



Table 1. Comparison of Basic Terms for IPEDS, WSCUS, FEDERAL AID and LLU¹

TERMINOLOGY	IPEDS DEFINITION ²	WSCUC DEFINITION ³	FEDERAL AID DEFINITION	LLU DEFINITION
<p>Academic Year</p>	<p>The period of time generally extending from September to June; usually equated to 2 semesters or trimesters, 3 quarters, or the period covered by a 4-1-4 calendar system.</p> <p>Note this from IPEDS: A summer session is shorter than a regular session and is not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have two or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.</p>	<p>The institution's published scheduling arrangement for classes, i.e., quarter, semester, trimester, summer, intersession, etc.</p> <p>This allows each institution to specify its own academic calendar year.</p>	<p>34 CFR 668.3</p> <p>CFR = Code of Federal Regulations</p>	<p>LLU standard term academic year is defined as a quarter calendar system starting summer quarter the previous year to the spring quarter the following year :</p> <p>Summer (previous year) .01 Fall (previous year) .02 Winter (year displayed) .03 Spring (year displayed) .04</p> <p>EXAMPLE: Standard term Academic Year 2012</p> <p>201201= Summer 2011 201202= Fall 2011 201203= Winter 2012 201204= Spring 2012</p>

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Program	A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.	<p>1. a systematic, usually sequential, grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field;</p> <p>2. sometimes refers to the total educational offering of an institution.</p>	34 CFR 600.2 Educational Program	<p>Degree programs regularly have special/unique admissions criteria, 50% difference in content/curricula between other programs, and the degree noted on transcript and diploma.</p> <p>See Appendix for full guidelines for “Program and Related Terms” (2009)</p> <p>LLU has <i>four</i> types of programs: Standard term, Non-standard term, Clock hour and Credit hour Programs.</p>
Cohort	<p>A specific group of students established for tracking purposes.</p> <p>For the Graduation Rates component of IPEDS, the initial cohort is defined as all students who enter an Institution as full-time, first-time degree/certificate-seeking students during either (1) the fall term of a given academic year, or (2) between September 1st and August 31st of the following year.</p>	<p><i>Fall Cohort:</i> A group of students matriculating in the Fall term of a given year. Each Fall cohort is established at the time of an institution’s Fall census.</p> <p><i>Annual Cohort:</i> A group of students matriculating at any time during the 12 month period from August 1 through July 31</p> <p>Entering cohorts are used to track graduation rates. Fall cohort (Fall to Fall) or Annual cohort (Aug 1 – July 31).</p>	<p>Note: UG students only receive financial aid until 150% of the time required for the degree. If it takes longer for them to finish, they will not receive any more federal financial aid.</p> <p>34 CFR 688.45(3)(1)</p>	<p>LLU cohort is a functional, analytic unit <i>defined for each program</i> for specific meaning, flexibility, and transparency. A program cohort can be defined as beginning once a year, anytime a student is admitted during the year, or every quarter—whatever is most useful to portray a program cohort.</p> <p>Cohort names are made up of a series of numbers that include department code, degree code, 2-digit year, and 1-digit term.</p> <p>It will be important for program directors to understand how the</p>

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		Exiting cohorts are used to track Time-to-degree.		<p>program cohort is made.</p> <p>University Records has developed further explanation to be used when determining student success for a particular cohort. “Cohort Processing” found on the OEE website. It is expected that program directors collaborate with University Records to determine cohorts correctly so that the same definition is used by all for that particular program.</p>
Ethnicity & Race	<p>Individuals are asked to first designate ethnicity as:</p> <ul style="list-style-type: none"> • Hispanic or Latino or • Not Hispanic or Latino <p>Second, individuals are asked to indicate all races that apply among the following:</p> <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian • Black or African American • Native Hawaiian or Other Pacific Islander 	No categories found	None found	<p>On the online application, LLU uses categories of:</p> <ul style="list-style-type: none"> • Hispanic or Latino • Non-Hispanic or Latino • American Indian or Alaska Native • Asian <ul style="list-style-type: none"> • Chinese • Cambodian • Filipino • Asian Indian • Japanese • Korean • Malaysian • Other • Pakistani • Thai • Vietnamese • Black or African American

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	<ul style="list-style-type: none"> • White 			<ul style="list-style-type: none"> • Native Hawaiian or Other Pacific Islander • Caucasian • Middle Eastern
<p>Enrollment Status (FT/PT)</p>	<p>Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits.</p> <p>It can be inferred IPEDS wants data on FT/PT as this definition from IPEDS on Entering status applies:</p> <p>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</p>	<p>FT: An undergraduate student enrolled for 12 or more semester or quarter credits in the first term as a matriculated student.</p> <p>PT: An undergraduate student enrolled for fewer than 12 semester or quarter credits in the first term as a matriculated student.</p>	<p>Regarding independent study credits—students cannot get financial aid for those credits.</p> <p>NSLDS definition: Undergraduate FT = at least 12 units $\frac{3}{4}$ = 9-11.5 units $\frac{1}{2}$ = 6-8.5 units Less than $\frac{1}{2}$ = .05-5.5 units</p> <p>Graduate FT= at least 8 units $\frac{3}{4}$ = 6 - 7.5 units $\frac{1}{2}$ = 4-5.5 units Less than $\frac{1}{2}$ = .05-3.5 units</p> <p>34 CFR 668.2</p>	<p>A student classified as enrolled in the <i>first term of the program</i>, as a matriculated student using the categories below:</p> <p>Undergraduate FT = at least 12 units $\frac{3}{4}$ = 9-11.5 units $\frac{1}{2}$ = 6-8.5 units Less than $\frac{1}{2}$ = .05-5.5 units</p> <p>Graduate FT= at least 8 units $\frac{3}{4}$ = 6 - 7.5 units $\frac{1}{2}$ = 4-5.5 units Less than $\frac{1}{2}$ = .05-3.5 units</p>

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	undergraduates entering in the fall.			
<p align="center">Satisfactory Academic Progress (SAP)</p>		<p>(Could not find a definition with a non-exhaustive search)</p>	<p>Students need to make satisfactory academic progress in order to continue receiving federal student aid. In other words, you have to make good enough grades, and complete enough classes (credits, hours, etc.), to keep moving toward successfully completing your degree or certificate in a time period that's acceptable to your school.</p> <p>34 CFR 668.34</p>	<p>SAP⁴ is defined as: Undergraduate students must maintain a cumulative G.P.A. of 2.0, and maintain a cumulative completion rate equal to or exceeding two-thirds (67 percent) of the units attempted. Transfer units are used when calculating pace. A period that is no longer than 150 percent of the published length of the chosen educational program, as measured in credit hours (or in clock hours required and expressed in calendar time).</p> <p>Graduate students must maintain a cumulative G.P.A. of at least 3.0, and maintain a cumulative completion rate equal to or exceeding two-thirds (67 percent) of the units attempted. Transfer units are used when calculating pace. Progress toward degree completion for programs with a limited or no research component--the total units required for the program are divided by the length of the program, expressed in academic terms. For research-intensive programs, each program</p>

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				<p>establishes the percentage of units a student must complete by the midpoint and three-quarter point of the time allotted for the degree.</p> <p>For professional practice doctorates, the required G.P.A. is specified for each program. All professional practice doctoral degrees are block programs requiring the student to enroll full time.</p>

Note: Visit LLU Student Success index page for other resources on student success, including “Table 2. Comparison of Traditional Student Success Indicators for IPEDS, WSCUC, Federal Aid, and LLU” for definitions on on-time graduation/completion rate, retention rate, and Time-to-degree rates used at LLU.

¹This table was developed by the University Student Success Committee to help LLU comply with Federal, State, and Regional Accreditation regulations:

- Federal regulations on transparency:
 - Student Right-to-Know Act of 1990: The Student Right-to-Know Act of 1990 (P.L. 101-542), Title I, Section 103 requires institutions eligible for Title IV funding to calculate completion or graduation rates of certificate - or degree-seeking, first-time, full-time students entering that institution, and to disclose these rates to all students and prospective students. The SRKA was amended by the Higher Education Amendments of 1991 and further by the Higher Education Technical Amendments of 1993 and 1999. The final regulations require an institution that participates in any student financial assistance program under Title IV of the Higher Education Act of 1965, as amended, to disclose information about graduation or completion rates to current and prospective students.
 - Higher Education Opportunity Act of 2008 requires universities participating in Title IV federal student aid programs to disclose institutional student success rates for the four most recent years, and also required 2-year degree granting institutions to also have to report student success. Section 101 of the Higher Education amendments of 1965 (P.L. 105-244) requires that NCES collect the following information about undergraduate students from institutions of higher education: tuition and fees, cost of attendance, the average amount of financial assistance received by type of aid, and the number of students receiving each type.

- Section 132 of the Higher Education Opportunity Act of 2008 (P.L. 110-315) requires that NCES make the following consumer information about postsecondary institutions available on the [College Navigator](#) college search web site: the institution’s mission statement; a link to the institution’s website that provides, in an easily accessible manner, information on student activities, services for individuals with disabilities, career and placement services, and policies on transfer of credit; admissions rates and test scores; enrollment by race and ethnicity, gender, enrollment status, and residency; number of transfer students; students registered with the disability office; retention rates; graduation rates within normal time of program completion and 150% and 200% of normal time; number of certificates and degrees awarded, and programs with the highest number of awards; student-to-faculty ratio and number of faculty and graduate assistants; cost of attendance and availability of alternative tuition plans; average grant aid and loans, and number of students receiving such aid, by type; total grant aid to undergraduates; number of students receiving Pell Grants; three years of tuition and fees and average net price data; three years of average net price disaggregated by income; a multi-year tuition calculator; College Affordability Lists and reports; Title IV cohort default rate; and campus safety information. Some of these items will be phased in over a 5-year period from passage of the bill. State spending charts and a link to Bureau of Labor Statistics information on starting salaries are also required.
- Because LLU is a transfer in school for undergraduate students, they were not required to report these indicators. However, in 2015, representatives from DOE convened (called IPEDS TRP 40), and suggested requiring institutions to report outcome measures for FOUR YEARS on non-first time students. NCES received approval and now institutions are required to report these numbers to IPEDS. IPEDS data is shared publicly.
- For questions on reporting of small cohorts, please review FAQs on meeting requirements of the SRKA (1990) that help answer questions regarding small cohorts, transfers, and normal time.
<https://surveys.nces.ed.gov/ipeds/VisFaqView.aspx?mode=reg&id=5&show=all#906>
- California regulation on transparency:
 - Education Code (CEC) section 69433.2 requires Cal Grant participating institutions to annually report to the California Student Aid Commission (Commission) the following data for their undergraduate programs: a) Enrollment, persistence, and graduation data for all students, including aggregate information on Cal Grant recipients, and b) The job placement rate and salary/wage information for students in programs that are either designed or advertised to lead to a particular type of job, or advertised or promoted with any claim regarding job placement.
- WSCUC Standard on transparency:
 - Colleges and universities have been under increasing pressure to become more accountable for student academic achievement; to be more transparent in reporting the results of accreditation; and to demonstrate their contribution to the public good... These factors lie behind the WSCUC Commission’s decision to rebalance the dual role of accreditation to support both public accountability and institutional improvement (WSCUC Handbook, 2013, p. 3). Related CFRs from 2013 include:
 - CFR 1.2 Retention/graduation data and evidence of student learning *made public*

- CFR 1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion.
- CFR 2.7 Program review process includes SLOs, retention/graduation rates, licensing examination, and placement
- CFR 4.1 Quality-assurance processes in place to collect, analyze and interpret data, track results over time.
- CFR 4.2 Sufficient institutional research (IR) capacity; data disseminated Standard 3, p. 8 ‘Institutions are expected to operate in a transparent manner.’

IPEDS Definitions²: Taken from the Integrated Postsecondary Education Data System glossary at <http://nces.ed.gov/ipeds/glossary/>

WSCUC Definitions³: Taken from the Western Association of Schools and Colleges glossary at <http://www.WSCUCsenior.org/content/WSCUC-glossary>

SAP Definition⁴ was abbreviated from the full LLU Policy on Satisfactory Academic Progress, Code O-15, Section O “Student Financial Aid” <http://www.llu.edu/pages/handbook/administrativehandbook/>

This table was reviewed and endorsed by:

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