

COMPLETE COLLEGE AMERICA

Complete College America Common College Completion Metrics Technical Guide

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Introduction

This *Technical Guide* describes the concepts, data elements and definitions supporting the Common College Completion Metrics adopted by Complete College America (CCA) and the National Governors Association. The goal of this guide is to increase consistency and commonality across states in reporting benchmark data and measuring future progress. These metrics are intended to be publicly reported by the state with data collected from all **public postsecondary institutions** in the state. Since 2012 the State Higher Education Executive Officers Association (SHEEO) has performed data collection and warehousing operations on behalf of Complete College America.

Data Collection and Common Metrics Reporting

States with unit record systems may use their system- or state-level data to construct the metrics for reporting purposes.

States without complete -- or any -- unit record systems may collect these data by requesting them from the colleges and universities in a way that allows for aggregation at the state level and metrics construction at the state and campus levels. These states should begin the process of adding the additional data elements to their unit record systems as soon as possible.

All states are encouraged to supplement their data through the National Student Clearinghouse (to provide more accuracy in respect to transfer students within the state).

Origination, Purpose, and Guiding Principles

On July 27-28, 2009, Complete College America, the National Center for Higher Education Management Systems (NCHEMS), and the State Higher Education Executive Officers (SHEEO) hosted a Data/Metrics Convening in Denver, Colorado to discuss a common core set of metrics in the area of college completion. In May 2010, the National Governors Association convened a group of state and national experts to further refine the metrics. The metrics contained within this *Technical Guide* reflect the major conclusions reached at these two convenings.

As a basis for the collective work, individuals involved in the development of the common completion metrics strongly endorsed the following statement of purpose. The purposes of the metrics are to:

- **Inform** - help policymakers and the general public understand how students (particularly historically underserved, low-income, and minority young adults), institutions of higher education, and the state are doing on college completion;
- **Analyze** - help policymakers and institutions of higher education identify specific challenges and opportunities for improvement;
- **Show Progress** - establish a fair baseline and show progress over time; and
- **Hold Accountable** - hold students, institutions of higher education, and the state accountable to the general public and to policymakers investing taxpayer dollars in higher education.

Additionally, the initial working group identified a set of guiding principles to contextualize, prioritize, and guide the implementation of the metrics. These principles are:

1. The data on which the metrics are based must be collected uniformly, allowing for comparisons across states and, whenever possible, across institutions of higher education.
2. The metrics should be capable of being disaggregated by subpopulations (by age, race, gender, income) and by the value or type of degree or credential, in order to continuously assess the equity of postsecondary opportunity.
3. The initial set of metrics should be capable of being constructed from readily available data. While data systems should improve over time, the urgent need to improve college completion necessitates utilizing currently available data to measure progress.
4. The quantity of metrics implemented should be carefully balanced to reflect a focus on data that connect most clearly to completion rates.
5. The metrics should help identify barriers to student achievement and provide guidance on actions that can be taken to improve student success. To achieve that end, progression (intermediate) and (completion) metrics should be collected and disaggregated by to allow for comparison among institutions of higher education.
6. Priority should be placed on measuring improvement over time.
7. The metrics should be transparent and publicly reported.
8. The metrics should be constructed in a manner that minimizes the potential for unintended negative consequences.

Outcomes, Progress, and Context

The common metrics are organized in three categories:

1. Outcome Metrics;
2. Progress Metrics; and
3. Context Metrics.

The Outcome Metrics quantify the end product of the educational process, mainly the completion of an undergraduate academic program, and additionally for community colleges, successful transfer of students to a baccalaureate campus.

The Progress Metrics measure student progress from semester-to-semester or year-to-year toward the completion of an undergraduate academic program. Such metrics allow institutions of higher education to track student progression and identify opportunities for early intervention and support that will increase the likelihood of a successful completion or transfer.

The Context Metrics tell the broader story of how the state is doing on college completion. These metrics allow state policymakers to understand college completion outcomes relative to growth in enrollment and how effective their higher education system is at increasing the educational attainment level of the state's citizens.

Significantly increasing college completion will require closing the gaps in success rates for low-income and minority students and ensuring the success of targeted sub-groups such as adults, transfer students, part-time students, and students who required remedial education. The metrics also should measure progress toward state's specific postsecondary goals, such as increasing the number of graduates in STEM or health fields. To understand and track improvement, outcome and progression metrics must be disaggregated by race/ethnicity, gender, income (Pell Grant recipients), age group, student attendance status, transfer versus native-to-the-institution students, degree type, and discipline. States may wish to flag within their data systems those students who graduated from high schools within the state ("in-state" students).

For all of these metrics, the standard rule of non-disclosure of personally identifiable information applies. States and institutions should not publicly report disaggregated data that pertain to a sample size (N) of 10 or fewer students.

OUTCOME METRICS

Outcome Metric 1: Degree Production

Purpose: To determine how many students receive undergraduate degrees and certificates from the state's system of postsecondary education and its public colleges and universities annually and over time.

Definition: Annual number of certificates or diplomas of less than 1 academic year (of economic value, with industry certification or licensure), at least 1 academic year but less than 2 academic years, and at least 2 academic years but less than 4 academic years in length, associate's degrees, and bachelor's degrees awarded; disaggregated by age group, gender, race/ethnicity, Pell status (at any time), remedial status (at any time), and discipline.

See definitions of Data Elements and Disaggregation Categories on page 21 for more information on the disaggregation specified throughout this guide

Notes on Collection and Reporting:

For the 2017 data collection, data collected are from 2009-10 and 2014-15.

Degree production should be reported for the state and for each public institution of higher education within the state. Each type of award should be reported individually.

Two-year institutions that award bachelor's degrees should report those degrees within the Bachelor's Degrees category.

Data should be unduplicated at the institution or state level to show only the highest degree earned by a student in a given year. This metric is not a calculation of cohort survival rate.

Outcome Metric 2: Graduation Rates

Purpose: To determine the rate at which students graduate from a public institution of higher education.

Definition: Number and percentage of entering undergraduate students who graduate from a degree or certificate program within 100%, 150%, and 200% of normal program time. Disaggregated by degree/credential type, institution type (two-year; four-year research, very high activity; all other four-year), and by race/ethnicity, gender, age group, Pell status (at time of entry), and remedial status (at time of entry).

1. Certificates (of at least 1 but less than 2 academic years in program length):

a. First-time, full-time certificate-seeking students

Numerator: Number of students in cohort (denominator) who earn an award in 100%, 150%, and 200% of the expected (full-time) program length (each timeframe should be reported cumulatively).

Denominator: Number of first-time, full-time certificate-seeking students entering in the fall semester of a given year and whose attendance status at entry is full-time.

b. First-time, part-time certificate-seeking students

Numerator: Number of students in cohort (denominator) who earn an award in 100%, 150%, and 200% of the expected (full-time) program length (each timeframe should be reported cumulatively).

Denominator: Number of first-time, part-time certificate-seeking students entering in the fall semester of a given year and whose attendance status at entry is part-time.

c. Transfer at entry certificate-seeking students (includes both part-time and full-time students who were transfer students at time of entry)

Numerator: Number of students in cohort (denominator) who earn an award in 100%, 150%, and 200% of the expected (full-time) program length (each timeframe should be reported cumulatively)

Denominator: Number of certificate-seeking students entering in the fall semester of a given year who enter with or without credits after attending another institution of higher education (exclude students entering with only AP or dual enrollment credits here and include them as first-time student).

2. Associate Degrees:

a. First-time, full-time associate degree-seeking students

Numerator: Number of students in cohort (denominator) who earn an award in 2 years for 100% time, in 3 years for 150% time, and in 4 years for 200% (each timeframe should be reported cumulatively). Associates degree seekers who graduated in 200% time or transferred to a 4-year institution (cumulative).

Denominator: Number of first-time associate degree-seeking students entering in the fall semester of the given year and whose attendance status at entry is full-time.

b. First-time, part-time associate degree-seeking students

Numerator: Number of students in cohort (denominator) who earn an award in 2 years for 100% time, in 3 years for 150% time, and in 4 years for 200% (each timeframe should be reported cumulatively). Associates degree seekers who graduated in 200% time or transferred to a 4-year institution (cumulative).

Denominator: Number of first-time associate degree-seeking students entering in the fall semester of a given year and whose attendance status at entry is part-time.

c. Transfer at entry associate degree-seeking students (includes both part-time and full-time students who were transfer students at time of entry)

Numerator: Number of students in cohort (denominator) who earn an award in 2 years for 100% time, in 3 years for 150% time, and in 4 years for 200% (each timeframe should be reported cumulatively). Associates degree seekers who graduated in 200% time or transferred to a 4-year institution (cumulative).

Denominator: Number of associate degree-seeking students entering in the fall semester of a given year who enter with or without some college credits after attending another institution of higher education (exclude students entering with only AP or dual enrollment credits here and include them as first-time students).

3. Bachelor's Degree – Four-Year Institutions – Research Universities, Very High Activity and All Other Four-Year Institutions (Reported Separately):

a. First-time, full-time bachelor's degree-seeking students

Numerator: Number of students in cohort (denominator) who earn an award in 4 years for 100% time, in 6 years for 150% time, and in 8 years for 200% (each timeframe should be reported cumulatively).

Denominator: Number of first-time bachelor's degree-seeking students entering in the fall semester of a given year and whose attendance status at entry is full-time.

b. First-time, part-time bachelor's degree-seeking students

Numerator: Number of students in cohort (denominator) who earn an award in 4 years for 100% time, in 6 years for 150% time, and in 8 years for 200% time (each timeframe should be reported cumulatively).

Denominator: Number of first-time bachelor's degree-seeking students entering in the fall semester of a given year and whose attendance status at entry is part-time.

- c. Transfer at entry bachelor's degree-seeking students (includes both part-time and full-time students who were transfer students at time of entry)

Numerator: Number of students in cohort (denominator) who earn an award in 4 years for 100% time, in 6 years for 150% time, and in 8 years for 200% (each timeframe should be reported cumulatively).

Denominator: Number of bachelor's degree-seeking students entering in the fall semester of a given year who enter, with or without credits, after attending another institution of higher education (exclude students entering with only AP or dual enrollment credits here and include them as first-time students).

Notes on Collection and Reporting:

For 2017 data collection, entering cohorts are as follows:

1. Certificate of at least 1 but less than 2 academic years -Seeking Cohorts

First-time, full-time cohort ; first-time, part-time cohort; and transfer at entry cohort identified in the fall semester 2011; 100% time by August 31, 2013; 150% time by August 31, 2014; 200% time by August 31, 2015.

2. Associate Degree-Seeking Cohorts

First-time, full-time cohort ; first-time, part-time cohort; and transfer at entry cohort identified in the fall semester 2011; 100% time by August 31, 2013; 150% time by August 31, 2014; 200% time by August 31, 2015.

3. Bachelor's Degree-Seeking Cohorts

First-time, full-time cohort ; first-time, part-time cohort; and transfer at entry cohort identified in fall semester 2009; 100% time by August 31, 2013; 150% time by August 31, 2015; 200% time by August 31, 2017 (See Note).

IMPORTANT NOTE: In the 2017 metrics data collection we will be collecting eight-year graduation rates for bachelor's degree-seekers in the 2008 cohort that was originally defined for the 2015 data collection. In the collection system, this is reported under **Outcomes Metric 2A**. Eight-year graduation rates for bachelor's degree-seekers in the 2008 cohort will be collected in the 2017 metrics data collection.

Graduation rates should be produced for the state and for each public institution of higher education within the state. Institutions that award both associate and bachelor's degrees can report graduation rates for each cohort separately. For a public institution of higher education graduation rate, the award must have been completed at that specific institution to be counted in the numerator. For graduation rates at the state level, the award can be counted in the numerator regardless of where that student

started and completed as long as it was an in-state institution (for states with longitudinal databases that allow for such tracking of students and/or states that use the National Student Clearinghouse).

Each timeframe (100%, 150%, and 200%) should be reported and displayed individually for each respective student type (first-time full-time, first-time part-time, and transfer at time of entry) for each type of award (Associate degree, Bachelor's degree, and Certificate). The timeframes (100%, 150%, and 200%) are defined by program length.

For the certificate-seeking cohort, the cohort includes students seeking a certificate that is at least one year but less than two years in program length. As such, the timeframes (100%, 150%, and 200%) are based on completion of a certificate that is two years program length.

Attendance status of student (full-time, part-time, transfer) is defined at time of entry. "Transfer at entry" is defined as a student who previously attended a postsecondary institution (with or without credit and who may or may not have a degree award). Undergraduate students entering the institution directly from high school who earned dual credit or Advanced Placement credit or any other type of college credit while enrolled in high school should not be considered transfer students at entry, but rather "first-time" students at entry.

Students identified as "transfer at entry" include both part-time and full-time students.

Data should be unduplicated at the state level. States unable to unduplicate students at the state level should note that fact in the comment box.

First-time degree seeking students enrolling in coursework in the summer term immediately prior to the fall term should be considered as part of the full-time first-time fall cohort used for the denominator if they enrolled in 12 or more credit hours in the fall term.

Other Methods States May Want to Use to Supplement these Graduation Rate Metrics

1) Attendance Status: Recognizing that many institutions serve large numbers of students whose attendance status may change over the course of their enrollment, an additional graduation rate calculation (following the same calculation methodology and baseline cohort years) that includes all students regardless of full or part-time enrollment may be useful to supplement the above graduation rate metrics. Please note, however, that the reporting template does not accommodate this option.

2) 12-Month Enrollment vs. Fall Semester Entry (Program vs. Academic Year): Recognizing that many colleges, especially community colleges, increasingly enroll students throughout the year or have non-traditional academic calendars, states may wish to make a provision for institutions to adopt a 12-month enrollment method of identifying graduation rate cohorts. Institutions currently have this option for identifying their Graduation Rate Survey (GRS) cohorts for reporting IPEDS (referred to as "program year" reporting as opposed to "academic year" reporting). States or institutions choosing this option should note this in the comment box.

Outcome Metric 3: Transfer Out (for Two-Year colleges only)

Purpose: To determine the proportion of students successfully transferring from two-year institution of higher education to four-year institutions of higher education.

Definition: Annual number and percentage of students who transfer from a two-year campus to a four-year campus by enrollment status at entry, number of credits or credential completed prior to transfer, race/ethnicity, gender, age group, Pell status (at time of entry), and remedial status (at time of entry).

Numerator: Number of students from the cohort (denominator) who enroll at a four-year institution of higher education.

Denominator: Number of entering students in two-year public institutions of higher education in the fall semester of a specified year. (Dual enrollment and post-baccalaureate students should not be included in this cohort)

Notes on Collection and Reporting:

For the 2017 data collection, data collected are as follows:

First-time, full-time cohort; first-time, part-time cohort; and transfer at entry cohort are identified in fall semester 2011 and followed annually until August 31, 2015.

The transfer-out metric should be produced for the state and for each public two-year institution of higher education in the state. Many institutions do not have the ability to determine what type of institution (if any) students enroll in after transferring out of their institution. Therefore, in most states this metric will need to be supplied by systems or by the state for institutions using either a student-unit record system or the National Student Clearinghouse. States should indicate whether they were able to follow students who transferred to four-year institutions outside of their state or whether they were limited to reporting only transfers to four-year institutions within their state.

Students who transfer should be categorized by the number of credits they receive at the 2-year institution before they enroll in a four-year institution. They should be reported in the following categories:

- Completed 12 or Fewer Credit Hours
- Completed 13 to 30 Credit Hours
- Completed More than 30 Credit Hours but Not an Associate's Degree
- Completed an Associate's Degree

Outcomes Metric 4: Credits and Time to Degree

Purpose: To determine the average (mean) length of time in years and number of credits to complete a certificate or undergraduate degree by student entry status, number of credits transferred in for transfer students at entry, institutional classification for four-year institutions, race/ethnicity, gender, age groups, Pell status (at any time), and remedial status (at any time). Because this metric is an average we ask institutions to report the average time and credits to degree for non-remedial students in addition to remedial students.

Definitions: Time to degree. Average length of time in years a student takes to complete an associate's degree, a bachelor's degree, or a certificate of greater than 1 year but less than 2 academic years. Start with the degrees/certificates awarded in a specified year and determine the total number of years and months elapsed from the first date of entry to the date of completion. Partial years should be expressed as a decimal. Average the number of years across students and report by degree type.

Credits to degree. Average number of semester credits a student has accumulated when they earn an associate's degree, a bachelor's degree, or a certificate of 1 but less than 2 academic years. Start with the degrees/certificates awarded in a specified year and determine the total number of semester credit hours each student completed since first enrolling. Average the number of semester credit hours across students and report by degree type.

Years to Collect/Report: Certificates and degrees awarded in Academic Year 2014-15.

Notes on Collection and Reporting:

The metric should be produced for the state and each public institution of higher education within the state. For calculating the metrics for each institution, only include elapsed time and accumulated credits that the student was enrolled in/completed at that specific institution. At the state-level, include all time and credits accrued beginning with the student's initial post-high school enrollment in a postsecondary education institution. States should indicate if their time-to-degree and credit-to-degree metrics are aggregated from institutional submissions rather than from a statewide database.

Remedial courses should be included in credits to degree, and time-to-degree should include enrollment in remedial courses for students who could not enroll immediately in credit-bearing courses. Students who stop out for longer than five consecutive years should be excluded from both time to degree and credits to degree.

Some states may not have the ability to track students' total length of time to degree or total number of credits to degree. If available, please instead provide average length of time or number of credits *after* transfer, but indicate in an explanatory note that this is what was done. For Transfer Student cohort, please calculate years and credits consistently. If average years are calculated *after* transfer, then average total credits should be calculated *after* transfer as well, if possible. Please note with an explanatory note if this is not the manner in which the data is presented.

Student status (full-time, part-time, transfer) is identified at time of entry to the public institution of higher education. Transfer-in students at 4-year public universities should be classified by the number of credit hours they earned at previously attended institutions regardless of how the credit hours are accepted toward a degree at the reporting institution. Based on these criteria transfer students should be classified into the following categories:

- Transfer in 30 or Fewer Credits
- Transfer in 31 to 59 Credits
- Transfer in 60 or More Credits

For this metric, student race/ethnicity should be based upon data reported at the time of completion (as opposed to at entry) to conform to the new IPEDS race/ethnicity codes.

Only first-time Associate’s and/or Bachelor’s degrees should be included, second degrees and post-baccalaureate degrees should not be included. All certificates should be included. Dual enrollment students should not be included.

Categories that include ten or fewer students ($n < 11$) should be suppressed and a DS should be reported.

Conversion of Quarter Credit Hours to Semester Credit Hours

Credits should be reported as semester credit hours. States and institutions using the quarter system should divide quarter hours by 1.5 to convert to semester hours prior to reporting.

PROGRESS METRICS

Progress Metric 1: Enrollment in Remedial Education

Purpose: To determine the proportion of undergraduate students who enroll in remedial coursework at public institutions of higher education.

Definition: Annual number and percentage of entering first-time undergraduate students who enroll in remedial math, English/reading, or both math and English/reading courses; by institution type (two-year; four-year research, very high activity; all other four-year), race/ethnicity, gender, age groups, Pell status (at time of entry), and enrollment in co-requisite remediation.

1. Remedial Math Only:

Numerator: Number and percent of students from the cohort (denominator) who enrolled in a remedial math course (but not a remedial English/reading course) during the first academic year.

Denominator: All first-time degree or certificate-seeking students entering in the fall semester of the specified year.

2. Remedial English/Reading Only:

Numerator: Number and percent of students from the cohort (denominator) who enrolled in a remedial English/reading course (but not a remedial math course) during the first academic year.

Denominator: All first-time degree or certificate-seeking students entering in the fall semester of the specified year.

3. Both Remedial Math and English:

Numerator: Number and percent of students from the cohort (denominator) who enrolled in a remedial English/reading **and** a remedial math course during the first academic year.

Denominator: All first-time degree or certificate-seeking students entering in the fall semester of the specified year.

Progress Metric 2: Success in Remedial Education

Purpose: To determine the proportion of undergraduate students who enroll in remedial education, complete remedial education within two academic years, and go on to complete college-level coursework in the same subject within one AND two academic years.

Definition: Annual number of entering first-time undergraduate students enrolled in remedial education courses who complete¹ remedial education courses in math, English/reading, or both and complete a college-level course in the same subject; by institution type (two-year; four-year research, very high activity; all other four-year), by race/ethnicity, gender, age groups, Pell status (at time of entry) and enrollment in co-requisite remediation.

1. Remedial Math Only:

Numerator: Number of students enrolled in a remedial math course during their first academic year (denominator) who complete all required courses in remedial math within two academic years, and the first college-level math course within one AND two academic years.

Denominator: All first-time degree or certificate-seeking students enrolled in a remedial math course (but not a remedial English/reading course) during the first academic year.

¹ "Complete" means passing or earning a credit for the course. Institutions should determine what counts as successful completion of a course (i.e., a mark of "pass" for a pass/fail course; a grade of C or better, etc.).

2. Remedial English/Reading Only:

Numerator: Number of students enrolled in a remedial English/reading course during their first academic year (denominator) who complete all required courses in remedial English/reading within two academic years, and the first college-level English/reading course within one AND two academic years.

Denominator: All first-time degree or certificate-seeking students enrolled in remedial English/reading course (but not a remedial Math course) during the first academic year.

3. Both Remedial Math and English:

Numerator: Number of students enrolled in a remedial English/reading and a remedial math course during the first academic year (denominator) who complete all required courses in remedial English/reading and math within two academic years, and the first college-level English/reading and math courses within one AND two academic years.

Denominator: All first-time degree or certificate-seeking students enrolled in both remedial English/reading and math course(s) during the first academic year.

Years to Collect/Report:

Both Progress Metric 1 and Progress Metric 2 use the same cohort. For both two-year institutions of higher education and four-year institutions of higher education, the cohort is established with the first-time entry students in the fall semester 2013. These students are followed through August 31, 2015 to determine the numerator.

A new cohort is established in each subsequent year with the timeframe for completing the remedial course and the college-level course(s) in the same subject area(s) being within two academic years.

Notes on Collection and Reporting:

The metric should be produced for each public institution of higher education within the state, and aggregated at the state level for each sector (two-year institutions and four-year institutions).

Both full-time and part-time students should be included.

Data should be unduplicated at the state level. States unable to unduplicate at the state level should note that in the comment box.

First-time students enrolling in remedial courses in the summer term immediately prior to the fall term should be included in the numerators of Progress Metrics 1 and 2.

Co-requisite remedial courses should only be counted as remedial if students receive a separate credit for the remedial portion of the course; otherwise those students should no longer be counted as remedial students.

The co-requisite remedial line should include ALL co-requisite remedial students, these students may or may not be a subset of all remedial students depending on whether they receive a separate credit for the remedial portion of the course.

Disaggregation of Other Metrics by Remedial Status: Remedial course-taking functions both as a metric in itself and as a disaggregation category (see Definitions of Data Elements and Disaggregation Categories for more information). The remedial education metrics refer to enrollment in remedial courses during the period being reported on (e.g., 2012-13 academic year), while the remedial status disaggregation category refers to whether students took a least one remedial course at time of entry or at any time during their postsecondary enrollment depending upon the metric.

Progress Metric 3: Success in Gateway (First-Year) College Courses

Purpose: To determine the proportion of undergraduate students completing entry, college-level math courses, English courses, and both math and English courses within the first one AND two academic years at public institutions of higher education.

Definition: Annual number and percentage of entering first-time degree or certificate-seeking undergraduate students who complete entry college-level math and English courses within the first two consecutive academic years; by institution type ((two-year; four-year research, very high activity; all other four-year), race/ethnicity, gender, age groups, Pell status (at time of entry), and remedial status (at time of entry).

Numerator(s): Number of students from cohort (denominator) who complete at least one entry college-level (non-remedial or developmental course) math course but not an entry-level English course within the first one AND two consecutive academic years.

OR

Number of students from cohort (denominator) who complete at least one entry college-level (non-remedial or developmental course) English course but not an entry-level math course within the first one AND two consecutive academic years.

OR

Number of students from cohort (denominator) who complete at least one entry college-level (non-remedial or developmental course) English course and at least one entry-level math course within the first one AND two consecutive academic years.

Denominator: For each of the above numerators, the number of first-time degree or certificate-seeking undergraduate students enrolling in the fall semester of a specified year.

Years to Collect/Report:

For data collection in 2017, for both two-year institutions of higher education and four-year institutions of higher education, the cohort is established with the first-time entry students in the fall semester 2013. These students are followed through August 31, 2015 to determine the numerator.

A new cohort is established in each subsequent year with the timeframe for completing college-level course(s) being within two academic years.

Notes on Collection and Reporting:

The metric should be produced for each public institution of higher education within the state and at the state level.

First-time students who are exempt from taking entry college-level courses in math or English or both math and English as a result of AP credit, dual credit earned while enrolled in high school, or CLEP credit should be included as completers in the numerators.

Both full-time and part-time students should be included.

Data should be unduplicated at the state level. States unable to unduplicate at the state level should note that fact in the comment box.

First-time degree seeking students enrolling in coursework in the summer term immediately prior to the fall term should be considered as part of the first-time fall cohort used for the denominator if they enroll as a degree seeking student in the fall term.

Progress Metric 4: Credit Accumulation

Purpose: To determine the proportion of undergraduate students making steady academic progress during one academic year at public institutions of higher education.

Definition: Number and percentage of first-time degree or certificate-seeking undergraduate students completing 24 or more and 30 or more semester credit hours (for full-time students) or 12 or more and 15 or more semester credit hours (for part-time students) within their first academic year by institution type (two-year; four-year research, very high activity; all other four-year), student entry status, race/ethnicity, gender, age groups, Pell status (at entry), and remedial status (at time of entry).

1. Full-time Students:

Numerator: Number of students from cohort (denominator) completing 24 or more and 30 or more semester credit hours within one academic year after entry.

Denominator: Number of first-time, full-time degree or certificate-seeking undergraduate students entering in the fall semester of the specified year.

2. Part-time Students

Numerator: Number of students from cohort (denominator) completing 12 or more and 15 or more semester credit hours within one academic year of entry.

Denominator: Number of first-time, part-time degree or certificate-seeking undergraduate students entering in the fall semester of the specified year.

Years to Collect/Report: For 2017 data collection, please report first-time entering students in the fall semester 2013. These students are followed through August 31, 2014 to determine the numerator.

Credit hours included must be hours earned at the institution after entering as a first-time, degree seeking student AP/IB, dual enrollment and transfer credits should not be included.

Notes on Collection and Reporting:

The metric should be produced for each public institution of higher education within the state and at the state level.

Remedial courses that do not contribute credit hours toward degree requirements should not be included in these calculations.

Student status (full-time, part-time) is identified at time of entry to the institution of higher education.

Data should be unduplicated at the state level. States unable to unduplicate at the state level should note that fact in the comment box.

Conversion of Quarter Credit Hours to Semester Credit Hours

Credits should be reported as semester credit hours. States and institutions using the quarter system should divide quarter hours by 1.5 to convert to semester hours prior to reporting.

Progress Metric 5: Retention Rates

Purpose: To determine the rate at which undergraduate students return to a public institution of higher education from fall-to-spring and fall-to-fall adjusted for transfers out and graduates.

Definition: Number and percentage of entering degree or certificate-seeking undergraduate students enrolling from fall-to-spring and fall-to-fall at an institution of higher education by institution type (two-year; four-year research, very high activity; all other four-year), student entry status, race/ethnicity, gender, age groups, Pell status (at time of entry), and remedial status (at time of entry).

Numerator: Number of students in cohort (denominator) enrolling in the next consecutive spring and the next consecutive fall semester, or who have been identified as transferring to another institution or graduating from the institution.

Denominator: Number of entering first-time degree or certificate-seeking undergraduate students enrolling in the fall semester of a specified academic year. (Dual enrollment and post-baccalaureate students should not be included in this cohort)

Years to Collect/Report:

1. Two-Year Public Institutions

For two-year public institutions of higher education, the cohorts for first-time, full-time; first-time, part-time; and transfer students at entry are established with the students entering in the fall semester 2011. These students are followed and reported on annually for four years.

2. Four-Year Public Institutions

For four-year public institutions of higher education, the cohorts for first-time, full-time; first-time, part-time; and transfer students at entry are established with entering students in the fall semester 2009. These students are followed for six years.

Notes on Collection and Reporting:

The metric should be produced for the state and each public institution of higher education within the state. For a public institution of higher education retention rate, the student must be retained at that specific institution to be counted in the numerator. For retention rates at the state level, the student can be counted in the numerator regardless of where that student started (for states with longitudinal databases that allow for such tracking of students and/or states that use the National Student Clearinghouse).

For institutions using a quarterly academic calendar, the fall-to-spring semester retention rate should be operationalized as fall quarter to following spring quarter (skipping the winter quarter).

Student status (full-time, part-time, transfer) is identified at time of entry to the public institution of higher education.

Data should be unduplicated at state level. States unable to unduplicate at the state level should note that fact in the comment box.

Students should not be duplicated across the three categories. Please categorize students as transferred or graduated based on the outcome they achieved first.

First-time degree seeking students enrolling in coursework in the summer term immediately prior to the fall term should be considered as part of the full-time first-time fall cohort used for the denominator if they are enrolled in 12 or more credit hours in the fall term.

Fall to Spring retention numbers are optional after the first year.

Progress Metric 6: Course Completion

Purpose: To determine the proportion of attempted credit hours being completed by entering undergraduate students at public institutions of higher education.

Definition: Percentage of credit hours completed out of those attempted by entering degree or certificate-seeking undergraduate students annually and disaggregated by student entry status. (Dual enrollment and post-baccalaureate students should not be included in this cohort)

Numerator: Number of credit hours awarded to entering undergraduate students at the end of a specified academic year.

Denominator: Number of credit hours degree or certificate-seeking entering undergraduate students enrolled in during the same academic year.

Years to Collect/Report: Students entering in the fall semester 2014.

Notes on Collection and Reporting:

The metric should be produced for the state and each public institution of higher education within the state.

Separate metrics should be reported for two-year institutions, four-year very high research institutions, and all other four-year institutions.

Student status (full-time, part-time, transfer) is identified at time of entry to the institution of higher education.

Conversion of Quarter Credit Hours to Semester Credit Hours

Credits should be reported as semester credit hours. States and institutions using the quarter system should divide quarter hours by 1.5 to convert to semester hours prior to reporting.

CONTEXT METRICS

These metrics are calculated at the state and institutional levels from annual degree production and overall enrollment or state population data. These metrics help to inform state policymakers of the overall effectiveness of the state's higher education system, and help to place the outcome and progress measures in context.

Context Metric 1: Enrollment

Purpose: To determine the number of undergraduate students enrolling at institutions of public higher education and to measure changes in enrollment over time, overall, and for specific subgroups.

Definition: Annual unduplicated number of undergraduate students enrolled over a 12-month period at public institutions of higher education, disaggregated by entry and attendance status during the 12-month period (first-time or continuing students enrolling full-time, first-time or continuing students enrolling part-time, entering transfer students enrolling full time, or entering transfer students enrolling part-time), race/ethnicity, gender, age, Pell recipient status during enrollment period, and remedial status. Enrollment should be reported for each public institution and aggregated by sector. (Dual enrollment and post-baccalaureate students should not be included in this count)

Years to Collect/Report: Academic Years 2009-10 and 2014-15.

Notes on Collection and Reporting:

The metric should be produced for the state and for each institution of higher education in the state.

High school students enrolled in postsecondary courses for credit should not be included.

Students should not be included in both the transfer category and the first-time and continuing category.

Context Metric 2: Completion Ratio

Purpose: To determine the proportion of certificates (of at least 1 and less than 2 academic years in length) and undergraduate degrees awarded relative to undergraduate student enrollment at public institutions of higher education.

Definition: Annual ratio of undergraduate degrees and certificates (of at least 1 and less than 2 years in length) awarded per 100 full-time equivalent (FTE) undergraduate students (disaggregated by institution type (two-year; four-year research, very high activity; all other four-year). (Dual enrollment students should not be included in this count)

Numerator: Number of undergraduate degrees and certificates (of at least 1 and less than 2 years in length) awarded in a specified year. (This is a duplicated count)

Denominator: Number of full-time equivalent (FTE) undergraduate students in the same year.

Years to Collect/Report: Academic Year 2014-15 (for both the numerator and denominator).

Notes on Collection and Reporting:

The metric should be produced for the state and for each institution of higher education in the state.

Full-time, part-time, and transfer students should be included.

This metric is not a calculation of cohort survival rate.

Definitions of Data Elements and Disaggregation Categories

(Special note on disaggregation: For all metrics, the standard rule of non-disclosure of personally identifiable information applies. States and institutions should not publicly report disaggregated data that pertain to a sample size (N) of 10 or fewer students.)

Academic year

An academic year includes a summer, fall, winter, and spring term but not necessarily in that order.

Age groups

Date of birth as reported by student in the following age bands:

- 17-19 years old
- 20-24 years old
- 25 and older
- Unknown

As with age of majority, age is not rounded up: a student is 19 years old until his/her 20th birthday, and a student is 24 years old until his/her 25th birthday.

Awards

Associate's degree

An award (associate of arts or associate of science) 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 cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

Certificate/Diploma (less than one academic year) of Economic Value with Industry Certification or Licensure

An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) of less than one full-time equivalent academic year in program length, and leading to an industry-recognized credential or certification of proven economic value.

Certificate/Diploma (at least one but less than two academic years in program length)

An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least one full-time equivalent academic year but fewer than two full-time equivalent academic years, or designed for completion in at least 30 semester or trimester credit hours, or in at least 45 quarter credit hours, or in at least 900 contact or clock hours, by a student enrolled full time.

Certificate/Diploma (at least two but less than 4 academic years)

An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least two full-time equivalent academic years but fewer than four full-time equivalent academic years.

Credit

Credit hour

A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Credit hour (attempted)

The total number of student credit hours attempted in a specified academic term.

Credit hour (completed)

The total number of credits earned in a specified academic term.

For the CCA/NGA metrics, all quarter system credit hours should be converted to semester credit hours by dividing quarter credit hours by 1.5 prior to reporting.

Degree/certificate-seeking students

Students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.

Discipline

The following degree categories are based on the two-digit Classification of Instruction Programs (CIP) codes defined by the National Center for Education Statistics. When providing data by discipline, aggregate up to the subcategory and report by subcategory (i.e., Education, Arts & Humanities, etc) as follows:

Education

13 Education

Arts and Humanities

- 5 Area, ethnic, cultural, and gender studies
- 16 Foreign languages, literatures, and linguistics
- 23 English language and literature/letters
- 24 Liberal arts and sciences, general studies and humanities
- 30 Multi/interdisciplinary studies
- 38 Philosophy and religious studies
- 39 Theology and religious vocations
- 50 Visual and performing arts
- 54 History

Social and Behavioral Sciences and Human Services

- 19 Family and consumer sciences/human sciences
- 25 Library science
- 31 Parks, recreation, leisure, and fitness studies
- 42 Psychology
- 44 Public administration and social service professions
- 45 Social sciences

Science, Technology, Engineering, and Math (STEM)

- 1 Agriculture, agriculture operations, and related sciences.
- 3 Natural resources and conservation
- 4 Architecture and related services
- 11 Computer and information sciences and support services.
- 14 Engineering
- 15 Engineering technologies/technicians
- 26 Biological and biomedical sciences
- 27 Mathematics and statistics
- 29 Military technologies
- 40 Physical sciences
- 41 Science technologies/technicians

Business and Communication

- 9 Communication, journalism, and related programs
- 10 Communications technologies/technicians and support services
- 52 Business, management, marketing, and related support services

Health

- 51 Health professions and related clinical sciences

Trades

- 12 Personal and culinary services
- 22 Legal Professions and Studies
- 43 Security and protective services
- 46 Construction trades
- 47 Mechanic and repair technologies/technicians
- 48 Precision production
- 49 Transportation and materials moving

First-time student (undergraduate)

A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term (including summer bridge enrollment), and students who entered with advanced standing (college credits earned before graduation from high school).

First-year college course (also referred to as college-level or gateway college course)

The first credit-bearing college course in English or math that applies to course requirements for a certificate or degree.

Full-time equivalent student (FTE)

The preferred FTE calculation is the IPEDS definition based on instructional activity. The number of FTE students is calculated based on the credit and/or contact hours reported by the institution on the IPEDS 12-month enrollment (E12) component and the institution's calendar system, as reported on the Institutional Characteristics (IC) component. For institutions with continuous enrollment programs, FTE is determined by dividing the number of contact hours attempted by 900.

For institutions that do not have credit or contact hour information from which to generate the instructional-based FTE, the default FTE calculation should be as follows:

$$\text{Full-time annual unduplicated headcount} + \frac{\text{Part-time annual unduplicated headcount}}{3}$$

Gender

Sex (male or female or unknown) reported by the student.

Graduation rate

This rate follows closely the rate required of institutions for disclosure and/or reporting purposes under Student Right-to-Know Act. This rate is calculated as the total number of completers within 100%, 150%, and 200% of normal time divided by the cohort.

Institution of higher education

Two-year institution (also referred to as community college)

A postsecondary institution that offers programs of at least 2 but less than 4 years' duration. Those institutions that historically have offered and awarded programs of at least 2 years, but recently have added programs of 4 years should be included as long as the majority of degrees awarded still are for programs of at least two years but less than four years duration. Includes occupational and vocational schools with programs of at least 1800 hours and academic institutions with programs of less than 4 years. Does not include bachelor's degree-granting institutions where the baccalaureate program can be completed in 3 years.

Four-year institution

A postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level. Does not include institutions that historically have offered and awarded programs of 2 years or less, but now offer programs of 4 years, if the majority of the degrees awarded still are for programs of at least two years but less than four years duration.

Four-year Institution—Research University, Very High Activity

A postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level and is classified by the Carnegie Foundation classification system as RU/VH or Research University, Very High Activity.

All Other Four-Year Institutions

A postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level and NOT classified by the Carnegie Foundation classification system as RU/VH or Research University, Very High Activity.

Pell recipient

Undergraduate postsecondary student who qualifies and receives grant assistance through the Higher Education Act of 1965, Title IV, Part A, Subpart I, as amended.

Pell recipient at entry

An undergraduate student is considered a Pell recipient at entry if the student received a Pell grant within the first year of entry at a given institution of higher education.

Pell recipient at any time

An undergraduate student is considered a Pell recipient at any time if the student received a Pell grant at any time during the student's undergraduate tenure.

Race/ethnicity

Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.

Note about race/ethnicity data codes: For all categories the template collects based on the new IPEDS categories. In areas such as graduation rate, retention, and other metrics that track a cohort of students, states may have to map the old race/ethnicity codes to the new ones. The Association For Institutional Research provides guidance on how to map these categories here: <http://airweb.org/page.asp?page=1502>
States should crosswalk Asian/Pacific Islander to the new categories, Asian or Native Hawaiian or Other Pacific Islander based on the majority of students in the Asian/Pacific Islander category, if known.

New Categories (1997 OMB)

A new methodology was developed in 1997 by OMB to be used in reporting race/ethnicity. Individuals are asked to first designate ethnicity as:

Hispanic or Latino or
Not Hispanic or Latino

Second, individuals are asked to indicate one or more races that apply among the following:

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

Hispanic or Latino (new definition)

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

American Indian or Alaska Native (new definition)

A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian (new definition)

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American (new definition)

A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander (new definition)

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White (new definition)

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Two or More Races

A person who is not of Hispanic origin and who indicates having origins in two or more races.

Other descriptive categories

Nonresident alien

A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. NOTE - Nonresident aliens are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories. Resident aliens and other eligible (for financial aid purposes) noncitizens who are not citizens or nationals of the United States and who have been admitted as legal immigrants for the purpose of obtaining permanent resident alien status (and who hold either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival/Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian) are to be reported in the appropriate racial/ethnic categories along with United States citizens.

Race and ethnicity unknown

This category is used only if the person did not select EITHER a racial or ethnic designation.

Remedial courses

Instructional courses (also called developmental education) designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. Remedial course credits do not count toward the certificate or degree requirements for a program of study.

Corequisite Remediation

A course design in which students who are assessed below college-ready in math, English or Reading are enrolled in a first-year college course and receive additional academic support or otherwise are instructed in college-level content and receive additional academic support concurrently with the college-level material. The model ensures that a student has the opportunity to complete a college-level gateway course within one academic year.

Acceptable models would include the following:

Single semester models that:

- Co-enroll students in the first year college course and a related remedial course in the same semester (ex. Coenroll in first year college English course and associated remedial English course).
- Enroll students in first year college courses that add an additional hour of instruction for remedial students.
- Enroll students in first year college courses that add a required lab or mandatory tutoring for remedial students.
- Enroll students in a single first year college courses that accelerate students through remedial content for a portion of a semester, followed by accelerated Instruction in the content in the first-year college course.

Two semester models that:

- Enroll students in first year college course and stretch the instruction of college-level material and remedial content over two semesters.
- A remedial course strictly aligned to the first year college course and that includes college-level content and results in the student enrolling in the first year college course in the subsequent semester. (ex. Carnegie Statway/Quantway, Dana Center New Math Pathways, California Acceleration Project).

Remedial status (at time of entry)

Remedial status at time of entry as a disaggregation category is determined by whether the student enrolled in a remedial course within the first year of entry, including summer bridge programs, at a given institution of higher education. (Summer bridge students should be included in the fall cohort.)

Remedial status (at any time)

Remedial status at any time as a disaggregation category is determined by whether a student enrolled in a remedial course in any subject at any time during their enrollment in postsecondary institutions.

Retention rate

(Fall-to-spring)

A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the consecutive spring semester (or, for institutions on a quarter-based academic calendar, the following spring quarter). For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the following spring term.

(Fall-to-fall)

A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

Student Status

Full-time student

Undergraduate—A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.

Part-time student

Undergraduate—A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term.

Transfer at entry

At the campus level, a student entering the reporting institution for the first time but known to have previously attended a postsecondary institution. The student may transfer in with or without credit and/or a degree award.

At the state level, a student who has previously attended a postsecondary institution **outside** of the state, or who previously attended a **non-public institution within** the state, or who moved from a lower-level program into a bachelor’s program (or vice versa from a bachelor’s to an associate’s program) **anywhere in the state or within the same postsecondary institution.**

The student may transfer in with or without credit and/or a degree award. Students entering the institution directly from high school who earned dual credit or Advanced Placement credit or any other type of college credit while enrolled in high school should not be considered transfer students at entry. Instead, they should be included as “first-time” students.

Undergraduate

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

Cohort Year Matrix

	2016				2017			
Outcome 1		<u>Yr 1</u>	<u>Yr 2</u>			<u>Yr 1</u>	<u>Yr 2</u>	
Degree Production		2008-09	2013-14			2009-10	2014-15	
Outcome 2	<u>Entry</u>	<u>100%</u>	<u>150%</u>	<u>200%</u>	<u>Entry</u>	<u>100%</u>	<u>150%</u>	<u>200%</u>
Graduation Rates								
Certificate	Fall 10	Aug 12	Aug 13	Aug 14	Fall 11	Aug 13	Aug 14	Aug 15
Associate's	Fall 10	Aug 12	Aug 13	Aug 14	Fall 11	Aug 13	Aug 14	Aug 15
Bachelor's	Fall 08	Aug 12	Aug 14	Aug 16*	Fall 09	Aug 13	Aug 15	Aug 17*
Outcome 2A								
Bachelor's				Aug 15				Aug 16
Outcome 3		<u>Start</u>	<u>End</u>			<u>Start</u>	<u>End</u>	
Transfer Out (2-yr only)		Fall 10	Aug 14			Fall 11	Aug 15	
Outcome 4								
Credits and Time to Degree		2013-14				2014-15		
Progress 1-3								
Enrollment in Remedial Education		Fall 12	Aug 14			Fall 13	Aug 15	
Success in Remedial Education		Fall 12	Aug 14			Fall 13	Aug 15	
Success in Gateway College Courses		Fall 12	Aug 14			Fall 13	Aug 15	
Progress 4		<u>Start</u>	<u>End</u>			<u>Start</u>	<u>End</u>	
Credit Accumulation		Fall 12	Aug 13			Fall 13	Aug 14	
Progress 5		<u>Start</u>	<u>End</u>			<u>Start</u>	<u>End</u>	
Retention Rates								
2-yr		Fall 10	Aug 14			Fall 11	Aug 15	
4-yr		Fall 08	Aug 14			Fall 09	Aug 15	
Progress 6		<u>Start</u>	<u>End</u>			<u>Start</u>	<u>End</u>	
Course Completion		Fall 13	Aug 14			Fall 14	Aug 15	
Context 1		<u>Yr 1</u>	<u>Yr 2</u>			<u>Yr 1</u>	<u>Yr 2</u>	
Enrollment		2008-09	2013-14			2009-10	2014-15	
Context 2								
Completion Ratio (num & denom)		2013-14				2014-15		