



LOMA LINDA UNIVERSITY

Table 2. Comparison of Traditional Student Success Indicators for IPEDS, WSCUC, FEDERAL AID, and LLU¹

TERMINOLOGY	IPEDS DEFINITION ²	WSCUC DEFINITION ³	FEDERAL AID DEFINITION	LLU DEFINITION
<p>Graduation/Completion Rates (GR/Com)</p> <p>100% 150% 200%</p>	<p>The Graduation Rates component identifies a cohort of full-time, first-time degree/certificate seeking undergraduate students who entered the institution in a particular fall term or year. Members of this entering cohort who complete their program of study within 150% of normal time to completion are counted in the institution’s graduation rate calculation. This 150% is considered on-time graduation/completion rate.</p> <p>The rate is displayed as aggregated total, and disaggregated by race/ethnicity and by gender.</p> <p>They also look at the rate of</p>	<p>Signifies that students are able to graduate, having completed all requirements for their degree; sometimes used as a synonym for “graduation.”</p> <p>Number of students entering the institution as full-time, first-time degree or certificate-seeking students in a particular year (entering cohort), and who complete their degree within a time period equal to one and one half times (150%) the normal time period for that degree. The rate is displayed as aggregated total, and disaggregated by race/ethnicity and by gender.</p> <p>Graduation rates data are collected on <i>entering</i> cohorts of students matriculating in each type of graduate degree</p>	<p>Normal time is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution’s catalog.</p> <p>The award year is a 12 month period from September 1 to August 31 of each year.</p> <p>34 CFR 668.45(b) 34 CFR 668.8(f)(4)</p>	<p>The number of students who <i>enter</i> the University with <i>full-time or part-time status</i> and are assigned to a University and program cohort, and who complete their degree within a time period equal to minimum expected (100%); normative time, and one and one-half times (150%) the normal time period for that degree; and two times (200%) the normal time period for that degree.</p> <p>The rate is displayed as an aggregated program total, and then disaggregated by FT/PT, race/ethnicity, by gender, then by race/ethnicity and by gender. Data is presented as a percentage of a total.</p> <p>Note: On time rate is equal to 150% of the published normal time.</p>

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	<p>students who transferred to other institutions.</p> <p>(IPEDS and WSCUC SAME)</p>	<p>between July 1-June 30. GR is calculated as the percent of students who have graduated within a specified time frame. Full-time, first-time degree and certificate-seeking graduate students.</p>		
Completions Component	<p>Completer: A student who receives a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred. The Completions component provides a count of the total number of undergraduate and graduate degrees and certificates awarded by the institution in the previous 12 months, regardless of when or where the student who earned the degree started his or her education, or whether the student started as a full-time or part-time student.</p>			<p>Completion rate (synonymous with graduation rate) is not to be confused with the IPEDS Completions component that reports the number of degrees awarded at the institution each year by field of study, level of award, race/ethnicity, and gender. The IPEDS completions component collects the number of students (e.g. completers) who earned awards between July to June of each year and has nothing to do with entering or exiting cohort student success rates.</p>
Retention Rate (RR)	<p>A measure of the rate at which students persist in their educational program at</p>	<p>A measure of the rate at which students from the <i>entering cohort</i> persist in their</p>	34 CFR 668.41	<p>A measure of the rate at which students assigned to an <i>entering cohort</i> are registered</p>

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	<p>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.</p> <p>Basically, Fall-to-fall for Full-Time, Part-Time first-time degree/certificate-seeking undergraduate students</p>	<p>educational program at an institution, expressed as a percentage. RR typically refers to the rate at which students return and re-enroll in college from semester to semester and year to year; retention rates from first to second year are of particular interest, since that is when the heaviest attrition is likely to occur. Data are disaggregated by enrollment status (PT/FT) if there is a sizeable number in PT status.</p> <p>RR includes only student who were enrolled at both times.</p> <p>Students on leave of absence (LOA) are excluded from RR calculations but are included in graduation rate calculations if they return</p> <p>Students who can officially be dropped from a cohort entirely or be included with another cohort are:</p> <ul style="list-style-type: none"> • Change in program <i>after</i> the first year. The student is dropped 		<p>during Fall quarter and return the following year during Fall quarter in their educational program at our institution, expressed as a percentage. LLU uses the WSCUC definition for inclusion and exclusion criteria.</p> <p>RR includes:</p> <ul style="list-style-type: none"> • Registered students • Withdrawals • Slowed progression (i.e., started FT but now PT) • Dropped from the program <p>Excluded students include those listed in the WSCUC definition.</p> <p>Nota bene: The institutional narrative must include a count of the students removed from degree cohorts and document the reasons for removing them (per WSCUC). WSCUC would also like for programs to identify their crucial retention points (when does your attrition occur)?</p>

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		<p>from the first cohort and is included in the second cohort and is tracked to graduation.</p> <ul style="list-style-type: none"> • Student accepts a compensatory degree rather than the degree of initial matriculation (i.e., abandons PhD and accepts a compensatory MS degree) • Death • Permanent disability • Active Duty Military Service • Federal Foreign Aid Service • Official Church Mission <p>(From WSCUC draft 2012, Documenting graduate student success in WSCUC region)</p>		
Attrition	A definition for attrition could not be found in the IPEDS glossary	A definition for attrition could not be found in the WSCUC glossary	A definition for attrition could not be found in the Federal regulations	Not developed
Time to Degree (TTD)	The 12-month reporting period is July 1-June 30.	Median elapsed TTD is tracked for <i>exiting</i> cohorts of		The time to degree is the median time necessary for a

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completions	<p>Normal time is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. This is typically four years for a bachelor's degree in a standard term-based institution, two years for an associate degree in a standard term-based institution, and the various scheduled times for certificate programs.</p> <p>Title 34 CRF 668.41</p>	<p>students who received each type of graduate degree between July 1-June 30. Median TTD is calculated as the calendar time elapsed between matriculation date and posted graduation degree.</p> <p>WSCUC² does not ask for TTD data for certification programs</p>	<p>34 CFR 668.41 Reporting and disclosure of information CFR = Code of Federal Regulations</p>	<p>student to complete all requirements for a degree or certificate according to the institution's catalog. This median is calculated based on the exiting cohort.</p> <p>The data displayed is an aggregated total for a program, and disaggregated by FT/PT, race/ethnicity, by gender, then by race/ethnicity and by gender.</p>

Note: Visit LLU Student Success index page for other resources on student success, including “Table 1. Comparison of Basic Terms for IPEDS, WSCUC, Federal Aid, and LLU” for definitions on academic year, program, cohort, ethnicity, enrollment status, and Satisfactory Academic Progress (SAP).

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 are 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>

This table was reviewed and endorsed by:

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