

NCES/IPEDS – Outcome Measures Survey

Measuring Student Outcomes of All Entering Students

The National Center for Educational Statistics (NCES) Graduation Rate Survey (GRS) has been criticized for not providing a complete view of all student outcomes through their group of surveys that make up the Integrated Post-secondary Educational Data Set (IPEDS). For example, the NCES/GRS report focuses only on first-time, first-term entering students and the graduation rate based on their intended degree as specified at the time of entry (e.g., an associate degree awarded to associate degree seekers and Bachelor's degrees awarded to Bachelor's degree seekers). The graduation rates did not report on any student who began their studies at an institution as a part-time or transfer student. In 2016, NCES added a new survey that would address some of the missing pieces of information that is not gathered through the IPEDS Graduation Rate or Graduation 200 Surveys. The new Outcome Measures (OM) survey compliments the GRS survey by providing additional insights into the post-secondary outcomes of students at a particular institution.

Process

An undergraduate student is placed into a research cohort group based upon their status during the first semester enrolled at an institution after high school graduation. These cohorts are based either on being a new student to higher education (or a "First-Time" student), or a "non-first time" or Transfer student (someone who began their post-high school college studies at another institution). These two categories of students have been further grouped based on "full-time" or "part-time" status at the time of enrollment. Once a student is placed into a cohort they will remain in that cohort for the duration of an 8 year tracking cycle. For example, a student who is a first-time, part-time student their first semester enrolled will remain in the first-time, part-time cohort even if they enroll as a full-time student in a future semester.

Utah System of Higher Education Results

Students are tracked for a total of eight years, with their completion and status being evaluated at six and then again at eight years. A student is considered a completer if they receive any certificate or degree from the reporting institution during the tracking period. At the end of the eight year tracking period, the student will be categorized into one of four categories 1) completer, 2) still enrolled at the initial institution, 3) subsequently enrolled at another institution, or 4) enrollment status unknown.

First-time Students

These are the students who entered having no prior college or university experience after graduation from high school. These students are classified as either full-time or part-time based on the number of credit hours the student attempted during their first full-semester. A full-time student will have attempted 12 or more credit hours during their first semester enrolled, a part-time student would have attempted fewer than 12 credits during their first semester enrolled.

The figures below (figure 1 & Figure 2) display the outcome status of each student based on their status at the end of the eight year tracking cycle. Figure 1 represents students who were full-time students their first semester enrolled; figure 2 contains the data for the students who began as part-time students. The columns represent each of the eight USHE institutions.

Figure 1 First Time, Full Time 2009-10 Entering Students by Institution

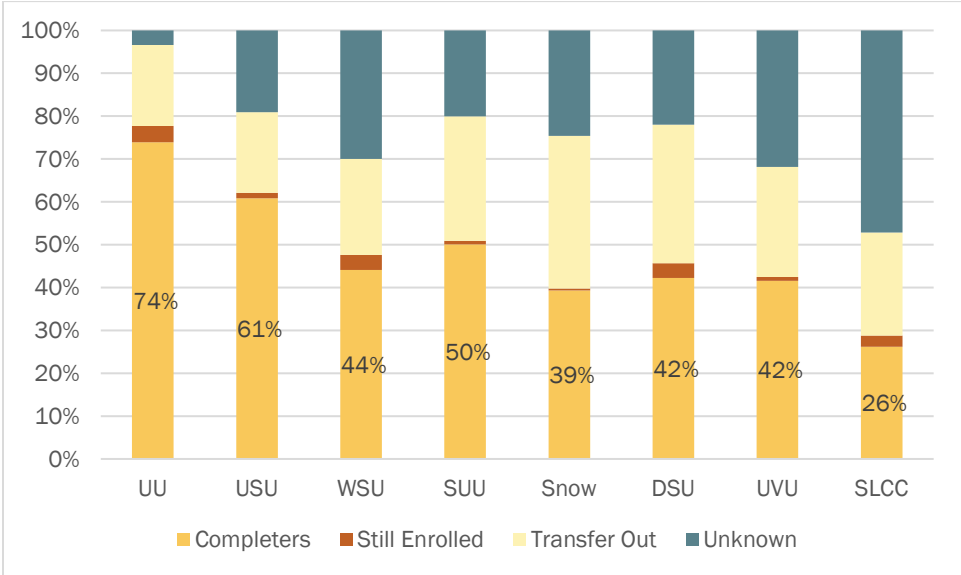
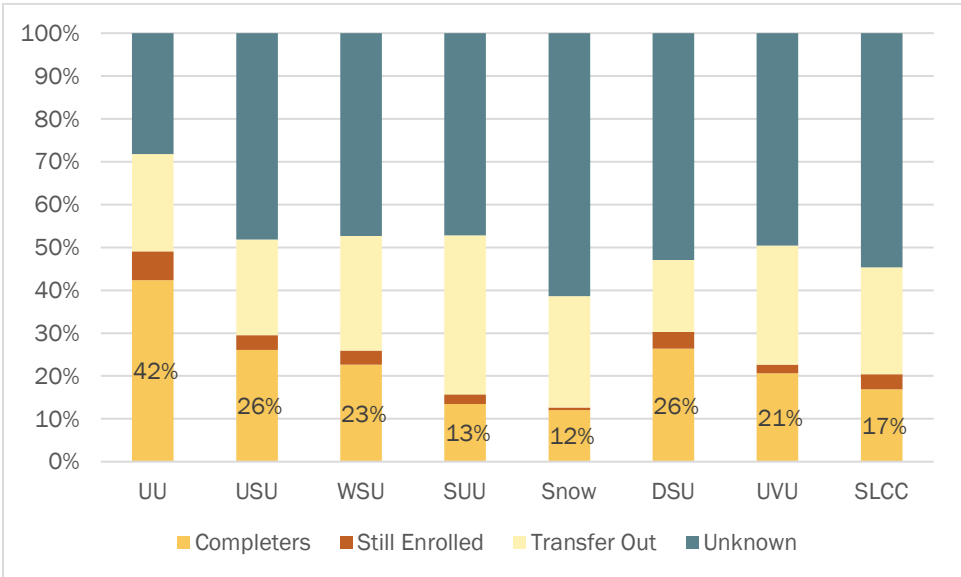


Figure 2 - First-time, Part-time 2009-10 Entering Students by Institution



Non-First Time Students

These are students that are traditionally referred to as “transfer” students. These students will have previously enrolled in another college or university after high school prior to their enrollment in the current reporting institution. These students will typically bring with them some prior earned college credits. Like the first-time

students, transfer students/non-first time students are grouped by full-time or part-time status based on the number of credits attempted during the first semester enrolled at the reporting institution.

Figure 3 - Transfer, Full-time 2009-10 Entering Students by Institution

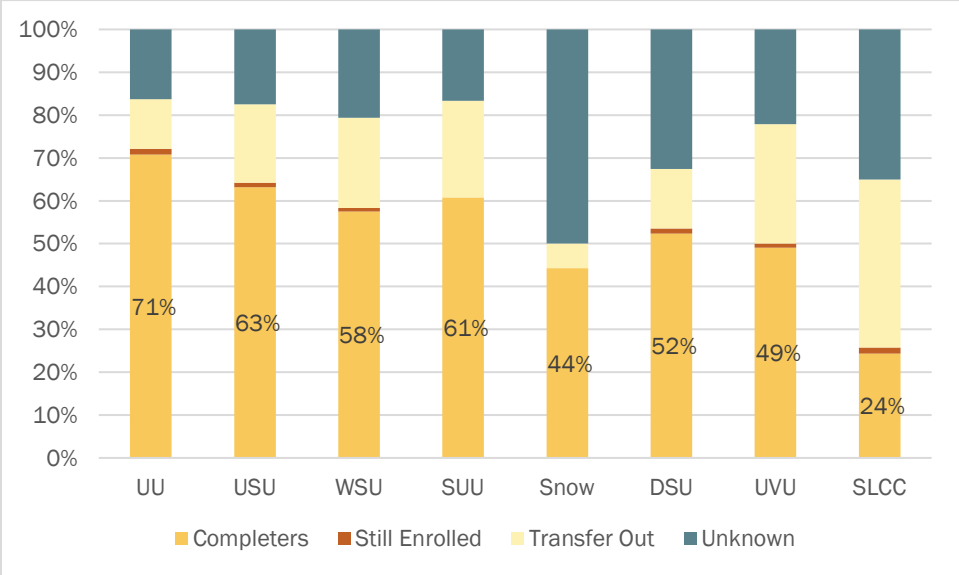
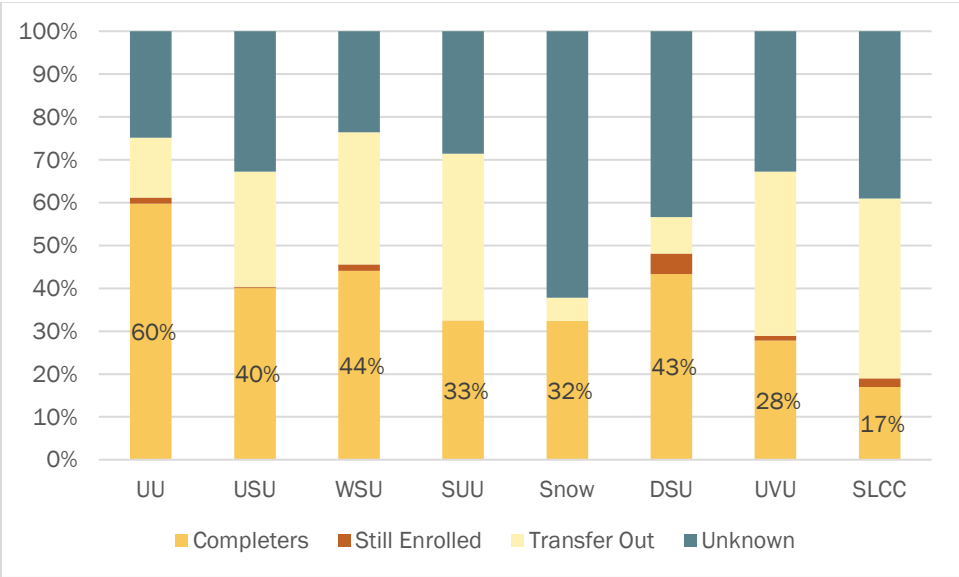


Figure 4 - Transfer, Part-time 2009-10 Entering Students by Institution



Pell Status - Entering Students

New for the 2017-18 Outcome Measures reporting year was the addition of sub-cohorts based whether or not a student received a Pell award during their first year enrolled at the institution. The Pell award is often used as a proxy to identify potentially low-income students. While the Pell award may be an indicator of a student from a low socio-economic status, it can also be impacted by a student’s age and/or marital status. For example, a student from a wealthy family who turns 23 or gets married will no longer be required to declare their parent’s income as a contributing factor to their economic need.

Figure 5 - Outcomes of 2009-10 Entering Students by Pell Status

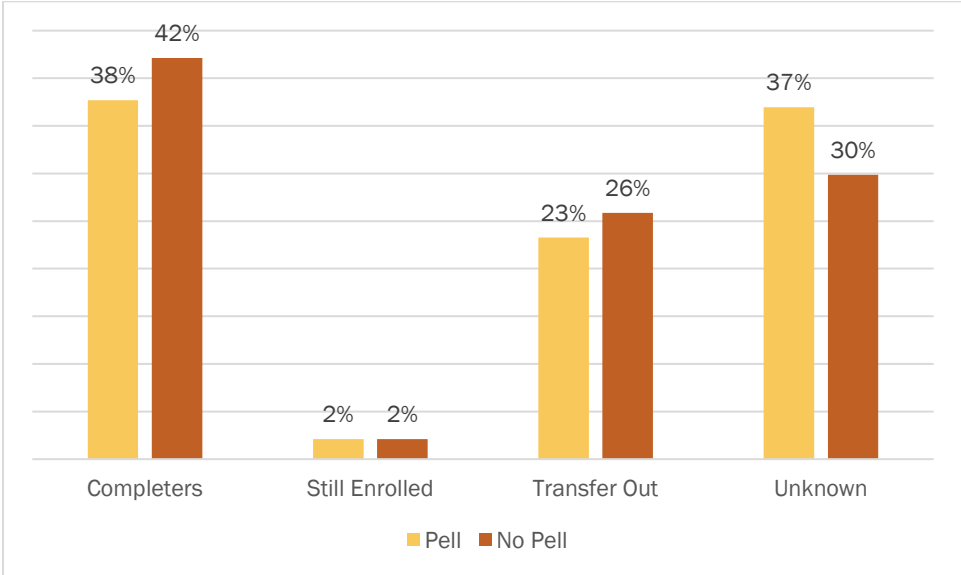
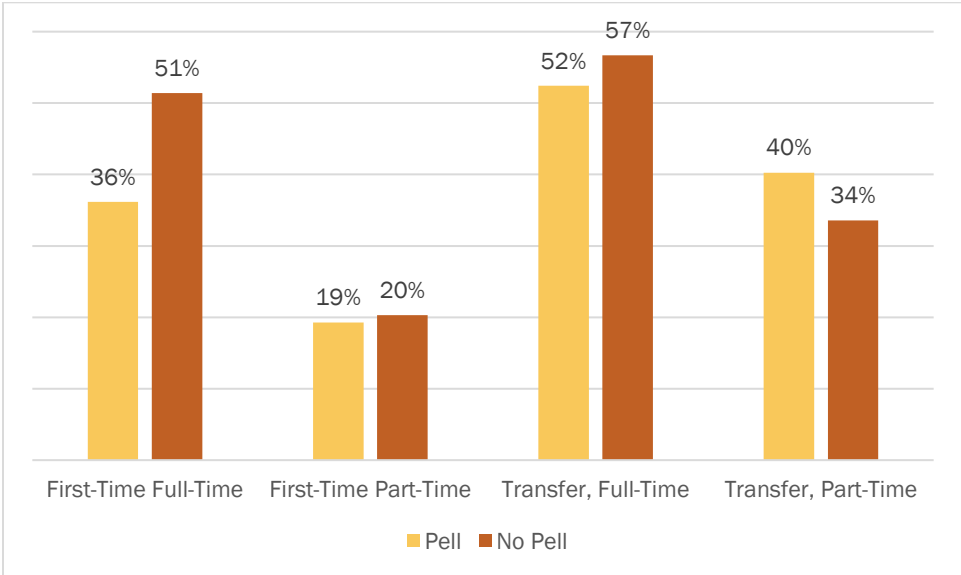


Figure 6 - Pell Status of 2009-10 Completers by Entry Status



Summary

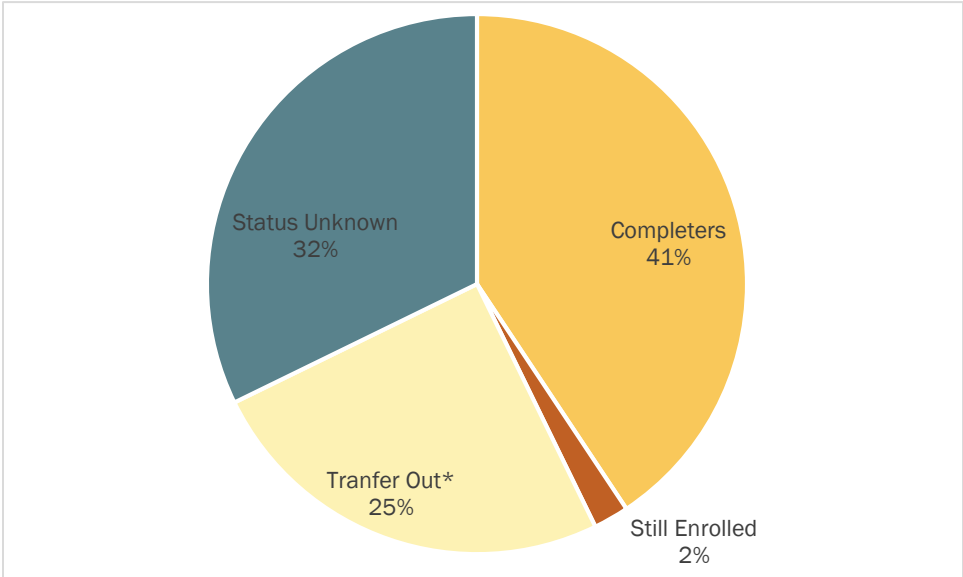
Overall, USHE students, both full-time and part-time, complete an award 41% of the time within 8 years of entering an institution. Considering that, on average, 2% of those students are still working on their award and 25% have transferred to a new institution (where they become an entering student to be tracked by the receiving school), then the USHE schools have on average a 68% success rate with 32% of students having a final “unknown” status. It should be noted that the unknown status of 32% of students does not mean that they did not complete an award, as they may have transferred to a school that does not share information with USHE or the National Student Clearinghouse (table 1, Figure 5).

Table 1 - USHE Combined Cohorts

USHE – 2009-10	Adjusted Cohort	Completers	Still Enrolled	Transfer Out*	Status Unknown	Total
First-Time Full-Time	18,573	46%	2%	25%	27%	100%
First-Time Part-Time	8,982	20%	3%	25%	52%	100%
Transfer, Full-Time	8,055	55%	1%	22%	22%	100%
Transfer, Part-Time	5,796	35%	2%	31%	33%	100%

USHE COHORT - 2008	N	Awards	Still Enrolled	Transferred out*	Status Unknown	Total
First-Time, Full-time	12,394	56%	3%	23%	18%	100%
First-time, Part-time	4,560	56%	3%	23%	18%	100%
Transfer Full-time	4,941	64%	1%	20%	14%	100%
Transfer Part-time	3,025	40%	2%	31%	27%	100%
USHE Entering Students	24,920	50%	3%	24%	23%	100%

Figure 7 - Percent of Student Outcomes for the USHE 2009-10
Entering Student Cohorts



*Some students who have transferred out of one USHE institution will join a new cohort at a receiving USHE institution as Transfer-In student.