Less Than 2-Year Institutions

### [Purpose of the Survey](#)

### [Changes in Reporting](#)

### [General Instructions](#)

### [Reporting Period Covered](#)

### [Context Boxes](#)

### [Coverage](#)

### [Where to Get Help for Reporting](#)

### [Where Reported Data Will Appear](#)

### [Uploading Files to the IPEDS Data Collection System](#)

### [Reporting Directions](#)

## Purpose of the Survey

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

[Top ▲](#)

## Changes in Reporting

There are no changes in reporting for 2014-15. However, clarifications have been made to screens and instructions to address respondent questions.

[Top ▲](#)

## General Instructions

### Reporting Period Covered

This survey component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students enrolled in your institution either (1) as of October 15, 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, 2014.

### Context Boxes

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

[Top ▲](#)

## Coverage

### Who to Include in the Cohort

Include all full-time, first-time degree/certificate-seeking undergraduate students entering the institution either during the fall term or during the 12-month period as described above. Include students enrolled in the fall term who attended college for the first time in the prior summer 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, 2011 and August 31, 2012, 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 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 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 and the fee is nominal
- Enrolled in any branch campus located in a foreign country
- Enrolled part-time
- Transfers into the institution

Top ▲

## Where to Get Help with Reporting

### IPEDS Help Desk

Phone: 1-877-225-2568

Email: [ipedshelp@rti.org](mailto:ipedshelp@rti.org)

### Web Tutorials

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

### IPEDS Resource Page

The IPEDS Resource Page (located on the IPEDS homepage) contains frequently asked questions, a link to the IPEDS Glossary, data tip sheets, an archive of survey instruments, information on the race/ethnicity categories, and other valuable information.

Top ▲

## Where the Reported Data Will Appear

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

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

- [College Navigator Website](#)
- [IPEDS 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](#)

[Top ▲](#)

## Uploading Files to the IPEDS Data Collection System

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

- Fixed width file
- Key value file
- XML format

[Top ▲](#)

## 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 2014 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, 2011 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, 2011 and August 31, 2012, 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 2011 cohort of full-time, first-time degree/certificate-seeking undergraduate students **as of August 31, 2014** 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 2011 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, 2014, 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 2011 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.

Top ▲

Term	Definition
Adjusted cohort	The result of removing any allowable exclusions from a <u>cohort</u> (or subcohort). For the <u>Graduation Rates</u> component, this is the cohort from which graduation and transfer-out rates are calculated; for the <u>Fall Enrollment</u> component, it is the cohort for calculating retention rate.
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"> <li>- received any type of federal financial aid, regardless of what courses they took at any time;</li> <li>- 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</li> <li>- obtained a student visa to study at a U.S. postsecondary institution</li> </ul> <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 subcohort). For the <u>Graduation Rates</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.
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 <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 <u>12-month period</u> September 1 through August 31 that is established for tracking and reporting <u>Graduation Rate (GR)</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> .
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 IPEDS was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. Prior to 2007, institutions who offered athletically-related student aid were asked to report, by sport, the number of students receiving aid and whether they completed within 150 percent of normal time to completion. Now, these institutions only need to report a URL where the athletic data is located on their website, when available. GR automatically generates worksheets that calculate rates, including average rates over 4 years.
Initial cohort	A specific group of individuals established for tracking purposes. For the <u>Graduation Rates</u> component of IPEDS, the <u>initial cohort</u> is defined as all students who enter an institution as full-time, first-time <u>degree/certificate-seeking students</u> during 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.
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>Human Resources (HR)</u> composed of <u>Employees by Assigned Position (EAP)</u> , <u>Fall Staff (S)</u> , and <u>Salaries (SA)</u> ; <u>Fall Enrollment (EF)</u> ; <u>Graduation Rates (GRS)</u> ; <u>Finance (F)</u> ; and <u>Student Financial Aid (SFA)</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 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 normal time to completion 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.

## 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) My institution enrolls students on a monthly basis, so we will be using a full-year cohort. If my longest program is 9 months, how should I calculate 150% of normal time and which cohort do I use?
- 2) What is a "first-time" student?
- 3) My institution has a very small cohort, sometimes only 4 or 5 students. Do I need to complete the GR survey?
- 4) 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?
- 5) Where do I place transfers INTO my institution?
- 6) How do I report students who are taking ESL (English as a Second Language) or developmental courses?
- 7) Are students in remedial courses included in the cohort?
- 8) 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"?
- 9) What about non-credit enrollment, or students taking CEUs?
- 10) Are non-degree/certificate-seekers included?
- 11) How do I treat new entrants that receive credit for life experience?
- 12) Do I count students who have acquired credits through distance learning or correspondence as "first-time"?
- 13) How do I report students studying in consortium agreements?
- 15) 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?
- 16) 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.

[Back to top](#)

**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.

[Back to top](#)

**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.

[Back to top](#)

**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 at 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.

[Back to top](#)

## Cohort

**1) My institution enrolls students on a monthly basis, so we will be using a full-year cohort. If my longest program is 9 months, how should I calculate 150% of normal time and which cohort do 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 2011 cohort. Therefore, you should look at those students who entered your institution between September 1, 2011 and August 31, 2012. Next, assuming the latest possible enrollment date would be August 31, 2012, 150% of 9 months following this date would extend to October 15, 2013 (13 1/2 months later). In order to complete the IPEDS GR survey, the first status date following this is August 31, 2014 and the report is due during the Winter 2014-15 data collection. So you are on track for reporting this cohort.

[Back to top](#)

**2) 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).

[Back to top](#)

**3) 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.

[Back to top](#)

**4) 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.

[Back to top](#)

**5) 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.

[Back to top](#)

**6) 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.

[Back to top](#)

**7) 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.

[Back to top](#)

**8) 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.

[Back to top](#)

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

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

[Back to top](#)

**10) 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](#)

**11) 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](#)

**12) 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](#)

**13) 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](#)

**15) 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](#)

**16) 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 2011 cohort. Therefore, you should look at those students who entered your institution between September 1, 2011 and August 31, 2012. Next, assuming the latest possible enrollment date would be August 31, 2012, 150% of 9 months following this date would extend to October 15, 2013 (13 1/2 months later). In order to complete the IPEDS GR survey, the first status date following this is August 31, 2014 and the report is due during the Winter 2014-15 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.

[Back to top](#)

## Graduation Rates for less-than-2-year institutions

### Edit specifications for the 2014-15 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 2011. 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) can not 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).

Top ▲

## 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

Top ▲