

Outcome Measures

Integrated Postsecondary Education Data System (IPEDS) 2017-18

This IPEDS Outcome Measures data collection instrument will be used again during the 2017-18 data collection. Changes to the IPEDS Outcome Measures component starting with the 2017-18 data collection are reflected on the following 12 pages.

Changes to the IPEDS Outcome measures component, 2017-18

1. Academic reporters will report on a full-year, entering cohort:

Similar to program reporters, all reporting institutions to the OM survey will be given the same instructions when creating their OM cohort:

Institutions will report using a full-year cohort. Institutions will report during the period between July 1, 2009 and June 30, 2010.

Students will be assigned to a cohort upon entry and will remain in the assigned cohort.

2. Four Pell Grant sub-cohorts will be reported for each of the four OM cohorts (FTFT, PTFT, FTNFT, and PTNFT).

Students who received a Pell Grant (dollars disbursed) are included in the Pell Grant sub-cohorts. Institutions should not include students who were awarded a Pell Grant, but did not receive a disbursement.

Institutions will identify and include Pell Grant recipients who received a Pell Grant during the cohort coverage period of July 1, 2009 and June 30, 2010. Students who did not receive a Pell Grant during the cohort coverage period, but received a Pell Grant after June 30, 2010 are not included in the Pell Grant sub-cohorts.

3. A new 4-year after entry award status column will be added.

Institutions will report the award statuses at 4-, 6- and 8-years. There is no change to enrollment status reporting requirements at 8 years after entry.

4. At the 4-, 6-, and 8-year award statuses, institutions will report the highest award earned (i.e., certificates/equivalent, associate's or bachelor's).

For each of the OM cohorts, a sub-cohort of non-Pell Grant recipients will be calculated by subtracting the Pell Grant recipient sub-cohort from the total of the same OM cohort.

Collect the status update from both 2- and 4-year institutions at 8 years after the cohort enters the institution with award information collected for both the 6- and 8-year timeframes. Pell Grant recipient data collection will begin in 2017-18. Institutions will report on their 2009-10 cohorts.

Note: Data will not be disaggregated by race, ethnicity, or gender.

Note: No outcome data will be collected from non-degree-granting institutions.

1st Screen

Award Status at Four, Six, and Eight Years				
Directions: Refer to the 2017-18 Survey Materials Instructions for Award Status at Four, Six, and Eight Years.				
Complete this screen for the 2009-10 entering cohort.				
	Establish Your Cohort			
	2009-10 cohort	2009-10 cohort Revised	Exclusions to 2009-10 cohort	Adjusted 2009-10 cohort
Undergraduate Students				
First-time entering				
Full-time	PV	PV		
Pell recipients				
Non-Pell recipients				
Part-time	PV			
Pell recipients				
Non-Pell recipients				
Non-First-time entering				
Full-time	PV			
Pell recipients				
Non-Pell recipients				
Part-time	PV			
Pell recipients				
Non-Pell recipients				
Total Entering				
Pell recipients				
Non-Pell recipients				

Note: PV only for program reporting institutions.

2nd Screen

		Award Status at Four Years After Entry			Percent of adjusted cohort who received an award from your institution
		Highest Awarded by your institution (August 31, 2013) 4 years			
Undergraduate Students	Adjusted 2009-10 cohort	Certificates	Associates	Bachelors	
First-time entering					
Full-time					
Pell recipients					
Non-Pell recipients					
Part-time					
Pell recipients					
Non-Pell recipients					
Non-First-time entering					
Full-time					
Pell recipients					
Non-Pell recipients					
Part-time					
Pell recipients					
Non-Pell recipients					
Total Entering					
Pell recipients					
Non-Pell recipients					

3rd Screen

		Award Status at Six Years After Entry			Percent of adjusted cohort who received an award from your institution
		Highest Awarded by your institution (August 31, 2015) 6 years			
Undergraduate Students	Adjusted 2009-10 cohort	Certificates	Associates	Bachelors	
First-time entering					
Full-time					
Pell recipients					
Non-Pell recipients					
Part-time					
Pell recipients					
Non-Pell recipients					
Non-First-time entering					
Full-time					
Pell recipients					
Non-Pell recipients					
Part-time					
Pell recipients					
Non-Pell recipients					
<hr/>					
Total Entering					
Pell recipients					
Non-Pell recipients					

Instructions

Reporting Period Covered

This report requests data on four cohorts of entering degree/certificate-seeking undergraduates enrolled in your institution during the period between July 1, 2009 and June 30, 2010. Each cohort will also report on undergraduates who received a Pell grant during this at-entry period. Institutions are to report the award status of these students as of August 31, 2013 (Four Year Status), August 31, 2015 (Six Year Status) and the award and enrollment status of these students as of August 31, 2017 (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.

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

For each cohort, institutions will also report a sub-cohort of Pell Grant recipients. Non-Pell Grant recipients will be calculated by subtracting the sub-Pell Grant recipients from the respective total cohort.

Who to Include in the Cohorts

All degree/certificate-seeking undergraduate students entering the institution (during the 12-month period as described in the "Reporting Period Covered" section above) should be included in one of these four cohorts. All institutions will report using a **full-year cohort**, count as entering students all those students who entered the institution between July 1, 2009 and June 30, 2010, 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.
- Went on a study abroad program the first year upon entering the institution.

Who to Exclude from the Cohort

DO NOT include students in the cohort who are:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program.
- Exclusively taking Continuing Education Units (CEUs).
- Exclusively auditing classes.
- Foreign students who are only taking coursework at a host institution (e.g., an American institution overseas), if these students are not enrolled at a U.S. institution.

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.

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

Reporting Instructions

I. Establishing Cohorts

A. 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 2017 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 **full-year cohort** of students. Do not use a fall cohort. These institutions must count as entering students all those students who entered the institution between July 1, 2009 and June 30, 2010. Cohort data will be preloaded from the 12-Month Enrollment survey component.
- 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 July 1, 2009 and June 30, 2010, 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 will be preloaded from the 12-Month Enrollment survey component.

B. Institutions will report a sub-cohort of Pell Grant recipients for each cohort.

Institutions will identify and include Pell Grant recipients who received a Pell Grant between the cohort coverage period of July 1, 2009 and June 30, 2010. Students who did not receive a Pell Grant during the cohort coverage period, but receive a Pell Grant July 1, 2010 through August 31, 2017 are not included in the Pell Grant sub-cohorts.

Students who received a Pell Grant (dollars disbursed) are included in the Pell Grant sub-cohorts. Institutions should not include students who were awarded a Pell Grant, but did not receive a disbursement.

2009-10 Cohort: For program/hybrid institutions, the initial **2009 cohort data** will be preloaded from the 12-month Enrollment survey. If your institution is an academic reporter or did not respond to either survey, the information will not be preloaded and will be blank for data entry.

2009-10 Cohort Revised (through August 31, 2017): Please review the data in the 2009-10 cohort column, and make any necessary corrections for omissions or double counting in the revised cohort column through August 31, 2017. If your initial cohort data were preloaded for the first-time, full-time cohort, the revised cohort data will also be preloaded.

Exclusions to 2009-10 Cohort (through August 31, 2017): Indicate the total number of students who left your institution as of August 31, 2017 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, 2017, may be subtracted from the cohort.

Adjusted 2009-10 Cohort: The adjusted cohort is calculated by subtracting the exclusions from the revised 2009-10 cohort.

II. Award Status at Four Years

Report the award status for each of the four cohorts of entering degree/certificate-seeking undergraduate students and sub-group of Pell Grant recipients as of four years after entering your institution.

All students entering in 2009-10 should be included in one of these four cohorts. **Report each student only once. Awards are mutually exclusive from other time points.**

Awarded by your institution (through August 31, 2013): Report the number of students from the four entering cohorts who have received an award (i.e., degree, diploma, certificate, or other formal award) from your institution by August 31, 2013, which is four years after the students have entered your institution. Non-degree awards are to be counted in the "certificates" column. For each cohort, report the highest award (i.e., certificate, associates, or bachelors) conferred by your institution at the 4-year time point even if the student was still enrolled at your institution or had transferred to another institution. For students who had earned multiple awards at your institution at the 4-year time point: count the student only once and report the highest award conferred by your institution. DO NOT include graduate awards conferred to undergraduate students.

III. Award Status at Six Years

Report the award status for each of the four cohorts of entering degree/certificate-seeking undergraduate students and sub-group of Pell Grant recipients as of six years after entering your institution.

All students entering in 2009-10 should be included in one of these four cohorts. **Report each student only once. Awards are mutually exclusive from other time points.**

Awarded by your institution (through August 31, 2015): Report the number of students from the four entering cohorts who have received an award (i.e., degree, diploma, certificate, or other formal award) from your institution by August 31, 2015, which is six years after the students have entered your institution. Non-degree awards are to be counted in the "certificates" column. For each cohort, report the highest award (i.e., certificate, associates, or bachelors) conferred by your institution at the 6-year time point even if the student was still enrolled at your institution or had transferred to another institution. For students who have earned multiple awards at your institution at the 6-year time point: count the student only once and report on the highest award conferred by your institution. DO NOT include graduate awards conferred to undergraduate students.

IV. Award and Enrollment Statuses at Eight Years

Report the award and enrollment statuses for each of the four cohorts of entering degree/certificate-seeking undergraduate students and sub-group of Pell Grant recipients as of eight years after entering your institution.

All students entering in 2009-10 should be included in one of these four cohorts. **Report each student only once. Awards are mutually exclusive from other time points.**

Awarded by your institution (through August 31, 2017): Report the number of students from the four entering cohorts who have received an award (i.e., degree, diploma, certificate, or other formal award) from your institution by August 31, 2017, which is eight years after the students have entered your institution. Non-degree awards are to be counted in the "certificates" column. For each cohort, report the highest award (i.e., certificate, associates, or bachelors) conferred by your institution at the eight-year time point 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 at the 8-year time point: count the student only once and report on the highest award conferred by your institution. DO NOT include graduate awards conferred to undergraduate students.

Students who did not receive an award from your institution by August 31, 2017:

Report the enrollment status of each student from the four 2009-10 entering cohorts and sub-group of Pell recipients, who have not received an award by August 31, 2017. 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, 2017. Do not include any students who have received an award by August 31, 2017. You may include students who you know are enrolling at your institution in the fall term immediately following August 31, 2017.

Number subsequently enrolled at another institution: Report the total number of students who transferred out of your institution (without an award - i.e., a degree, diploma, certificate, or other formal award) and enrolled in another institution as of August 31, 2017. You may include students who you know are enrolling at the other institution in the fall term immediately following August 31, 2017. Only include students for whom you have confirmed subsequent enrollment.

Number of students whose subsequent enrollment status is 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, 2017) from the adjusted 2009-10 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, 2017 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, 2017: This column will calculate the proportion of students who received an award by August 31, 2017 from your institution for each entering cohort. The data from Awarded by your institution (through August 31, 2017) are divided by Adjusted 2009-10 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, 2017, 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 2009-10 Cohort.

Glossary

Pell Grant Cohort: Students from the other four OM cohorts who received any Pell Grant dollars (disbursed) at that institution during the July 1-June 30 entry period are included in the Pell Grant cohort. Students who were awarded but did not receive a disbursement are not included.

FAQs

GENERAL

1. Who is the best institutional representative to complete the Outcome Measures (OM) survey?

The individual who completes the Graduation Rates, Graduation Rates 200, and Completions survey components may be the best person to complete the Outcome Measures survey. This individual will most likely have to work closely with the registrar and enrollment managers.

2. Will race/ethnicity and gender be required in future years?

There are currently no plans to collect race/ethnicity and gender for Outcome Measures because of institutional burden and the federal need to obtain the data as soon as possible.

3. Is the Outcome Measures survey component similar to the Student Achievement Measure (SAM) project?

OM is similar to SAM in that both have the same goal of measuring postsecondary success and progression of undergraduate students. However, the methodologies used to measure the outcomes are different. First, OM is part of the mandatory IPEDS collection compared to SAM's voluntary participation. Second, OM has 4 cohorts with Pell Grant sub-cohorts and SAM has up to 7 cohorts. ~~Third, SAM captures student progress and success at the award level (bachelor's and associate's/certificate awards), whereas OM does not make a distinction between award levels.~~ Finally, the time points for SAM vary depending on the cohorts compared to OM's standard use of 4-, 6- and 8-year time points across all cohorts. For more information on SAM, see <http://www.studentachievementmeasure.org/resources>

OM TERMINOLOGY CLARIFIED

4. What is a "still enrolled" degree/certificate-seeking undergraduate student?

A still enrolled degree/certificate-seeking undergraduate would be an undergraduate student enrolled for credit during the previous year.

5. What is a "non-first-time" degree/certificate-seeking undergraduate student?

A non-first-time degree/certificate undergraduate student is new to your institution, but has prior postsecondary experience. This term will most likely refer to students reported as transfer-in on the Fall Enrollment component of the entry year of the cohort. Transfer-in students may enter with or without credit.

6. Are the Outcome Measures' 4-, 6- and 8-year time points the same as Graduation Rates' 150% and 200% of normal time?

No, these are not the same. Graduation rates of 150% and 200% of normal time are accumulated progress of time-to-degree. The 4-, 6- and 8-year snapshots used in OM provide the status of awards and enrollment at 4-, 6- and 8-years after a cohort enters the reporting institution. More specifically, OM counts the award conferred regardless of the length of time it took the student to complete the program relative to the "normal" time to complete. OM requires institutions to report the award/enrollment status for each of the four student cohorts, and there are no specific reporting requirements as to how quickly an award must be earned. Do not equate or use Graduation Rates' "normal time to degree" as the same period of time for Outcome Measures' 4-, 6- and 8-year award statuses.

COHORTS

7. Does OM have two different cohort years for 4- and 2-year institutions in the same fashion as Graduation Rates cohort years?

No, OM has only one cohort entry year for both 2- and 4-year institutions. Furthermore, the OM forms for 2- and 4-year institutions are the same. For the 2017-18 collection year, all degree-granting institutions, regardless of institution level, will report on undergraduate students who entered their institutions in 2009-10. Academic year and program/hybrid reporters will report on a full-year cohort (July 1, 2009 to June 30, 2010).

8. How do I count students who enrolled during the prior summer?

Academic year reporters should include students who enrolled for the first time in the prior summer term and continued in the fall term. This guidance is not applicable to program or hybrid reporters.

9. What about spring cohorts? Should students who enroll during the spring be included?

Academic year reporters should only report on a fall cohort and should not include students who entered the institution during the spring. However, program and hybrid reporters should include in their full-year cohort students who entered during the full year of September 1, 2007 to August 31, 2008. Thus, for the 2015-16 OM collection, program and hybrid reporters will include students starting in the spring of 2008.

10. My institution changed our calendar system since the cohort was originally reported (e.g., we were a program reporting institution in 2008, but then became an academic year reporting institution a couple years later). Which calendar system does my institution report on (program or academic)?

Your institution should report on its current calendar system, and in this example, it should be the academic year reporting system. Thus, you should revise the originally reported cohort under the old calendar system and recount the student cohort to match the new calendar system. For future OM reporting, continue to recount your cohorts from the old system into the current calendar system until your cohorts reflect the current calendar system.

DATA REPORTING REVISIONS

11. If, after completing OM, an institution discovers a mistake in reporting (e.g., mis-classification of students or mis-reporting of awards, etc.), how does the institution make the correction?

The institution should contact the IPEDS Help Desk. In some cases, it may be possible to make the correction in the current collection year. In other cases, it will be necessary to wait and use the Prior Year Revision System during the subsequent collection year. The Help Desk can provide guidance on the appropriate solution.

DEGREE-GRANTING STATUS

12. If an institution was not a degree-granting institution in 2009, but later became a degree-granting institution, will that institution be required to complete the Outcome Measures survey component?

Yes. All degree-granting institutions are required to complete the OM survey component, including those that were non-degree-granting in 2009.

DEGREE-SEEKING AND NON-DEGREE-SEEKING STUDENTS

13. Should students be included in Outcome Measures cohorts if degree/certificate-seeking intent is not explicitly stated?

The institution should try to determine, to the greatest extent possible, whether the student is degree/certificate-seeking. For example, students must be degree/certificate-seeking to receive federal student aid. Students, who are eligible for federal student aid but decide not to receive aid, are still considered degree/certificate-seeking and should be included in the appropriate Outcome Measures cohort. Students who are not eligible for federal student aid and who have not clearly stated their degree/certificate-seeking intent should be excluded from OM.

14. How do I report students who enter my institution as non-degree/certificate-seeking students in the fall, but enroll as degree/certificate-seeking students during the cohort year?

For academic year reporters, include these students in your full-year cohort. ~~do not include these students in any of the fall cohorts because the students did not enter at that same institution as degree/certificate-seeking students during the reporting period.~~ For example, if the student enters an institution the fall of 2008 as non-degree/certificate-seeking, but then becomes degree/certificate-seeking at the same institution the following spring, this student should not be included in either fall 2008 cohort (OM collection 2016-17) or the following fall cohort for the next IPEDS collection cycle. For the 2016-17 OM collection, the reporting period for academic year reporters is either as of October 15, 2008, or the ~~institution's official fall census date.~~ For the 2017-18 OM collection, the reporting period covered for program or hybrid reporters is July 1, 2009, to June 30, 2010.

15. If I am a program or hybrid reporter, how do I report students who begin at my institution as non-degree/certificate-seeking students, but the following year they become degree/certificate-seeking?

For program or hybrid reporters, if during the reporting period these students become degree/certificate-seeking students, include these students in the OM cohorts. However, if the students become degree/certificate-seeking at the same institution outside of the OM reporting period, do not include these students in OM reporting. For example, if a non-degree/certificate-seeking student entered an institution on October 15, 2008, and then became degree/certificate-seeking on September 16, 2010, this student would not be included in OM reporting. For the 2017-18 OM collection, the reporting period covered for program or hybrid reporters is September 1, 2009, to August 31, 2010.

16. How do I report students who were non-degree-seeking at another institution and subsequently enrolled at my institution as degree/certificate-seeking students?

Because these degree/certificate-seeking students entered a new institution, these students should be included in that institution's OM reporting and would be placed in one of the two non-first-time cohorts.

AWARD RELATED QUESTIONS

17. What does "award" mean?

An award can be a degree (e.g., Associate's or Bachelor's), diploma, certificate, or other formal award conferred by the reporting institution that would be included on the IPEDS Completions Survey. For OM, an award does not mean financial aid award.

18. How would a student who transfers from a 4-year institution to a 2-year institution and then completes a lower-level degree/certificate be counted?

When completing OM, the 4-year institution would report this student from the appropriate cohort as subsequently enrolled at another institution. The 2-year institution would place this student in one of the two non-first-time entering cohorts and then count this non-first-time entering student as having received the appropriate award from the institution.

19. If a student earns multiple awards at my institution, do I count the higher award?

Yes, report the highest award as of each award status point – 4-, 6-, and 8-year. However, only one award is reported for each student for each award status point, regardless of whether the student earns multiple awards at your institution.

20. If a student transfers-in with an award from another institution, and then earns an award at my institution, which award do I count?

Do not count awards conferred from another institution. Institutions should only count and report the first award conferred by their own institution.

21. How do I count students seeking a second baccalaureate degree?

Nothing that the highest degree a student can receive in the OM survey component is the bachelor's degree, the answer depends on whether the student is seeking the second baccalaureate at the same institution or a different institution.

If the student is seeking a second baccalaureate at the same institution (Fall Enrollment counts these students as "continuing students"), do not reset the time period for this student or place him/her in a new cohort. OM wants to know when these students received their highest award (degree/certificate) at the same institution over a span of 8 years.

If the student is seeking a second baccalaureate at a different institution from where the student received his/her first baccalaureate (Fall Enrollment counts these students as "transfer-in students"), then count these students as degree/certificate-seeking, non-first-time entering students (either full-time or part-time). These students have prior postsecondary experience, but are seeking a degree/certificate at the different institution.

22. How should I count a student who left my institution and is known to have received an award at a subsequent institution?

At the 8-year status, count such students in the category "did not receive an award and subsequently enrolled at another institution." If your institution did not confer the award, your institution does not report the award.

23. Does transfer-prep count as an award?

Yes. As is also the case with the Graduation Rates component, the OM component has a provision that allows institutions to count students who have successfully completed a transfer-preparatory program as having received an award.

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.

A 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 transfer-prep the equivalent of an associate's degree, thus completers of transfer-preparatory programs (although these students do not receive a "formal award") should be counted as having received an award for purposes of OM.

24. Can stackable credentials count as an award?

Yes, stackable credentials can be counted, as long as the credentials meet the definition of an award. According to the Department of Labor, stackable credentials are "a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-payer jobs" (Source: TEGL 15-10, www.doleta.gov). Educause (Jan 27, 2014) explains these credentials as an institution-designed "pathway for students to acquire credentials along a trajectory that can lead to a baccalaureate and beyond but that has exit and entry points designed in a way to allow students to pick up wherever they left off en route to the next level of achievement."

25. Can institutions report graduate levels awards in OM?

No. Institutional shall not report graduate level awards in OM. However, institutions that enroll undergraduates in a graduate program that requires 2 or 3 years of undergraduate work at their institution before being accepted into the graduate program (i.e., a Pharm. D. program) can count the 2 or 3 years of undergraduate work, which is seen as operating similarly to a transfer-prep program, as an equivalent to an undergraduate award.

COUNTING NON-FIRST-TIME ENTERING STUDENTS (AKA TRANSFER STUDENTS)

26. How should I count transfer-in students?

At your institution, transfer-in students should be counted as non-first-time entering students in either the full-time or part-time cohort. The progress of transfer-in students should be tracked at 4-, 6-, and 8-years after entering your institution.

27. Won't there be double counting of a student if two institutions are counting the same student who earned an award?

Institutions should report only awards conferred by their institution. Students who transfer into your institution and receive an award from your institution within the reporting period should be reported only by your institution. The institution sending the student to your institution would report the student only as a “student who subsequently enrolled at another institution.” Thus, the same student should not appear in the same outcome category for both institutions.

28. Are first-time or non-first-time students who transfer-out to another institution included in the non-first-time entering cohort of the transfer-in institution?

Yes. If first-time or non-first-time students who transfer into your institution and never have been previously enrolled in your institution, you should include them in either your full-time or part-time, non-first-time entering cohort.

29. How do I report a degree-seeking student who starts out at my institution, transfers to another institution, but then returns to my institution within the 8-year timeframe?

Students should be counted in their original cohort only. If the student subsequently enrolls in another institution and returns to your institution within the reporting period, the student should be reported in one of the two categories: 1) did not receive an award and still enrolled at your institution or 2) received an award from your institution. Once a student enters a cohort year, that student remains in that same cohort year at your institution.

30. Are institutions required to report transfer-out undergraduate students?

Institutions shall complete the OM survey component as completely and accurately as possible and report transfer-out undergraduate students, regardless if the institution has a transfer-preparatory program as part of its mission. OM does not distinguish if an institution has a transfer-preparatory program like the Graduation Rates (GR) survey component, which is governed by the Student-Right-to-Know-Act and gives institutions that do not have a transfer-preparation program in their mission the option of reporting transfer-out numbers to GR.

STUDENTS WITHOUT A HIGH SCHOOL DIPLOMA OR EQUIVALENT

31. How do I count students in a dual enrollment program? What about students who received early admissions to my institution?

Students who do not have a high school diploma or equivalent, but are enrolled in a high school diploma or equivalent program while taking college-credit coursework, are considered “non-degree-seeking” students. After the students have earned their high school diploma or equivalent, and when they enroll at a postsecondary institution the following fall, they are then considered “first-time” students. This guidance is the same for the early-admission students. Until the high school student has received a high school diploma or equivalent, the student is not considered degree-seeking and is not included in any of the OM cohorts. In other words, these students do not enter an Outcome Measures cohort until after earning their high school diploma or equivalent.

32. How do I count adult learners who do not have a high school diploma or equivalent, but are certificate-seeking students taking credit-bearing undergraduate courses?

Students, who are enrolled in college-credit coursework, but have not earned a high school diploma or its equivalent and do not plan on earning a high school diploma or its equivalent, should be included in OM if they are degree/certificate-seeking students.

TRACKING SUBSEQUENT ENROLLMENT

33. Are institutions required to subscribe to the National Student Clearinghouse (NSC) in order to obtain data needed to report the number students that subsequently enrolled at another institution?

IPEDS neither requires nor endorses institutions to subscribe to the NSC or any other third-party organization to help with reporting. However, IPEDS realizes that fee-based services can facilitate an institution’s reporting of the Outcome Measures survey component.

34. Can social media be used to confirm the enrollment at subsequent institutions?

Yes, however IPEDS neither requires nor endorses the use of social media (e.g., LinkedIn), which may help with OM reporting of enrollment at subsequent institutions. However, IPEDS encourages institutions to use additional methods, such as alumni surveys, to verify and confirm subsequent enrollment.

35. What other resources are available to help me report on subsequent enrollment?

For institutions that report student unit-record data to a coordinated-system office (e.g., coordinating board, system office, state department of higher education, board of regents/trustees, etc.), those offices may be a resource to help identify subsequent enrollment at another institution within that coordinated system.

Outcome Measures

Integrated Postsecondary Education Data System (IPEDS) 2017-18

This IPEDS Outcome Measures data collection instrument will be used during the 2017-18 data collection. Proposed changes are shown in the following pages.

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 entering (FTFT)
- Part-time, first-time entering (PTFT)
- Full-time, non-first-time entering (FTNFT)
- Part-time, non-first-time entering (PTNFT)

Updates:

-
-
-

Data Reporting Reminders:

All reporting institutions will report on an entering cohort year: **2008**

Six-year status will be as of **August 31, 2014**

Eight-year status will be as of **August 31, 2016**

Reporting Tips:

- Follow directions on who to include and exclude in your cohorts. Inclusion and exclusion directions are similar to Graduation Rates.
- Carefully read each OM FAQ before reporting your institution's data. NOTE: There is a new FAQ (#10) which addresses if your institution changed its calendar system (i.e., academic year, hybrid, or program).

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, 2008 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, 2008 and August 31, 2009.

Resources:


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

Award Status at Six Years

Award Status at Six Years Directions: Refer to 2016-17 Survey Materials' Instructions for Award Status at Six Years.

Complete this screen for the 2008 entering cohort.

The 6 year period is the time the cohort enters through August 31, 2014.


	2008 cohort	Revised 2008 cohort	Exclusions to 2008 cohort	Adjusted 2008 cohort	 Awarded by your institution	Percent of adjusted cohort who received an award from your institution
First-time entering						
Full-time						
Part-time						
Non-first-time entering						
Full-time						
Part-time						
Total entering students						

Award and Enrollment Status at Eight Years

Award and Enrollment Status at Eight Years Directions: Refer to 2016-17 Survey Materials' Instructions for Award and Enrollment Status at Eight Years.

Complete this screen for the 2008 entering cohort. The 8 year period is the time the cohort enters through August 31, 2016.

	2008 Cohort (preloaded adjusted cohort from six year award status screen)	Additional Exclusions (September 1, 2014 through August 31, 2016)	Adjusted 2008 Cohort	Awarded by your institution	Students who did not receive an award from your institution through August 31, 2016				Percent of adjusted cohort who received an award from your institution	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		
First-time entering										
Full-time										
Part-time										
Non-first-time entering										
Full-time										
Part-time										
Total entering students										

 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.



Outcome Measures

[Purpose of Survey](#)

[General Instructions](#)

[Reporting Period Covered](#)

[Context Boxes](#)

[Coverage](#)

[Where to Get Help](#)

[Where the Data Will Appear](#)

[Reporting Instructions](#)

[I. Establishing Cohorts](#)

[II. Award Status at Six Years](#)

[III. Award and Enrollment Status at Eight Years](#)

[Purpose of Survey](#)

The purpose of the IPEDS Outcome Measures (OM) survey component is to provide the award and enrollment statuses of four undergraduate student cohorts at degree-granting institutions. Student completion awarded by the reporting institution and enrollment status are collected at the six- and eight-year points of time after they entered the reporting institution.

[Top ▲](#)

[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, 2008 (or the institution's official Fall census date) or (2) during the period between September 1, 2008 and August 31, 2009. Institutions are to report the award status of these students as of August 31, 2014 (Six Year Status) and the award and enrollment status of these students as of August 31, 2016 (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.

[Top ▲](#)

[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, 2008 and August 31, 2009, 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.
- Went on a study abroad program the first year upon entering the institution.

Who to Exclude from the Cohort

DO NOT include students in the cohort who are:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program.
- Exclusively taking Continuing Education Units (CEUs).
- Exclusively auditing classes.

Top ▲

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.

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 ▲

Reporting Instructions

I. Establishing Cohorts

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 2016 Data Collection, according to the following rules:

- Institutions that offer a predominant number of programs based on **standard academic terms** (semesters, trimesters, quarters, or 4-1-4 plan) are considered academic reporters and will report using a **fall cohort** of students. Institutions may use a census date of October 15, 2008, 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.
- 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, 2008 and August 31, 2009, 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.

II. Award Status at Six Years

Report the status of the four cohorts of entering degree/certificate-seeking undergraduate students as of six years of entering your institution. All students entering in 2008 should be included in one of these four cohorts. **Report each student only once.**

2008 Cohort: For some institutions, the initial **2008 cohort data** will be preloaded from either the Fall Enrollment (e.g., part-time, first-time entering; full-time, non-first-time entering; and part-time, non-first-time students) or the Graduation Rates (e.g., first-time, full-time cohort) survey components. If your institution did not respond to either survey, the information will not be preloaded and will be blank for data entry.

Revised 2008 Cohort (through August 31, 2014): Please review the data in the 2008 cohort column, and make any necessary corrections for omissions or double counting in the revised cohort column through August 31, 2014. If your initial cohort data were preloaded for the first-time, full-time cohort, the revised cohort data will also be preloaded from the Graduation Rates survey. If your data do not appear in the initial 2008 cohort column, please provide the enrollment data as requested in the revised cohort column.

Exclusions to 2008 Cohort (through August 31, 2014): Indicate the total number of students who left your institution as of August 31, 2014 for one of the following allowable reasons:

- The student is deceased or is totally and permanently disabled and thus unable to return to school.
- 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.)
- The student left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps.
- 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, 2014, may be subtracted from the cohort.

Adjusted 2008 Cohort: The adjusted cohort is calculated by subtracting the exclusions from the revised 2008 cohort.

Awarded by your institution (through August 31, 2014): Report the number of students from the four entering cohorts who have received an award (i.e., degree, diploma, certificate, or other formal award) from your institution by August 31, 2014, 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). DO NOT include graduate awards conferred to undergraduate students.

Percent of adjusted cohort who received award from your institution by August 31, 2014: 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, 2014) are divided by 2008 Cohort.

Top ▲

III. Award and Enrollment Status at Eight Years

Report the status of the four cohorts of entering degree/certificate-seeking undergraduate students as of eight years of entering your institution. All students entering in 2008 should be included in one of these four cohorts. **Report each student only once.**

2008 Cohort: This information will be preloaded from the Award Status at Six Years screen.

Note: For the 2016-17 Collection Year, there will not be a column to enter a **Revised 2008 Cohort (through August 31, 2014)** on the eight-year OM screen. Revised cohorts can only be made on the six-year OM screen.

Additional Exclusions to 2008 Cohort (September 1, 2014 through August 31, 2016): Indicate the total number of students who left your institution as of August 31, 2016. Enter the exclusions since the six-year status. 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, 2016, may be subtracted from the cohort.

Adjusted 2008 Cohort: The adjusted cohort for the eight-year OM screen is calculated by subtracting the additional exclusions from the 2008 cohort, which is the preloaded adjusted cohort from the six-year OM screen.

Awarded by your institution (through August 31, 2016): Report the number of students from the four entering cohorts who have received an award (i.e., degree, diploma, certificate, or other formal award) from your institution by August 31, 2016, 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). DO NOT include graduate awards conferred to undergraduate students.

Students who did not receive an award from your institution by August 31, 2016:

Report the enrollment status of each student from the four 2008 entering cohorts who have not received an award by August 31, 2016. 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, 2016. Do not include any students who have received an award by August 31, 2016. You may include students who you know are enrolling at your institution in the fall term immediately following August 31, 2016.

Number subsequently enrolled at another institution: Report the total number of students who transferred out of your institution (without an award - i.e., a degree, diploma, certificate, or other formal award) and enrolled in another institution as of August 31, 2016. You may include students who you know are enrolling at the other institution in the fall term immediately following August 31, 2016. 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, 2016) from the adjusted 2008 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, 2016 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, 2016: This column will calculate the proportion of students who received an award by August 31, 2016 from your institution for each entering cohort. The data from Awarded by your institution (through August 31, 2016) are divided by Adjusted 2008 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, 2016, 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 2008 Cohort.

Top ▲

Term	Definition
Adjusted cohort	The result of removing any allowable exclusions from a cohort (or subcohort). For the Fall <u>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 (work-study) 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 undergraduate level, both full-time and part-time, coming into the institution for the first time in the fall term (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 cohort (or subcohort). 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 undergraduate level. This includes students enrolled in <u>academic or 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 <u>advanced standing</u> (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 cohort. For OM component, undergraduate students must enter in one of four cohorts: <u>full-time, first-time</u> ; <u>part-time, first-time</u> ; <u>full-time, non-first-time</u> ; and <u>part-time, non-first-time</u> .
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 <u>web-based 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> .
Part-time student	Undergraduate: A student enrolled for either less than 12 <u>semester or quarter credits</u> , or less than 24 <u>contact hours</u> a week each term. Graduate: A student enrolled for less than 9 <u>semester or quarter credits</u> .
Postsecondary award, certificate, or diploma (at least 1 but less than 2 academic years)	An award that requires completion of an organized <u>program of study</u> at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 <u>full-time equivalent academic years</u> , or designed for completion in at least 30 but less than 60 <u>semester or trimester credit hours</u> , or in at least 45 but less than 90 <u>quarter credit hours</u> , or in at least 900 but less than 1,800 <u>contact or 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 of study</u> at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 <u>full-time equivalent academic years</u> , or designed for completion in at least 60 but less than 120 <u>semester or trimester credit hours</u> , or in at least 90 but less than 180 <u>quarter credit hours</u> , or in at least 1,800 but less than 3,600 <u>contact or clock hours</u> .
Postsecondary award, certificate, or diploma (less than 1 academic year)	An award that requires completion of an organized <u>program of study</u> at the postsecondary level (below the baccalaureate degree) in less than 1 <u>academic year</u> (2 semesters or 3 quarters), or designed for completion in less than 30 <u>semester or trimester credit hours</u> , or in less than 45 <u>quarter credit hours</u> , or in less than 900 <u>contact or clock hours</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.
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.

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[2016-17 Survey Materials > FAQ](#) Print  [Back to Results](#)

Outcome Measures

Click one of the following questions to view the answer.

General

- 1) [Who is the best institutional representative to complete the Outcome Measures \(OM\) survey?](#)
- 2) [Will race/ethnicity and gender be required in future years?](#)
- 3) [Is the Outcome Measures survey component similar to the Student Achievement Measure \(SAM\) project?](#)

OM Terminology Clarified

- 4 [What is a "still enrolled" degree/certificate-seeking undergraduate student?](#)
- 5 [What is a "non-first-time" degree/certificate-seeking undergraduate student?](#)
- 6 [Are the Outcome Measures' 6-year and 8-year time points the same as Graduation Rates' 150% and 200% of normal time?](#)

Cohorts

- 7 [Does OM have two different cohort years for 4-year and 2-year institutions in the same fashion as Graduation Rates cohort years?](#)
- 8 [How do I count students who enrolled during the prior summer?](#)
- 9 [What about spring cohorts? Should students who enroll during the spring be included?](#)
- 10 [My institution changed our calendar system since the cohort was originally reported \(e.g., we were a program reporting institution in 2008, but then became an academic year reporting institution a couple years later\). Which calendar system does my institution report on \(program or academic\)?](#)

Data Reporting Revisions

- 11) [If, after completing OM, an institution discovers a mistake in reporting \(e.g., mis-classification of students or mis-reporting awards, etc.\) how does the institution make the correction?](#)

Degree-granting Status

- 12) [If an institution was not a degree-granting institution in 2008, but later became a degree-granting institution, will that institution be required to complete the Outcome Measures survey component?](#)

Degree-seeking and Non-degree-seeking Students

- 13) [Should students be included in Outcome Measures cohorts if degree/certificate-seeking intent is not explicitly stated?](#)
- 14) [If I am an academic year reporter, how do I report students who enter my institution as non-degree/certificate-seeking students in the fall, but in the following spring term enroll as degree/certificate-seeking students?](#)
- 15) [If I am a program or hybrid reporter, how do I report students who begin at my institution as non-degree/certificate-seeking students, but the following year they become degree/certificate-seeking?](#)
- 16) [How do I report students who were non-degree-seeking at another institution and subsequently enrolled at my institution as degree/certificate-seeking students?](#)

Award Related Questions

- 17) [What does "award" mean?](#)
- 18) [How would a student who transfers from a 4-year institution to a 2-year institution and then completes a lower-level degree/certificate be counted?](#)
- 19) [If a student earns multiple awards at my institution, do I count the higher award?](#)
- 20) [If a student transfers-in with an award from another institution, and then earns an](#)

award at my institution, which award do I count?

- 21) How do I count students seeking a second baccalaureate degree?
- 22) How should I count a student who left my institution and is known to have received an award at a subsequent institution?
- 23) Does transfer-prep count as an award?
- 24) Can stackable credentials count as an award?
- 25) Can institutions report graduate levels awards in OM?

Counting Transfer-in and Transfer-out Students

- 26) How should I count transfer-in students?
- 27) Won't there be double counting of a student if two institutions are counting the same student who earned an award?
- 28) Are first-time or non-first-time students who transfer-out to another institution included in the non-first-time entering cohort of the transfer-in institution?
- 29) How do I report a degree-seeking student who starts out at my institution, transfers to another institution, but then returns to my institution within the 8-year timeframe?
- 30) Are institutions required to report transfer-out undergraduate students?

Students Without a High School Diploma or Equivalent

- 31) How do I count students in a dual enrollment program? What about students who received early admissions to my institution?
- 32) How do I count adult learners who do not have a high school diploma or equivalent, but are certificate-seeking students taking credit-bearing undergraduate courses?

Tracking Subsequent Enrollment

- 33) Are institutions required to subscribe to the National Student Clearinghouse (NSC) in order to obtain data needed to report the number of students that subsequently enrolled at another institution?
- 34) Can social media be used to confirm the enrollment at subsequent institutions?
- 35) What other resources are available to help me report on subsequent enrollment?

Answers:

General

1) Who is the best institutional representative to complete the Outcome Measures (OM) survey?

The individual who completes the Graduation Rates (GR), Graduation Rates 200 (GR200), and Completions (C) survey components may be the best person to complete the Outcome Measures survey. This individual will most likely have to work closely with the registrar and enrollment managers.

[Back to top](#)

2) Will race/ethnicity and gender be required in future years?

There are currently no plans to collect race/ethnicity and gender for Outcome Measures because of the institutional burden and the federal need to obtain the data as soon as possible.

[Back to top](#)

3) Is the Outcome Measures survey component similar to the Student Achievement Measure (SAM) project?

OM is similar to SAM in that both have the same goal of measuring postsecondary success and progression of undergraduate students. However, the methodologies used to measure the outcomes are different. First, OM is part of the mandatory IPEDS collection compared to SAM's voluntary participation. Second, OM has 4 cohorts and SAM has up to 7 cohorts. Third, SAM captures student progress and success at the award level (bachelor's and associate's/certificates awards), whereas OM does not make a distinction between award levels. Lastly, the time points for SAM varies depending on the cohorts compared to OM's standard use of 6-year and 8-year time points across all cohorts. For more information on SAM, see <http://www.studentachievementmeasure.org/resources>

[Back to top](#)

OM Terminology Clarified

4 What is a "still enrolled" degree/certificate-seeking undergraduate student?

For academic year reporters, a degree/certificate-seeking undergraduate student who is actively enrolled for credit at the institution during the most recent term (spring or summer) is considered still enrolled. For program and hybrid reporters, a

still enrolled degree/certificate-seeking undergraduate would be an undergraduate student enrolled for credit during the previous year.

[Back to top](#)

5 What is a “non-first-time” degree/certificate-seeking undergraduate student?

A non-first-time degree/certificate undergraduate student is new to your institution, but has prior postsecondary experience. This term will most likely refer to students reported as [transfer-in](#) on the Fall Enrollment (EF) component of the entry year of the cohort. Transfer-in students may enter with or without credit.

[Back to top](#)

6 Are the Outcome Measures’ 6-year and 8-year time points the same as Graduation Rates’ 150% and 200% of normal time?

No, these are not the same. Graduation rates of 150% and 200% of normal time are accumulated progress of time-to-degree. The 6-year and 8-year snapshots used in OM provide the status of awards and enrollment at 6- and 8-years after a cohort enters the reporting institution. More specifically, OM counts the first award conferred regardless of the length of time it took the student to complete the program relative to the “normal” time to complete. OM requires institutions to report the award/enrollment status for each of the four student cohorts, and there are no specific reporting requirements as to how quickly an award must be earned. Do not equate or use Graduation Rates’ “normal time to degree” as the same period of time for Outcome Measures’ 6- and 8-year award statuses.

[Back to top](#)

Cohorts

7 Does OM have two different cohort years for 4-year and 2-year institutions in the same fashion as Graduation Rates cohort years?

No, OM has only one cohort year for both 2-year and 4-year institutions. Furthermore, the OM survey component for 2-year and 4-year institutions are the same. For the 2016-17 collection year, all degree-granting institutions, regardless of institution level, will report on undergraduate students who entered their institutions in 2008. Academic year reporters will report on a fall cohort (either the institution’s official fall census date or October 15, 2008). Program and hybrid reporters will report on a full-year cohort (September 1, 2008 and August 31, 2009).

[Back to top](#)

8 How do I count students who enrolled during the prior summer?

Academic year reporters should include students who enrolled for the first time in the prior summer term and continued in the fall term. This guidance is not applicable to program or hybrid reporters.

[Back to top](#)

9 What about spring cohorts? Should students who enroll during the spring be included?

Academic year reporters should only report on a fall cohort and should not include students who entered the institution during the spring. However, program and hybrid reporters should include in their full-year cohort students who entered during the full year of September 1, 2008 and August 31, 2009. Thus, for the 2016-17 OM collection, program and hybrid reporters will include students entering in the spring of 2008.

[Back to top](#)

10 My institution changed our calendar system since the cohort was originally reported (e.g., we were a program reporting institution in 2008, but then became an academic year reporting institution a couple years later). Which calendar system does my institution report on (program or academic)?

Your institution should report on its current calendar system, and in this example, it should be the academic year reporting system. Thus, you should revise the originally reported cohort under the old calendar system and recount the student cohort to match the new calendar system. For future OM reporting, continue to recount your cohorts from the old system into the current calendar system until your cohorts reflect the current calendar system.

[Back to top](#)

Data Reporting Revisions

11) If, after completing OM, an institution discovers a mistake in reporting (e.g., mis-classification of students or mis-reporting awards, etc.) how does the institution make the correction?

The institution should contact the IPEDS Help Desk. In some cases, it may be possible to make the correction in the current collection year. In other cases, it will be necessary to wait and use the Prior Year Revision System during the subsequent collection year. The Help Desk can provide guidance on the appropriate solution.

[Back to top](#)

Degree-granting Status

- 12) **If an institution was not a degree-granting institution in 2008, but later became a degree-granting institution, will that institution be required to complete the Outcome Measures survey component?**

Yes. All degree-granting institutions are required to complete the OM survey component, including those that were non-degree-granting in 2008.

[Back to top](#)

Degree-seeking and Non-degree-seeking Students

- 13) **Should students be included in Outcome Measures cohorts if degree/certificate-seeking intent is not explicitly stated?**

The institution should try to determine, to the greatest extent possible, whether the student is degree/certificate-seeking. For example, students must be degree/certificate-seeking to receive federal student aid. Students who are eligible for federal student aid but decide not to receive aid are still considered degree/certificate-seeking and should be included in the appropriate Outcome Measures cohort. Students who are not eligible for federal student aid and who have not clearly stated their degree/certificate-seeking intent should be excluded from OM.

[Back to top](#)

- 14) **If I am an academic year reporter, how do I report students who enter my institution as non-degree/certificate-seeking students in the fall, but in the following spring term enroll as degree/certificate-seeking students?**

For academic year reporters, do not include these students in any of the fall cohorts because the students did not enter at that same institution as degree/certificate-seeking students during the reporting period. For example, if the student enters an institution the fall of 2008 as non-degree/certificate-seeking, but then becomes degree/certificate-seeking at the same institution the following spring term, this student should not be included in either fall 2008 (OM collection 2016-17) or the following fall cohort for the next IPEDS Collection cycle. For the 2016-17 OM collection, the reporting period for academic year reporters is either as of October 15, 2008, or the institution's official fall census date.

[Back to top](#)

- 15) **If I am a program or hybrid reporter, how do I report students who begin at my institution as non-degree/certificate-seeking students, but the following year they become degree/certificate-seeking?**

For program or hybrid reporters, if during the reporting period these students become degree/certificate-seeking students, include these students in the OM cohorts. However, if the students become degree/certificate-seeking at the same institution outside of the OM reporting period, do not include these students in OM reporting. For example, if a non-degree/certificate-seeking student entered an institution on October 15, 2008, and then became degree/certificate-seeking on September 16, 2008, this student would not be included in OM reporting. For the 2016-17 OM collection, the reporting period covered for program or hybrid reporters is September 1, 2008 and August 31, 2009.

[Back to top](#)

- 16) **How do I report students who were non-degree-seeking at another institution and subsequently enrolled at my institution as degree/certificate-seeking students?**

Because these degree/certificate-seeking students entered a new institution, these students should be included in that institution's OM reporting according to that institution's reporting type (academic or program/hybrid) and the respective reporting period covered (fall cohort or full-year cohort). These students would be placed in one of the two non-first-time cohorts.

[Back to top](#)

Award Related Questions

- 17) **What does "award" mean?**

An award can be a degree (e.g., Associate's or Bachelor's), diploma, certificate or other formal award conferred by the reporting institution that would be included on the IPEDS Completions Survey. For OM, an award does not mean financial aid award.

[Back to top](#)

- 18) **How would a student who transfers from a 4-year institution to a 2-year institution and then completes a lower-level degree/certificate be counted?**

When completing OM, the 4-year institution would report this student from the appropriate cohort as subsequently enrolled at another institution. The 2-year institution would place this student in one of the two non-first-time entering cohorts and then count this non-first-time entering student as having received an award from the institution.

[Back to top](#)

19) If a student earns multiple awards at my institution, do I count the higher award?

Report only the first award conferred by your institution, and do not report subsequent awards. Award levels are not differentiated for purposes of OM reporting. Therefore, one (and only one) award is reported for each student, regardless of whether the student earns multiple awards at your institution.

[Back to top](#)

20) If a student transfers-in with an award from another institution, and then earns an award at my institution, which award do I count?

Do not count awards conferred from another institution. Institutions should only count and report the first award conferred by their own institution.

[Back to top](#)

21) How do I count students seeking a second baccalaureate degree?

The answer depends on whether the student is seeking the second baccalaureate at the same institution or a different institution.

If the student is seeking a second baccalaureate at the same institution (Fall Enrollment counts these students as "continuing students"), do not reset the time period for this student or place him/her in a new cohort. OM wants to know when these students received their first award (degree/certificate) at the same institution over a span of 8 years. These students should be counted in one of the four cohorts for the first award only. Any additional degrees/certificates beyond the first award at the same institution are not counted in future/different cohort years or cohorts. See response to FAQ# 19 in Awards Related Questions regarding students earning multiple awards at the same institution.

If the student is seeking a second baccalaureate at a different institution from where the student received his/her first baccalaureate (Fall Enrollment counts these students as "transfer-in students"), then count these students as degree/certificate-seeking, non-first-time entering students (either full-time or part-time). These students have prior postsecondary experience, but are seeking a degree/certificate at the different institution.

[Back to top](#)

22) How should I count a student who left my institution and is known to have received an award at a subsequent institution?

At the 8-year status, count such students in the category "did not receive an award and subsequently enrolled at another institution." If your institution did not confer the award, your institution does not report the award.

[Back to top](#)

23) Does transfer-prep count as an award?

Yes. As is also the case with the Graduation Rates component, the OM component has a provision that allows institutions to count students who have successfully completed a transfer-preparatory program as having received an award.

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.

A 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 transfer-prep the equivalent of an associate's degree, thus completers of transfer-preparatory programs (although these students do not receive a "formal award") should be counted as having received an award for purposes of OM.

[Back to top](#)

24) Can stackable credentials count as an award?

Yes, stackable credentials can be counted, as long as the credentials meet the definition of an award. According to the Department of Labor, stackable credentials are "a sequence of credentials that can be accumulated over time to build up an

individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-payer jobs" (Source: TEGL 15-10, www.doleta.gov). Educause (Jan 27, 2014) explains these credentials as an institution-designed "pathway for students to acquire credentials along a trajectory that can lead to a baccalaureate and beyond but that has exit and entry points designed in a way to allow students to pick up wherever they left off en route to the next level of achievement."

[Back to top](#)

25) Can institutions report graduate levels awards in OM?

No. Institutions shall not report graduate level awards in OM. However, institutions that enroll undergraduates in a graduate program that requires 2 or 3 years of undergraduate work at their institution before being accepted into the graduate program (i.e., a Pharm. D. program) can count the 2 or 3 years of undergraduate work, which is seen as operating similarly to a transfer-prep program, as an equivalent to an undergraduate award.

[Back to top](#)

Counting Transfer-in and Transfer-out Students

26) How should I count transfer-in students?

At your institution, [transfer-in](#) students should be counted as non-first-time entering students in either the full-time or part-time cohort. The progress of transfer-in students should be tracked at 6 and 8 years after entering your institution.

[Back to top](#)

27) Won't there be double counting of a student if two institutions are counting the same student who earned an award?

Institutions should report only awards conferred by their institution. Students who transfer into your institution and receive an award from your institution within the reporting period should be reported only by your institution. The institution sending the student to your institution would report the student only as a "student who subsequently enrolled at another institution." Thus, the same student should not appear in the same outcome category for both institutions.

[Back to top](#)

28) Are first-time or non-first-time students who transfer-out to another institution included in the non-first-time entering cohort of the transfer-in institution?

Yes. If first-time or non-first-time students who transfer into your institution and never have been previously enrolled in your institution, you should include them in either your full-time or part-time, non-first-time entering cohort.

[Back to top](#)

29) How do I report a degree-seeking student who starts out at my institution, transfers to another institution, but then returns to my institution within the 8-year timeframe?

Students should be counted in their original cohort only. If the student subsequently enrolls in another institution and returns to your institution within the reporting period, the student should be reported in one of the two categories: 1) did not receive an award and still enrolled at your institution or 2) received an award from your institution. Once a student enters a cohort year, that student remains in that same cohort year at your institution.

[Back to top](#)

30) Are institutions required to report transfer-out undergraduate students?

Institutions shall complete the OM survey component as completely and accurately as possible and report transfer-out undergraduate students, regardless if the institution has a transfer-preparatory program as part of its mission. OM does not distinguish if an institution has a transfer-preparatory program like the Graduation Rates (GR) survey component, which is governed by the Student-Right-to-Know-Act and gives institutions that do not have a transfer-preparation program in their mission the option of reporting transfer-out numbers to GR.

[Back to top](#)

Students Without a High School Diploma or Equivalent

31) How do I count students in a dual enrollment program? What about students who received early admissions to my institution?

Students who do not have a high school diploma or equivalent, but are enrolled in a high school diploma or equivalent program while taking college-credit coursework, are considered "non-degree-seeking" students. After the students have earned their high school diploma or equivalent, and when they enroll at a postsecondary institution the following fall, they are then considered "first-time" students. This guidance is the same for the early-admissions students. Until the high school

student has received a high school diploma or equivalent, the student is not considered degree-seeking and is not included in any of the OM cohorts.

[Back to top](#)

32) How do I count adult learners who do not have a high school diploma or equivalent, but are certificate-seeking students taking credit-bearing undergraduate courses?

Students, who are enrolled in college-credit coursework, but have not earned a high school diploma or its equivalent and do not plan on earning a high school diploma or its equivalent, should be included in OM if they are degree/certificate-seeking students.

[Back to top](#)

Tracking Subsequent Enrollment

33) Are institutions required to subscribe to the National Student Clearinghouse (NSC) in order to obtain data needed to report the number of students that subsequently enrolled at another institution?

IPEDS neither requires nor endorses institutions to subscribe to the NSC or any other third-party organization to help with reporting. However, IPEDS realizes that fee-based services can facilitate an institution's reporting of the Outcome Measures survey component.

[Back to top](#)

34) Can social media be used to confirm the enrollment at subsequent institutions?

Yes, however IPEDS neither requires nor endorses the use of social media (e.g., LinkedIn), which may help with OM reporting of enrollment at subsequent institutions. IPEDS strongly encourages institutions to use additional methods, such as alumni surveys, to verify and confirm subsequent enrollment.

[Back to top](#)

35) What other resources are available to help me report on subsequent enrollment?

For institutions that report student unit-record data to a coordinated-system office (e.g., coordinating board, system office, state department of higher education, board of regents/trustees, etc.), those offices may be a resource to help identify subsequent enrollment at another institution within that coordinated system.

[Back to top](#)

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[SoftwareProviderResources](#)

[UseofCookies](#)

[Section508
Compliance](#)

[BrowsersSupported](#)

[Troubleshooting](#)

[NCESPrivacyPolicy](#)