



**Middle States Commission on Higher Education**

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# ANNUAL INSTITUTIONAL UPDATE

## DATA DICTIONARY

### PUBLIC INSTITUTIONS

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## General Information

### Website

#### Institution's internet website address

- **Source:** IPEDS, General Information
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** WEBADDR

**Definition:** Institution's internet website address

### Carnegie Class

#### Carnegie Classification 2005/2010: Basic

- **Source:** IPEDS Institutional Characteristics
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** CCBASIC

**Definition:** To ensure continuity of the classification framework and to allow comparison across years, the 2010 Classification update retains the same structure of six parallel classifications, initially adopted in 2005. They are as follows:

- Basic Classification (the traditional Carnegie Classification Framework)
- Undergraduate and Graduate Instructional Program classifications
- Enrollment Profile and Undergraduate Profile classifications
- Size & Setting classification.

These classifications provide different lenses through which to view U.S. colleges and universities, offering researchers greater analytic flexibility. These classifications are time-specific snapshots of institutional attributes and behavior based on data from 2008 to 2010, and collectively they depict the most current landscape of U.S. colleges and universities. Institutions might be classified differently using a different timeframe. Individual classifications are not updated with more recent data. \*\*\*Note- Carnegie classifications for IPEDS years 2005-2009, are the 2005 classifications, which were based on time-specific snapshots of institutional attributes and behavior based on data from 2003 to 2005. The Basic Classification is an update of the traditional classification framework developed by the Carnegie Commission on Higher

Education in 1970 to support its research program, and later published in 1973 for use by other researchers. Although this classification has undergone many changes over the years, the current release involves some significant changes from previous editions.

Note: Associate's Colleges includes institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees but excludes institutions eligible for classification as Tribal Colleges or Special Focus Institutions.

- Assoc/Pub-R-S: Associate's
- Public Rural-serving Small Assoc/Pub-R-M: Associate's
- Public Rural-serving Medium Assoc/Pub-R-L: Associate's
- Public Rural-serving Large Assoc/Pub-S-SC: Associate's
- Public Suburban-serving Single Campus Assoc/Pub-S-MC: Associate's
- Public Suburban-serving Multicampus Assoc/Pub-U-SC: Associate's
- Public Urban-serving Single Campus Assoc/Pub-U-MC: Associate's
- Public Urban-serving Multicampus Assoc/Pub-Spec: Associate's
- Public Special Use Assoc/PrivNFP: Associate's
- Private Not-for-profit Assoc/PrivFP: Associate's
- Private For-profit Assoc/Pub2in4: Associate's
- Public 2-year Colleges under Universities Assoc/Pub4: Associate's
- Public 4-year, Primarily Associate's Assoc/PrivNFP4: Associate's
- Private Not-for-profit 4-year, Primarily Associate's Assoc/PrivFP4: Associate's
- Private For-profit 4-year, Primarily Associate's Doctorate-granting Universities. Includes institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.) Excludes Special Focus Institutions and Tribal Colleges.
- RU/VH: Research Universities (very high research activity)
- RU/H: Research Universities (high research activity)
- DRU: Doctoral/Research Universities Master's Colleges and Universities. Includes institutions that award at least 50 master's degrees per year. Excludes Special Focus Institutions and Tribal Colleges.



- Master's/L: Master's Colleges and Universities (larger programs)
- Master's/M: Master's Colleges and Universities (medium programs)
- Master's/S: Master's Colleges and Universities (smaller programs)
- Baccalaureate Colleges. Includes institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or fewer than 20 doctoral degrees per year. Excludes Special Focus Institutions and Tribal Colleges.
- Bac/A&S: Baccalaureate Colleges
- Arts & Sciences Bac/Diverse: Baccalaureate Colleges
- Diverse Fields Bac/Assoc: Baccalaureate/Associate's Colleges Special Focus Institutions. Institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees is in a single field or set of related fields. Excludes Tribal Colleges.
- Spec/Faith: Theological seminaries, Bible colleges, and other faith-related institutions
- Spec/Medical: Medical schools and medical centers
- Spec/Health: Other health profession schools
- Spec/Engg: Schools of engineering
- Spec/Tech: Other technology-related schools
- Spec/Bus: Schools of business and management
- Spec/Arts: Schools of art, music, and design
- Spec/Law: Schools of law
- Spec/Other: Other special-focus institutions Tribal Colleges. Colleges and universities that are members of the American Indian Higher Education Consortium, as identified in IPEDS Institutional Characteristics.
- Not classified: Not classified under a Carnegie Classification

For a complete description and technical details visit the Carnegie Foundation Website at [www.carnegiefoundation.org/classifications/](http://www.carnegiefoundation.org/classifications/)

## Carnegie Size

### Carnegie Classification 2015: Size and Setting

- **Source:** IPEDS Institutional Characteristics
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** C15SZSET

**Definition:** The Size and Setting Classification describes institutions' size (student population) and residential character. Because residential character applies to the undergraduate student body, exclusively graduate institutions are not included. Size matters. It is related to institutional structure, complexity, culture, finances, and other factors. Residential or nonresidential character reflects aspects of the campus environment, student population served, and the mix of programs and services that an institution provides. Four-year institutions are divided into four categories of full-time equivalent (FTE\*) enrollment and three categories of residential character. Neither characteristic implies differences in the quality of undergraduate education, but an institution's location along the two continua generally corresponds to a distinctive mix of educational challenges and opportunities. Because few two-year institutions serve a residential population, these institutions are classified solely based on FTE enrollment. The residential character measure is based on two attributes: the proportion of degree-seeking undergraduates who attend full-time and the proportion living in institutionally-owned, -operated, or -affiliated housing. It is important to note the variety of situations of students who do not live in college or university housing. Some are true "commuting" students, while others may live with other students in rental housing on the periphery of campus, and still others are distance education students who rarely or never set foot on a campus.

\* FTE: Full-time equivalent enrollment was calculated as full-time plus one-third part-time.

\*\* On campus is defined as institutionally-owned, -controlled, or -affiliated housing. Classifications are time-specific snapshots of institutional attributes and behavior based on 2013-14 data.

For specific detail on each classification category and the methodology used go to <http://carnegieclassifications.iu.edu/definitions.php>

## Highest Degree

### Highest level of offering

- **Source:** IPEDS Institutional Characteristics Header, Part B2
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** HLOFFER

**Definition:** Highest level of offering:

- Postsecondary award, certificate or diploma of less than one academic year
- Postsecondary award, certificate or diploma of at least one but less than two academic years
- Associate's degree
- Postsecondary award, certificate or diploma of at least two but less than four academic years
- Bachelor's degree
- Postbaccalaureate certificate
- Master's degree
- Post-master's certificate
- Doctor's degree
- Other

## Control

### Institutional control or affiliation

- **Source:** IPEDS Institutional Characteristics Header, Part B1
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** CNTLAFFI

**Definition:** What is your institutional control or affiliation?

- **Public institution** - An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.
- **Private for-profit (profit-making) institution** - A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.
- **Private not-for-profit institution** - A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

## Calendar

### Calendar system

- **Source:** IPEDS Institutional Characteristics Header, Part B3
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** CALSYS

**Definition:** The predominant calendar system at the institution.

### Academic Reporting Method

- **Semester** - A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.
- **Quarter** - A calendar system in which the academic year consists of 3 sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.
- **Trimester** - An academic year consisting of 3 terms of about 15 weeks
- **4-1-4 or similar plan** - The 4-1-4 calendar consists of 4 courses taken for 4 months, 1 course taken for 1 month, and 4 courses taken for 4 months. There may be an additional summer session.

### Program Reporting Method

- **Differs by program** - A calendar system classification that is used by institutions that have occupational/vocational programs of varying lengths. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a 2-month program in January, March, May, September, and November; and a 3-month program in January, April, and October.
- **Continuous basis (every 2 weeks, monthly, or other period)** - A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

#### Hybrid/Mixed Reporting Method

- **Hybrid (Other academic calendar)** - Category used to describe "non-traditional" calendar systems at 4-year and 2-year degree-granting institutions. These can include schools that offer primarily on-line courses or "one course at a time".

### Religious Affiliation

#### Religious affiliation

- **Source:** IPEDS Institutional Characteristics Header, Part B1
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** RELAFFIL

**Definition:** Indicates religious affiliation (denomination) for private not-for-profit institutions that are religiously affiliated.

### Open admission policy

#### Open admission policy

- **Source:** IPEDS Institutional Characteristics Header, Part C2
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** OPENADMP

**Definition:** Does your institution have an open admission policy for all or most entering first-time degree/certificate seeking undergraduate-level students?

- Open admission - Admission policy whereby the school will accept any student who applies.
- First-time student (undergraduate) - A student attending any institution for the first time at the undergraduate level. Includes students enrolled in academic or occupational programs. Also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

## Catalog

### Catalog

- **Source:** Institution
- **Upload by:** Institution

**Definition:** Upload a digital/electronic version of the institution's catalog - PDF file preferred. If a digital or electronic copy is not available or you have more than one catalog, please upload a file with the link(s) to your institution's catalog(s).

## Multi-Campus Main Organization

### Name of multi-institution or multi-campus organization

- **Source:** IPEDS Institutional Characteristics, Part B7
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1SYSNAM

**Definition:** Name of multi-institution or multi-campus organization

A multi-institution or multi-campus organization includes organizations with two or more institutions or campuses. Non-postsecondary education agencies that govern or control institutions include, but are not limited to, public school districts, art organizations, hospitals and other medical/health organizations.

**Not** included are:

- coordinating systems
- single institution owner

- single institution corporate name
- single institution governing board
- consortia associations
- religious affiliation

## Institutional Context

### Fall Enrollment Headcounts

#### Total

##### Total enrollment

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** ENRTOT

**Definition:** Total men and women enrolled for credit in the fall of the academic year.

- Credit - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.
- NOTE: Enrollment reported is of the institution's official fall reporting date or October 15.

**Criteria for Requests for Comments:** The institution will be asked to provide explanatory comments if the change in the value of this field from last year to this year is greater than 8%.

#### Full-Time

##### Full-time enrollment

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** ENRFT

**Definition:** Total men and women enrolled for credit full time in the fall of the academic year.

- 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.



- Graduate — A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full time by the institution.
- First-professional — As defined by the institution.
- Credit - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.
- NOTE: Enrollment reported is of the institution's official fall reporting date or October 15.

## Part-Time

### Part-time enrollment

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** ENRPT

**Definition:** Total men and women enrolled for credit part time in the fall of the academic year.

- Part-time student -
  - Undergraduate — A student enrolled for either 11 semester credits or less, or 11 quarter credits or less, or less than 24 contact hours a week each term.
  - Graduate — A student enrolled for either 8 semester credits or less, or 8 quarter credits or less.
- Credit - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.
- NOTE: Enrollment reported is of the institution's official fall reporting date or October 15.

**FTE****Full-time equivalent fall enrollment**

- **Source:** IPEDS Fall Enrollment, Part F, Line F4
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** FTE

**Definition:** This variable is derived from the enrollment by race/ethnicity section of the fall enrollment IPEDS survey. The full-time equivalent of part-time enrollment is estimated by multiplying the part-time enrollment by factors that vary by control and level of institution and level of student and then added to the full-time enrollment of the institution.

The following factors were used:

- Part-time undergraduate enrollment
  - Public 4-year: 0.403543
  - Private (not-for-profit and for-profit) 4-year: 0.392857
  - Public 2-year and less-than-2-year: 0.335737
  - All other institutions: 0.397058
- Part-time graduate enrollment
  - Public 4-year: 0.361702
  - Private (not-for-profit and for-profit) 4-year: 0.382059

**Criteria for Requests for Comments:** The institution will be asked to provide explanatory comments if the change in the value of this field from last year to this year is greater than 5%.

## Fall Enrollment Race-Ethnicity Percentages

### American Indian or Alaskan Native

#### Percent of total enrollment that are American Indian or Alaska Native

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PCTENRAN

**Definition:** Percent of student body that is American Indian or Alaska Native in the fall of the academic year. This variable is derived from the enrollment component that is collected in the winter and spring IPEDS surveys.

- American Indian or Alaska Native - A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition. This variable is derived by dividing total American Indian enrollment (EFALEVEL=1, EFAIANT) by the grand total enrollment (EFALEVEL=1, EFTOTLT) for men and women.
- Ratios are converted to percentages by multiplying by 100 and then are rounded to whole numbers.

### Asian

#### Percent of total enrollment that are Asian

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PCTENRAS

**Definition:** Percent of total enrollment that are Asian.

- 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.
- This variable is derived by dividing total Asian enrollment (EFALEVEL=1, EFASIAT) by the total enrollment (EFALEVEL=1, EFTOTLT) for men and women.

- Ratios are converted to percentages by multiplying by 100 and then are rounded to whole numbers.

## Black / African-American

### Percent of total enrollment that are Black or African American

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PCTENRBK

**Definition:** Percent of student body that is Black non-Hispanic in the fall of the academic year.

- Black non-Hispanic - A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
- This variable is derived by dividing total Black non-Hispanic enrollment (EFALEVEL=1, EFBKAAT) by the grand total enrollment (EFALEVEL=1, EFTOTLT) for men and women.
- Ratios are converted to percentages by multiplying by 100 and then are rounded to whole numbers.

## Hispanic-Latino

### Percent of total enrollment that are Hispanic/Latino

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PCTENRHS

**Definition:** Percent of student body that is Hispanic in the fall of the academic year.

- Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- This variable is derived by dividing total Hispanic enrollment (EFALEVEL=1, EFHISPT) by the grand total enrollment (EFALEVEL=1, EFTOTLT) for men and women.

- Ratios are converted to percentages by multiplying by 100 and then are rounded to whole numbers.

### Native Hawaiian or Pacific Islander

#### Percent of total enrollment that are Native Hawaiian or Other Pacific Islander

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PCTENRNH

**Definition:** Percent of total enrollment that are Native Hawaiian or Other Pacific Islander.

- Native Hawaiian or Other Pacific Islanders - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- This variable is derived by dividing total Native Hawaiian or Pacific Islander enrollment (EFALEVEL=1, EFNHPIT) by the total enrollment (EFALEVEL=1, EFTOTLT) for men and women.
- Ratios are converted to percentages by multiplying by 100 and then are rounded to whole numbers.

### White

#### Percent of total enrollment that are White

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PCTENRWH

**Definition:** Percent of student body that is White non-Hispanic in the fall of the academic year.

- White, non-Hispanic - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).
- This variable is derived by dividing total White non-Hispanic enrollment (EFALEVEL=1, EFWHITT) by the grand total enrollment (EFALEVEL=1, EFTOTLT) for men and women.

- Ratios are converted to percentages by multiplying by 100 and then are rounded to whole numbers.

## Two or more races

### Percent of total enrollment that are two or more races

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PCTENR2M

**Definition:** Percent of total enrollment that are two or more races

## Non-resident alien

### Percent of total enrollment that are Non-resident Alien

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PCTENRNR

**Definition:** Percent of student body that is Non-resident Alien in the fall of the academic year.

- Non-resident 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.
- This variable is derived by dividing total Non-resident alien enrollment (EFALEVEL=1, EFNRALE) by the grand total enrollment (EFALEVEL=1, EFTOTLT) for men and women.
- Ratios are converted to percentages by multiplying by 100 and then are rounded to whole numbers.

## Fall Enrollment Age Percentages

### 18-24

#### Percent of undergraduate enrollment 18-24

- **Source:** IPEDS Fall Enrollment, Part B
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** DVEF14

**Definition:** Percentage of all undergraduate fall enrollment by students 18 through 24 years of age.

- **NOTE:** Enrollment reported is of the institution's official fall reporting date or October 15.

### 25-64

#### Percent of undergraduate enrollment, 25-64

- **Source:** IPEDS Fall Enrollment, Part B
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** DVEF15

**Definition:** Percentage of all undergraduate fall enrollment by students 25 through 64 years of age.

- **NOTE:** Enrollment reported is of the institution's official fall reporting date or October 15.

**65+****Percent of undergraduate enrollment over 65**

- **Source:** IPEDS Fall Enrollment, Part B
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** DVEF16

**Definition:** Percentage of all undergraduate fall enrollment by students age 65 years or more.

- **NOTE:** Enrollment reported is of the institution's official fall reporting date or October 15.

## 12-Month Enrollment

**Unduplicated Headcount****12-month unduplicated headcount, total**

- **Source:** IPEDS 12-month Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** UNDUP

**Definition:** Indicates how many individual students the institution served over a 12-month period (the unduplicated headcount).

- **Unduplicated count** - The sum of students enrolled with each student counted only once during the reporting period, regardless of when the student enrolled.



## Unduplicated Undergraduate Headcount

### 12-month unduplicated headcount, undergraduate

- **Source:** IPEDS 12-month Enrollment, Part A - Unduplicated Count
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** UNDUPUG

**Definition:** 12-month unduplicated headcount indicates how many undergraduates (EFFYLEV=2, EFYTOTLT) the institution served over a 12-month period (the unduplicated headcount).

- **Unduplicated count** - The sum of students enrolled for credit with each student counted only once during the reporting period, regardless of when the student enrolled.
- **Credit** - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award

## 12-month FTE

### 12-month full-time equivalent enrollment

- **Source:** IPEDS 12-month Enrollment, Part B
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** FTE12MN

**Definition:** The full-time-equivalent (FTE) enrollment used in this report is the sum of the institutions' FTE undergraduate enrollment and FTE graduate enrollment plus the reported FTE of doctoral professional practice students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours).

The calculation for each FTE for undergraduate and graduates is as follows:

- Quarter calendar system
  - Enrollment level (one FTE over 12-month period)
    - Undergraduate - 45 credit hours, 900 contact hours
    - Graduate - 36 credit hours
- Semester/trimester/4-1-4 plan/other calendar system

- Enrollment level (one FTE over 12-month period)
  - Undergraduate - 30 credit hours, 900 contact hours
  - Graduate - 24 credit hours
- For institutions with continuous enrollment programs, FTE is determined by dividing the number of contact hours attempted by 900.

For example, an institution on a semester system with 75,000 undergraduate credit hours and 12,000 graduate credit hours over the 12-month period would have a 12-month FTE of 3,000, using the following calculation:

$$(75,000 / 30) + (12,000 / 24) = 3,000$$

## Distance Education Headcounts

### Programs Offered via distance education

#### Number of programs offered via distance education

- **Source:** IPEDS Completions, CIP Data
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PTOTALDE, where CIPCODE = 99

**Definition:** Number of programs offered via distance education is the sum of all programs offered via distance education.

- Distance education program - a program for which all the required coursework for program completion is able to be completed via distance education courses.

## Total Headcount Distance Ed

### All students enrolled

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** EFDETOT, where EFDELEV = 1

**Definition:** Grand total enrolled for credit during the fall

- Credit - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.
- NOTE: Enrollment reported is of the institution's official fall reporting date or October 15.

## Exclusively Distance Ed

### Students enrolled exclusively in distance education courses

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** EFDEEXC, where EFDELEV = 1

**Definition:** Students who are enrolled only in courses that are considered distance education courses.

- NOTE: Includes only students enrolled for credit as of the institution's official fall reporting date or October 15.
- Distance education course - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
- Distance education - Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

- Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

### Percent Exclusively Distance Ed

#### Percent of students enrolled exclusively in distance education courses

- **Source:** IPEDS Fall Enrollment, Part A - Fall Enrollment by Distance Education Status
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**  $(EFDEEXC, \text{ where } EFDELEV = 1) / (EFDETOT, \text{ where } EFDELEV = 1)$

**Definition:** Students who are enrolled only in courses that are considered distance education courses.

- **NOTE:** Includes only students enrolled for credit as of the institution's official fall reporting date or October 15.
- **Distance education course -** A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
- **Distance education -** Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.
  - Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

## Some Distance Ed

### Students enrolled in some but not all distance education courses

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** EFDESOM, where EFDELEV = 1

**Definition:** Students who are enrolled in at least one course that is considered a distance education course but are not enrolled exclusively in distance education courses.

- **NOTE:** Includes only students enrolled for credit as of the institution's official fall reporting date or October 15.
- **Distance education course -** A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
- **Distance education -** Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

## Percent Some Distance Ed

### Percent of students enrolled in some but not all distance education courses

- **Source:** IPEDS Fall Enrollment, Part A - Fall Enrollment by Distance Education Status
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**  $(EFDESOM, \text{ where } EFDELEV = 1) / (EFDETOT, \text{ where } EFDELEV = 1)$

**Definition:** Students who are enrolled in at least one course that is considered a distance education course but are not enrolled exclusively in distance education courses.

- **NOTE:** Includes only students enrolled for credit as of the institution's official fall reporting date or October 15.

- Distance education course - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
- Distance education - Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.
  - Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

## No Distance Ed

### Student not enrolled in any distance education courses

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** EFDENON, where EFDELEV = 1

**Definition:** Students who are not enrolled in any distance education courses.

- **NOTE:** Includes only students enrolled for credit as of the institution's official fall reporting date or October 15.
- Distance education course - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
- Distance education - Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

- Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

### Percent No Distance Ed

#### Percent of students not enrolled in any distance education courses

- **Source:** IPEDS Fall Enrollment, Part A - Fall Enrollment by Distance Education Status
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** (EFDENON, where EFDELEV = 1) / (EFDETOT, where EFDELEV = 1)

**Definition:** Students who are not enrolled in any distance education courses.

- **NOTE:** Includes only students enrolled for credit as of the institution's official fall reporting date or October 15.
- **Distance education course** - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
- **Distance education** - Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.
  - Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

### Correspondence Education Headcount

Report the unduplicated headcount of all students who took correspondence courses for credit by your institution.

- **Source:** Institution
- **Input by:** Institution

**Definition:** Correspondence Education is defined as Education provided through one or more courses in which the institution provides instructional materials and examinations by mail or electronic transmission to students who are separated from the instruction. Interaction between the instructor and the student is not regular and substantive, and it is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education. Correspondence education does not include "hybrid" or "mixed delivery" courses which may be offered only partially via Correspondence.

### Number of Correspondence Education Programs

Report the number of degree or certificate programs offered in which students could meet 50% or more of the requirements of an educational program by taking correspondence education courses.

- **Source:** Institution
- **Input by:** Institution

**Definition:** Correspondence Education is defined as Education provided through one or more courses in which the institution provides instructional materials and examinations by mail or electronic transmission to students who are separated from the instruction. Interaction between the instructor and the student is not regular and substantive, and it is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education. Correspondence education does not include "hybrid" or "mixed delivery" courses which may be offered only partially via Correspondence.



## Select metrics for peer reviewers to see

### Percent First Generation

#### Percent of first-generation students

**Note:** *The institution can choose whether this metric is included or excluded from the peer review process. Once the Annual Institutional Update has been submitted, the choice that is made will be locked until the next review (Self-Study or Mid-Point Peer Review).*

- **Source:** College Scorecard (data derived from NSLDS from FAFSA applications)
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** share\_firstgeneration \* 100

**Definition:** Percent of new students in the most recent fall term whose parents did not achieve an educational level of "college or beyond" as reported on their Free Application for Federal Student Aid (FAFSA). The question on the FAFSA form asks for the "Highest school completed by parent 1" as well as for "Parent 2." Students who select "high school or below" for both parents would be counted as "first generation."

Note: For this question "parent" refers to the birth parents of the student and not to the student's adoptive parents, legal guardians, or other primary caretakers.

### Percent Developmental

#### Percent of developmental students

**Note:** *The institution can choose whether this metric is included or excluded from the peer review process. Once the Annual Institutional Update has been submitted, the choice that is made will be locked until the next review (Self-Study or Mid-Point Peer Review).*

- **Source:** Institution
- **Input by:** Institution

**Definition:** Percent of students in the most recent fall term who were enrolled in at least one developmental/remedial course.

- **Developmental/remedial course** – Instructional non-credit-bearing courses designed for students who have been identified as requiring additional coursework in order to obtain the knowledge and competencies necessary for postsecondary education,

frequently in the subject areas of mathematics and reading/writing. Typically, if an individual has been placed into one of these courses, completion of the course is necessary before the individual can enroll in postsecondary courses in some subject area(s). Note that a course which is not a part of the requirements for a program, but which does bear postsecondary credit is not considered a developmental/remedial course for this definition.

### Has Dual Enrollment

**During the fall semester, did any high school students take courses for college credit through your institution?**

**Note:** *The institution can choose whether this metric is included or excluded from the peer review process. Once the Annual Institutional Update has been submitted, the choice that is made will be locked until the next review (Self-Study or Mid-Point Peer Review).*

- **Source:** Institution
- **Input by:** Institution

**Definition:** Please indicate whether or not any high school students took courses for college credit through your institution during the fall semester.

Dual enrollment refers to a student that is concurrently enrolled in a secondary school and taking credit courses at an institution of higher education. The dually-enrolled student is earning college credit from the institution that is placed on a college transcript. The dually-enrolled student may be earning high school credits simultaneously.

Dual enrollment is sometimes referred to as concurrent enrollment.

### Dual Enrollment Headcount

**Unduplicated headcount of high school students who took courses for college credit**

**Note:** *The institution can choose whether this metric is included or excluded from the peer review process. Once the Annual Institutional Update has been submitted, the choice that is made will be locked until the next review (Self-Study or Mid-Point Peer Review).*

- **Source:** Institution
- **Input by:** Institution

**Definition:** An unduplicated headcount of the total number of “dual enrollment” students taking credit courses at the institution for the Fall term.

Dual enrollment refers to a student that is concurrently enrolled in a secondary school and taking credit courses at an institution of higher education. The dually-enrolled student is earning college credit from the institution that is placed on a college transcript. The dually-enrolled student may be earning high school credits simultaneously.

Dual enrollment is sometimes referred to as concurrent enrollment.

### Percent of all undergrads receiving Pell

#### Percent of undergraduate students awarded Pell grants

**Note:** *The institution can choose whether this metric is included or excluded from the peer review process. Once the Annual Institutional Update has been submitted, the choice that is made will be locked until the next review (Self-Study or Mid-Point Peer Review).*

- **Source:** IPEDS Student Financial Aid, Section 1: Part B
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** UPGRNTN/SCUGRAD

**Definition:** Percent of undergraduate students awarded Pell grant aid.

- Pell Grant program (Higher Education Act of 1965, Title IV, Part A, Subpart I, as amended.) - Provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses.
- Undergraduate - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate

## Percent FT-FT receiving Pell

### Percent of full-time first-time undergraduates awarded Pell grants

**Note:** *The institution can choose whether this metric is included or excluded from the peer review process. Once the Annual Institutional Update has been submitted, the choice that is made will be locked until the next review (Self-Study or Mid-Point Peer Review).*

- **Source:** IPEDS Student Financial Aid, Section 1: Part C
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PGRNT\_N/SCUGFFN

**Definition:** Percentage of full-time, first-time degree/certificate-seeking undergraduate students who were awarded Pell grants.

- Pell Grant program (Higher Education Act of 1965, Title IV, Part A, Subpart I, as amended.) - Provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses.
- Undergraduate - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate 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.
- First-time student (undergraduate) - A student attending any institution for the first time at the undergraduate level. Includes students enrolled in academic or occupational programs. Also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).
- Degree/certificate-seeking students - Students enrolled in courses for credit who are recognized by the institution as seeking a degree or other formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

## Percent Minority

### Minority students as a percentage of fall enrollment

**Note:** *The institution can choose whether this metric is included or excluded from the peer review process. Once the Annual Institutional Update has been submitted, the choice that is made will be locked until the next review (Self-Study or Mid-Point Peer Review).*

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PCTENRAN + PCTENRAS + PCTENRBK + PCTENRHS + PCTENRHH + PCTENR2M

**Definition:** The percentage of minority students enrolled in the fall term.

- Minority students include students who are Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, or of Two or more races.
- NOTE: Enrollment reported is of the institution's official fall reporting date or October 15.

## Percent Non-traditional

### Percent of non-traditional students enrolled in the fall term

**Note:** *The institution can choose whether this metric is included or excluded from the peer review process. Once the Annual Institutional Update has been submitted, the choice that is made will be locked until the next review (Self-Study or Mid-Point Peer Review).*

- **Source:** IPEDS Fall Enrollment, Part B
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** DVEF15 + DVEF16

**Definition:** Percentage of all undergraduate fall enrollment by students 25 years of age or older. NOTE: Enrollment reported is of the institution's official fall reporting date or October 15.

## Percent Part-Time

### Part-time enrollment as a percentage of total enrollment

**Note:** *The institution can choose whether this metric is included or excluded from the peer review process. Once the Annual Institutional Update has been submitted, the choice that is made will be locked until the next review (Self-Study or Mid-Point Peer Review).*

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** ENRPT / ENRTOT

**Definition:** The percentage of students enrolled for credit part time in the fall of the academic year. Part-time student -

- Undergraduate — A student enrolled for either 11 semester credits or less, or 11 quarter credits or less, or less than 24 contact hours a week each term.
  - Graduate — A student enrolled for either 8 semester credits or less, or 8 quarter credits or less.
- Credit - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.
- NOTE: Enrollment reported is of the institution's official fall reporting date or October 15.

## Programs Offered

### Programs Offered

#### Number of programs offered

- **Source:** IPEDS Completions, CIP Data
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PTOTAL, where CIPCODE = 99

**Definition:** Number of programs offered is the sum of all programs offered at all award levels.

## Student Achievement

### Student Achievement Webpage

#### Student Achievement Webpage (formerly Consumer Information Web Site)

- **Source:** Institution
- **Input by:** Institution

**Definition:** Report the primary URL where the institution's retention rates, graduation rates, and/or other measures of student achievement are posted for the public. The Commission posts this URL on our website in the MSCHE online Institution Directory and the Statement of Accreditation Status (SAS).

- The URL must meet the following requirements:
  - The link must be active, accessible to the public, and should not require a password
  - The page must originate from the institution's own web site
  - The information should be easy to locate and clearly labeled (such as student outcomes or student achievement)
  - The information must contain student outcomes data or measures (e.g. graduation rates, retention rates, employment rates, normal time to completion, etc. as applicable to the mission of the institution) and should be as timely and up-to-date as possible.

All MSCHE institutions, including candidates and accredited institutions, international institutions, graduate only, and/or transfer only institutions, must report a webpage that posts student outcomes data for the public.

## Retention Rates

### Full-time Retention Rate

#### Full-time, first-time Fall cohort retention rate

- **Source:** IPEDS Fall Enrollment, Part E, Line E5
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** RET\_PCF/100

**Definition:** The full-time retention rate is the percent of the fall full-time cohort from the prior year minus exclusions from the fall full-time cohort that re-enrolled at the institution as either full- or part-time in the current year.

### Part-time Retention Rate

#### Part-time, first-time Fall cohort retention rate

- **Source:** IPEDS Fall Enrollment, Part E, Line E10
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** RET\_PCP/100

**Definition:** The part-time retention rate is the percent of the fall part-time cohort from the prior year minus exclusions from the fall part-time cohort that re-enrolled at the institution as either full- or part-time in the current year.



## First-Time Full-Time Enrollment

### FT-FT degree seeking undergraduates as percent of all undergraduates

Full-time, first-time, degree/certificate seeking undergraduates (GRS Cohort) as percent of all undergraduates

- **Source:** IPEDS Fall Enrollment, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** PCTFT1ST

**Definition:** This variable is derived from the enrollment component that is collected in the winter and spring surveys. This variable is derived by dividing full-time, first-time, degree/certificate seeking undergraduates (EFALEVEL=24, EFTOTLT) by all undergraduates (EFALEVEL=2, EFTOTLT). The ratio is then multiplied by 100 and rounded to the nearest whole number.

- **Credit - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.**
- **First-time student (undergraduate) - A student attending any institution for the first time at the undergraduate level. Includes students enrolled in academic or occupational programs. Also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).**
- **Full-time 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.**
- **Undergraduate - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.**

## Graduation Rates 150%

### Associate Revised Cohort 150%

#### Associate degree/certificate-seeking revised cohort, 150%

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** GRTOTLT where GRATYPE = 27
  - **4-year institutions:** GRTOTLT where GRATYPE = 18

**Definition:** Initial cohort of first-time, full-time, associate degree/certificate-seeking students after revisions are made. This is the number from which graduation and transfer-out rates are calculated. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.

### Associate Adjusted Cohort 150%

#### Associate degree/certificate-seeking adjusted cohort, 150% (revised cohort minus exclusions)

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** GRTOTLT where GRATYPE = 29
  - **4-year institutions:** GRTOTLT where GRATYPE = 20

#### Definition:

- **Revised cohort** - Initial cohort of first-time, full-time, associate degree/certificate-seeking students after revisions are made. This is the number from which graduation and transfer-out rates are calculated. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.
- **Exclusions** - Those students who may be removed (deleted) from a cohort (or subcohort). For the Graduation Rates data collection students may be removed from a cohort if they left the institution for one of the following reasons: died or were totally and permanently disabled; to serve in the armed forces; to serve with a foreign aid

service of the federal government, such as the Peace Corps; or to serve on official church missions.

### Associate Completers 150%

#### Associate degree/certificate-seeking completers within 150% normal time

- **Source:** IPEDS Graduation Rates 150, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** GRTOTLT where GRATYPE = 30
  - **4-year institutions:** GRTOTLT where GRATYPE = 21

#### Definition:

- **Normal time to completion** - The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog.

### Associate Graduation Rate 150%

#### Associate degree/certificate-seeking graduation rate within 150% normal time

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** (GRTOTLT where GRATYPE = 30) / (GRTOTLT where GRATYPE = 29)
  - **4-year institutions:** (GRTOTLT where GRATYPE = 21) / (GRTOTLT where GRATYPE = 20)

**Definition:** The number of students from the adjusted degree/certificate-seeking cohort, who completed a program within 150 percent of normal time divided by the adjusted degree/certificate-seeking cohort.

- **Note:** Adjusted Cohort is the revised cohort minus exclusions as reported by the institution as of 150 percent of normal time. Normal time is 2 years for an associate's

degree in a standard term-based institution; and the various scheduled times for certificate programs.

**Criteria for Requests for Comments:** The institution will be asked to provide explanatory comments if the value in this field is less than 15% **OR** if the change in the value of this field from last year to this year is less than -4%.

### **Bachelor Revised Cohort 150%**

#### **Bachelor degree-seeking revised cohort, 150%**

- **Source:** IPEDS Graduation Rates, Section II - Bachelor's completers by length of time to degree
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** GRTOTLT where GRTYPE = 6

**Definition:** Initial cohort of first-time, full-time, bachelor or equivalent degree-seeking students after revisions are made. This is the number from which graduation and transfer-out rates are calculated. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.

### **Bachelor Adjusted Cohort 150%**

#### **Bachelor degree-seeking adjusted cohort, 150% (revised cohort minus exclusions)**

- **Source:** IPEDS Graduation Rates, Section II - Bachelor's completers by length of time to degree
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** GRTOTLT WHERE GRTYPE = 8

**Definition:**

- Revised cohort - Initial cohort of first-time, full-time, bachelor degree or equivalent-seeking students after revisions are made. This is the number from which graduation and transfer-out rates are calculated. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.

- Exclusions - Those students who may be removed (deleted) from a cohort (or subcohort). For the Graduation Rates data collection students may be removed from a cohort if they left the institution for one of the following reasons: died or were totally and permanently disabled; to serve in the armed forces; to serve with a foreign aid service of the federal government, such as the Peace Corps; or to serve on official church missions.

### Bachelor Completers 150%

#### Bachelor degree-seeking completers within 150% normal time

- **Source:** IPEDS Graduation Rates, Section II - Bachelor's completers by length of time to degree
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** GRTOTLT WHERE GRATYPE = 9

#### Definition:

- Normal time to completion - The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog.

### Bachelor 150%

#### Bachelor degree-seeking graduation rate within 150% normal time

- **Source:** IPEDS Graduation Rates, Section II - Bachelor's or equivalent degree-seeking subcohort - Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**  $(GRTOTLT \text{ WHERE GRATYPE} = 9) / (GRTOTLT \text{ WHERE GRATYPE} = 8)$

**Definition:** The number of students from the adjusted bachelor's degree-seeking cohort, who completed a bachelor's degree within 150 percent of normal time (6 years) divided by the adjusted cohort.

- Note: Adjusted Cohort is the revised cohort minus exclusions as reported by the institution as of 150 percent of normal time. (6 years).

## Still enrolled count

### Still enrolled within 150% normal time count

- **Source:** IPEDS Graduation Rates 200, Completers within 200%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** GRTOTLT WHERE GRATYPE = 47
  - **4-year institutions:** GRTOTLT WHERE GRATYPE = 43

#### Definition:

- Still enrolled - the number of students who are still enrolled at your institution as of the fall census date for the fall term following 150% of normal time to completion of their program.

## Transfer Rate Total Cohort 150%

### Transfer-out rate within 150% normal time

- **Source:** IPEDS Graduation Rates, Transfers/exclusions
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - 2-year institutions:  $(\text{GRTOTLT WHERE GRATYPE} = 33) / (\text{GRTOTLT where GRATYPE} = 29)$
  - 4-year institutions:  $(\text{GRTOTLT WHERE GRATYPE} = 16) / (\text{GRTOTLT WHERE GRATYPE} = 8)$

**Definition:** Transfer-out rate of first-time, full-time degree or certificate-seeking students - 2007 cohort (4-year institutions) and 2010 cohort (less-than-4-year institutions). Transfer-out rate Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the revised cohort minus allowable exclusions.

- Normal time to completion - 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 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution

- Allowable exclusions - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission. A transfer-out student is a student who has not completed or graduated from the program in which he or she was enrolled, but who has subsequently enrolled at another eligible institution in any program for which the reporting institution provided substantial preparation.

## Graduation Rates 200%

### Revised Cohort 200%

#### Degree/certificate-seeking revised cohort, 200%

- **Source:** IPEDS Graduation Rates 200, Completers within 200%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** L4REVCT
  - **4-year institutions:** BAREVCT

**Definition:** Initial cohort of first-time, full-time, degree/certificate-seeking students after revisions are made. This is the number from which graduation and transfer-out rates are calculated. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.

## Adjusted Cohort 200%

### Degree/certificate-seeking adjusted cohort, 200% (revised cohort minus exclusions)

- **Source:** IPEDS Graduation Rates 200, Completers within 200%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** L4AC200
  - **4-year institutions:** BAAC200

**Definition:** Adjusted cohort (revised cohort minus exclusions)

- Revised cohort - Initial cohort after revisions are made. This is the number from which graduation and transfer-out rates are calculated. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.
- Exclusions - Those students who may be removed (deleted) from a cohort (or subcohort). For the Graduation Rates data collection students may be removed from a cohort if they left the institution for one of the following reasons: died or were totally and permanently disabled; to serve in the armed forces; to serve with a foreign aid service of the federal government, such as the Peace Corps; or to serve on official church missions.

## Completers 200%

### Degree/certificate-seeking completers within 200% normal time

- **Source:** IPEDS Graduation Rates 200, Completers within 200%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** L4NC200A + L4NC200
  - **4-year institutions:** BANC200A + BANC200

**Definition:** The number of students from the adjusted degree/certificate-seeking cohort who completed a program within 200% of normal time.

- Normal time to completion - The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog.



## Graduation Rate 200%

### Degree/certificate-seeking graduation rate within 200% normal time

- **Source:** IPEDS Graduation Rates 200, Completers within 200%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:**  $(L4NC200a + L4NC200) / L4AC200$
  - **4-year institutions:**  $(BANC200A + BANC200) / BAAC200$

**Definition:** The number of students from the adjusted degree/certificate-seeking cohort who completed a program within 200% of normal time divided by the adjusted cohort. Adjusted Cohort is the revised cohort minus exclusions as reported by the institution as of 200 percent of normal time.

## Graduation Rate Gender

### Men

#### Graduation rate within 150% normal time, men

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:**  $(GRTOTLM \text{ where } GR\text{TYPE} = 30) / (GRTOTLM \text{ where } GR\text{TYPE} = 29)$
  - **4-year institutions:**  $(GRTOTLM \text{ WHERE } GR\text{TYPE} = 9) / (GRTOTLM \text{ WHERE } GR\text{TYPE} = 8)$

**Definition:** Graduation rate of first-time, full-time degree or certificate-seeking students - Men.

The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

- Normal time to completion - 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 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution
- Allowable exclusions - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission.

## Women

### Graduation rate within 150% normal time, women

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** (GRTOTLW where GRATYPE = 30) / (GRTOTLW where GRATYPE = 29)
  - **4-year institutions:** (GRTOTLW WHERE GRATYPE = 9) / (GRTOTLW WHERE GRATYPE = 8)

**Definition:** Graduation rate of first-time, full-time degree or certificate-seeking students - Women.

The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

- Normal time to completion - 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 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution
- Allowable exclusions - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal

government, such as the Peace Corps; and those who left to serve on official church mission.

## Graduation Rate Ethnicity

### American Indian or Alaskan Native

#### Graduation rate within 150% normal time, American Indian or Alaska Native

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** (GRAIANT where GRATYPE = 30) / (GRAIANT where GRATYPE = 29)
  - **4-year institutions:** (GRAIANT WHERE GRATYPE = 9) / (GRAIANT WHERE GRATYPE = 8)

**Definition:** Graduation rate of first-time, full-time degree or certificate-seeking American Indian or Alaska Native students.

The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

- Normal time to completion - 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 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution
- Allowable exclusions - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission

## Asian

### Graduation rate within 150% normal time, Asian

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** (GRASIAT where GRATYPE = 30) / (GRASIAT where GRATYPE = 29)
  - **4-year institutions:** (GRASIAT WHERE GRATYPE = 9) / (GRASIAT WHERE GRATYPE = 8)

**Definition:** Graduation rate of first-time, full-time degree or certificate-seeking Asian students.

The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

- Normal time to completion - 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 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution
- Allowable exclusions - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission

## Black / African-American

### Graduation rate within 150% normal time, Black, non-Hispanic

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** (GRBKAAT where GRATYPE = 30) / (GRBKAAT where GRATYPE = 29)
  - **4-year institutions:** (GRBKAAT WHERE GRATYPE = 9) / (GRBKAAT WHERE GRATYPE = 8)

**Definition:** Graduation rate of first-time, full-time degree or certificate-seeking Black non-Hispanic students.

The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

- **Normal time to completion** - 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 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution
- **Allowable exclusions** - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission

## Hispanic-Latino

### Graduation rate within 150% normal time, Hispanic

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - 2-year institutions: (GRHISPT where GRTYPE = 30) / (GRHISPT where GRTYPE = 29)
  - 4-year institutions: (GRHISPT where GRTYPE = 9) / (GRHISPT where GRTYPE = 8)

**Definition:** Graduation rate of first-time, full-time degree or certificate-seeking Hispanic students.

The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

- Normal time to completion - 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 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution
- Allowable exclusions - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission

## Native Hawaiian or Other Pacific Islander

### Graduation rate within 150% normal time, Native Hawaiian/Other Pacific Islander

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** (GRNHPIT where GRATYPE = 30) / (GRNHPIT where GRATYPE = 29)
  - **4-year institutions:** (GRNHPIT WHERE GRATYPE = 9) / (GRNHPIT WHERE GRATYPE = 8)

**Definition:** Graduation rate of first-time, full-time degree or certificate-seeking Native Hawaiian or Other Pacific Islander students.

The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

- **Normal time to completion** - 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 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution
- **Allowable exclusions** - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission

## White

### Graduation rate within 150% normal time, White, non-Hispanic

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** (GRWHITT where GRTYPE = 30) / (GRWHITT where GRTYPE = 29)
  - **4-year institutions:** (GRWHITT WHERE GRTYPE = 9) / (GRWHITT WHERE GRTYPE = 8)

**Definition:** Graduation rate of first-time, full-time degree or certificate-seeking White non-Hispanic students.

The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

- **Normal time to completion** - 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 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution
- **Allowable exclusions** - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission.



## Two or more races

### Graduation rate within 150% normal time, Two or more races

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - 2-year institutions:  $(\text{GR2MORT where GRATYPE} = 30) / (\text{GR2MORT where GRATYPE} = 29)$
  - 4-year institutions:  $(\text{GR2MORT WHERE GRATYPE} = 9) / (\text{GR2MORT WHERE GRATYPE} = 8)$

**Definition:** Graduation rate of first-time, full-time degree or certificate-seeking students of two or more races.

The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

- Normal time to completion - 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 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution
- Allowable exclusions - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission

## Non-resident alien

### Graduation rate within 150% normal time, Nonresident alien

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2-year institutions:** (GRNRALT where GRATYPE = 30) / (GRNRALT where GRATYPE = 29)
  - **4-year institutions:** (GRNRALT WHERE GRATYPE = 9) / (GRNRALT WHERE GRATYPE = 8)

**Definition:** Graduation rate of first-time, full-time degree or certificate-seeking Nonresident Alien students.

The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

- **Normal time to completion** - 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 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution
- **Allowable exclusions** - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission

## Race/Ethnicity unknown

### Graduation rate within 150% normal time, Race/ethnicity unknown

- **Source:** IPEDS Graduation Rates, Completers within 150%
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - 2-year institutions: (GRUNKNT where GRATYPE = 30) / (GRUNKNT where GRATYPE = 29)
  - 4-year institutions: (GRUNKNT WHERE GRATYPE = 9) / (GRUNKNT WHERE GRATYPE = 8)

**Definition:** Graduation rate of first-time, full-time degree or certificate-seeking Race/ethnicity unknown students.

The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

- **Normal time to completion** - 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 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution
- **Allowable exclusions** - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission

## Context of Performance Uploads

### Context of Performance (1, 2, and 3)

#### Context of Performance Uploads

- **Source:** Institution
- **Upload by:** Institution

**Definition:** If you believe that the data provided in the Student Achievement section does not appropriately represent the overall performance of your institution you may upload up to three additional artifacts, each no longer than thirty pages in length. These artifacts should provide data not prose (e.g., VFA, NESSE, Licensure exam pass rate, graduate surveys, career placement rates etc.).

## Financial Results

### General

#### FY Begin Date

##### Beginning date of fiscal year covered (all finance)

- **Source:** IPEDS Finance, General Information, 1
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** FYBEG

**Definition:** Fiscal calendar year: Beginning month and year for the 12-month fiscal year that this report covers

#### FY End Date

##### End date of fiscal year covered (all finance)

- **Source:** IPEDS Finance, General Information, 1
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** FYEND

**Definition:** Ending month and year for the 12-month fiscal year that this report covers

#### GPFS Unqualified

##### Clean Opinion GPFS from auditor (all finance)

- **Source:** IPEDS Finance, General Information, 2
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** GPFS

**Definition:** Did your institution receive a clean opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above?

### Reporting Standard

Identifies reporting standards GASB, FASB, or modified FASB (for-profit institutions) used to report finance data

- **Source:** IPEDS Finance
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** FORM\_F

**Definition:** Indicate which reporting (accounting) standards are used to prepare your financial statements.

### Is your institution responsible for retirement/pension?

Is your institution responsible for retirement/pension?

- **Source:** IPEDS Finance
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1MHP

**Definition:** Did the institution recognize additional (or decreased) pension expense, additional liability (or assets), or additional deferral related to the implementation of GASB Statement 68 for one or more defined benefit pension plans (either as a single employer, agent employer or cost-sharing multiple employer)?

This variable indicates whether or not the institution recognized additional (or decreased) pension expense, liability (or assets), and/or deferral related to the implementation of GASB Statement 68 for reporting Fiscal Year.

If the institution fits any of the following criteria, there is no direct GASB 68 impact and institution should respond "No":

- If the public institution does not have a defined pension benefit plan
- If the public institution is part of a higher education system and the system reflects the additional unfunded pension expense and liability (and does not allocate the expense and liability to the individual institutions)
- If the institution is a branch campus that did not have pension expense and liabilities allocated to it

- If the institution is part of a special funding situation and additional unfunded pension expense, liability, or deferral are reported elsewhere

For more information about GASB Statement 68 "Accounting and Financial Reporting for Pensions – an Amendment of GASB Statement No. 27," please visit <http://www.gasb.org/jsp/GASB/Page/GASBSectionPage&cid=1176163527940>.

### What is the pension or post retirement amount in your audit?

#### Is your institution responsible for retirement/pension?

- **Source:** IPEDS Finance
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1M02

**Definition:** Includes any pension liability that was recognized in the "Statement of Net Position" as a result of the implementation of GASB Statement 68. This may include unfunded pension liabilities of one or more defined benefit pension plan in which the institution participates. If institution recognized additional pension asset as a result of GASB 68, the asset will be a negative value.

## Ratios

### Primary Reserve Ratio

#### Primary Reserve Ratio

- **Source:** IPEDS Finance, Part A - Statement of Financial Position and Part C - Expenses by Functional and Natural Classification
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1A18 / F1C191

**Definition (Public):** The Primary Reserve Ratio measures the financial strength of the institution by comparing expendable net assets to total expenses. Expendable net assets represent those assets that the institution can access relatively quickly and spend to satisfy its debt obligations. This ratio provides a snapshot of financial strength and flexibility by indicating how long the institution could function using its expendable reserves without relying on additional net assets generated by operations. Trend analysis indicates whether an institution has increased its net

worth in proportion to the rate of growth in its operating size. It is reasonable to expect expendable net assets to increase at least in proportion to the rate of growth in operating size. If they do not, the same dollar amount of expendable net assets will provide a smaller margin of protection against adversity as the institution grows in dollar level of expenses. The trend of this ratio is important. A negative or decreasing trend over time indicates a weakening financial condition. For public institutions, the numerator includes all unrestricted net assets and all expendable restricted net assets, excluding those to be invested in plant, on a GASB basis plus unrestricted and temporarily restricted net assets on a FASB basis for its FASB component units, excluding net investment in plant and those temporarily restricted net assets that will be invested in plant. The denominator comprises all expenses on a GASB basis in the statement of revenues, expense and changes in net assets, including operating expenses and non-operating expenses such as interest expense, plus FASB component unit total expenses in the statement of activities. Again, investment losses should be excluded from expenses for both the institution and its component units.

The formula for this ratio is:  $(\text{Expendable net assets} + \text{FASB C.U. expendable net assets}) / (\text{Total expenses} + \text{FASB C.U. total expenses})$

(Adapted from *Strategic Financial Analysis for Higher Education, 6th Edition*. Prager & Co., LLC. 2005, <http://www.prager.com/Public/raihe6.pdf>.)

## Viability Ratio

### Viability Ratio

- **Source:** IPEDS Finance, Part A - Statement of Financial Position
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1A18 / (F1A10 + F1A07)

**Definition (Public):** The Viability Ratio measures one of the most basic determinants of clear financial health: the availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date. For public institutions, the numerator is the same as the numerator for the Primary Reserve Ratio. The denominator is defined as all amounts borrowed for long-term purposes from third parties and includes all notes, bonds and capital leases payable that impact the institution's credit, whether or not the institution directly owes the obligation. Long-term debt includes both the current and long-term portions. This would include debt of the institution's affiliated foundations, partnerships and other special-purpose entities. It would also include amounts owed to a system or state-financing agency as it represents debt issued on the institution's behalf.



The formula for this ratio is: (Expendable net assets + FASB C.U. expendable net assets) / (Long-term debt (total project-related debt) + FASB C.U. long-term debt (total project-related debt))

(Adapted from *Strategic Financial Analysis for Higher Education, 6th Edition*. Prager & Co., LLC. 2005, <http://www.prager.com/Public/raihe6.pdf>.)

### Viability Ratio (Pension Removed)

#### Viability Ratio, excluding pension debt

- **Source:** IPEDS Finance, Part A - Statement of Financial Position
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1A18 / (F1A10 + F1A07 – [Pensions Amount])

**Definition (Public):** The Viability Ratio measures one of the most basic determinants of clear financial health: the availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date. For public institutions, the numerator is the same as the numerator for the Primary Reserve Ratio. The denominator is defined as all amounts borrowed for long-term purposes from third parties and includes all notes, bonds and capital leases payable that impact the institution's credit, whether or not the institution directly owes the obligation. Long-term debt includes both the current and long-term portions. This would include debt of the institution's affiliated foundations, partnerships and other special-purpose entities. It would also include amounts owed to a system or state-financing agency as it represents debt issued on the institution's behalf.

The formula for this ratio is:

(Expendable net assets + FASB C.U. expendable net assets) / (Long-term debt (total project-related debt) + FASB C.U. long-term debt (total project-related debt) – Pensions Amount)

(Adapted from *Strategic Financial Analysis for Higher Education, 6th Edition*. Prager & Co., LLC. 2005, <http://www.prager.com/Public/raihe6.pdf>.)

### Return on Net Assets Ratio

#### Return on Net Assets Ratio

- **Source:** IPEDS Finance, Part D - Summary of Changes In Net Position
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1D03 / F1D04

**Definition (Public):** The Return on Total Net Assets Ratio determines whether the institution is financially better off than in previous years by measuring total economic return. This ratio furnishes a broad measure of the change in an institution's total wealth over a single year and is based on the level and change in total net assets, regardless of asset classification. Thus, the ratio provides the most comprehensive measure of the growth or decline in total wealth of an institution over a specific period of time. A decline in this ratio may be appropriate and even warranted if it reflects a strategy to better fulfill the institution's mission. On the other hand, an improving trend in this ratio indicates that the institution is increasing its net assets and is likely to be able to set aside financial resources to strengthen its future financial flexibility. For public institutions, the numerator is the change in GASB total net assets plus the change in FASB component unit total net assets regardless of whether they are expendable on non-expendable, restricted or unrestricted. This information can be found in the GASB statement of revenues, expenses and changes in net assets and the FASB component unit statement of activities. The denominator is the beginning of the year total net assets that can also be found in the GASB statement of revenues, expenses and changes in net assets and the FASB component unit statement of activities.

The formula for this is:  $(\text{Change in net assets} + \text{FASB C.U. change in net assets}) / (\text{Total net assets} + \text{FASB C.U. total net assets})$

(Adapted from *Strategic Financial Analysis for Higher Education, 6th Edition*. Prager & Co., LLC. 2005, <http://www.prager.com/Public/raihe6.pdf>.)

## Operating Revenues Ratio

### Operating Revenues Ratio

- **Source:** IPEDS Finance, Part B - Revenues by Source and Part C - Expenses by Functional and Natural Classification
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**  $(F1B27 - F1C191) / F1B27$

**Definition (Public):** The Operating Revenues Ratio is a primary indicator, explaining how the surplus from operating activities affects the behavior of the other three core ratios. A large surplus or deficit directly impacts the amount of funds an institution adds to or subtracts from net assets, thereby affecting the Primary Reserve Ratio, the Return on Net Assets Ratio and the Viability Ratio. For public institutions, the numerator is available from the GASB statement of revenues, expenses and changes in net assets and the FASB component unit statement of activities. The numerator includes non-operating revenues and expenses, including governmental appropriations, investment income and operating gifts since these items support operating activities of the institution. Non-operating expenses, such as interest on plant debt,

are also related to operating activities. Plant and endowment gifts and capital appropriations are excluded since these are not for operating activities. For FASB component units, the numerator includes the total change in unrestricted assets from the statement of activities. The denominator is equal to GASB total operating revenues plus total net non-operating revenues, excluding capital appropriations and gifts and additions to permanent endowments, plus FASB component units total unrestricted revenues, gains and other support, including net assets released from restrictions. If unrestricted investment losses are reported with expenses for the component unit, this amount is included as a reduction to total unrestricted revenue.

This formula for this ratio is:  $(\text{Operating income (loss)} + \text{Net non-operating revenues (expenses)} + \text{FASB C.U. change in unrestricted net assets}) / (\text{Operating revenues} + \text{Non-operating revenues} + \text{FASB C.U. total unrestricted revenue})$

(Adapted from *Strategic Financial Analysis for Higher Education, 6th Edition*. Prager & Co., LLC. 2005, <http://www.prager.com/Public/raihe6.pdf>.)

## Net Income Ratio

### Net Income Ratio

- **Source:** IPEDS Finance, Part B - Revenues by Source and Part C - Expenses by Functional and Natural Classification
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**  $(\text{F1B09} - \text{Total Operating Expense}) / \text{F1B09}$

**Definition (Public):** The Net Income Ratio indicates whether total unrestricted activities resulted in a surplus or a deficit. It is a primary indicator, explaining how the change in unrestricted net assets affects the behavior of the other three core ratios. A large surplus or deficit directly impacts the amount of funds an institution adds to or subtracts from net assets, thereby affecting the Primary Reserve Ratio, the Return on Net Assets Ratio, and the Viability Ratio.

The formula for this ratio is:  $\text{Excess (Deficiency) of Unrestricted Operating Revenues Over Unrestricted Operating Expenses} / \text{Total Unrestricted Operating Income}$

(Adapted from *Ratio Analysis in Higher Education, 4th Edition*. Prager & Co., LLC. 1999, <http://www.prager.com/Public/raihe4.pdf>.)

## Debt Burden Ratio

### Debt Burden Ratio

- **Source:** IPEDS Finance, Part A - Statement of Financial Position and Part C - Expenses by Functional and Natural Classification
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**  $(F1A10 + F1A07) / F1C191$

**Definition (Public):** The Debt Burden Ratio examines the institution's dependence on borrowed funds as a source of financing its mission and the relative cost of borrowing to overall expenditures. It compares the level of current debt service with the institution's total expenditures. Debt service includes both interest and principal payments. For public institutions, the numerator of this ratio includes interest on all indebtedness, which is approximated by interest paid, plus the current year's principal payments; both generally are available from the GASB and FASB component unit statements of cash flows. However, if an institution or affiliate has refinanced debt, the statement of cash flows would reflect a large principal repayment amount, and the contractual principal amount would be more appropriate to use, which can usually be found in the notes to the financial statements. The denominator is total GASB operating expenses plus non-operating expenses less depreciation expense plus debt service principal payments, plus FASB component unit total expenses less depreciation expense plus debt service principal payments. Even if the component units are fundraising entities, inclusion of their expenses in the denominator is appropriate. Including the component unit portion in the numerator calculation would not be appropriate unless the component units were operating entities.

The formula for this is:  $(\text{Debt service} + \text{FASB C.U. debt service}) / (\text{Adjusted expenses} + \text{FASB C.U. adjusted expenses})$

(Adapted from *Strategic Financial Analysis for Higher Education, 6th Edition*. Prager & Co., LLC. 2005, <http://www.prager.com/Public/raihe6.pdf>.)

## Tuition Discount Ratio

### Tuition Discount Ratio

- **Source:** IPEDS Finance, Part B - Revenues by Source and Part E - Scholarships and Fellowships
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**  $F1E08 / (F1B01 + F1E08)$

**Definition (Public):** The Tuition Discount Ratio measures the proportion of tuition which is being offset by institutional grant aid for enrolling students. The formula for this ratio is:

Tuition discount / Total tuition and fees

### Tuition Dependency Ratio

#### Tuition Dependency Ratio

- **Source:** IPEDS Finance, Part B - Revenues by Source
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**  $F1B01 / F1B27$

**Definition (Public):** The Tuition Dependency Ratio measures tuition and fees less all financial aid as a percentage of total operating income for public institutions (the same as the denominator in the Operating Revenues Ratio). A downward trend in the Tuition Dependency Ratio is considered a positive occurrence because it usually indicates that the institution is increasing its diversity of funding sources. Such diversity may protect an institution from economic cycles. For instance, a drop in enrollment may occur in the same year that an institution experiences high investment return, which may mitigate the effect of reduced tuition revenue. However, downward trends must be interpreted with caution. A decrease in the numerator and no change in the denominator would also produce a downward trend—but in this case one with clearly negative implications.

The formula for this ratio is: Net tuition and fees / Total operating income

(Adapted from *Strategic Financial Analysis for Higher Education, 6th Edition*. Prager & Co., LLC. 2005, <http://www.prager.com/Public/raihe6.pdf>.)

### Comprehensive Financial Index (CFI)

#### Comprehensive Financial Index

- **Source:** IPEDS Finance

- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** See definition below

**Definition:** The Comprehensive Financial Index (CFI) is an overall financial measurement of an institution's health based on four core ratios:

- Primary Reserve Ratio
- Viability Ratio (Minus Pension)
- Return on Net Assets Ratio
- Operating Revenues Ratio

The CFI is useful in helping governing boards and senior management understand the financial position that the institution enjoys in the marketplace. Moreover, this measurement will also prove valuable in assessing prospects of the institution, functioning as an "affordability index" of a strategic plan.

The formula for this ratio is dependent upon both whether or not the institution has long-term debt and whether or not the institution is responsible for the retirement/pension of its employees.

For institutions with long-term debt that are not responsible for the retirement/pension of its employees, the formula for this ratio is below.

$$\begin{aligned} & (( \textit{Primary Reserve Ratio} / 0.133 ) * 0.35 ) + \\ & (( \textit{Operating Revenues Ratio} / 0.013 ) * 0.10) + \\ & (( \textit{Return on Net Assets Ratio} / 0.020 ) * 0.20) + \\ & (( \textit{Viability Ratio (Minus Pension)} / 0.417 ) * 0.35) \end{aligned}$$

For institutions without long-term debt, or for institutions with long-term debt that are responsible for the retirement/pension of their employees, see the definition for *CFI (with Pension)*.

(Adapted from Strategic Financial Analysis for Higher Education, 6th Edition. Prager & Co., LLC. 2005, <http://www.prager.com/Public/raihe6.pdf>.)

**Criteria for Requests for Comments:** The institution will be asked to provide explanatory comments if the value in this field is less than 1.

## CFI (with Pension)

### Comprehensive Financial Index (including pension debt)

- **Source:** IPEDS Finance
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** See definition below

**Definition:** The Comprehensive Financial Index (CFI) is an overall financial measurement of an institution's health based on four core ratios:

- Primary Reserve Ratio
- Viability Ratio
- Return on Net Assets Ratio
- Operating Revenues Ratio

The CFI is useful in helping governing boards and senior management understand the financial position that the institution enjoys in the marketplace. Moreover, this measurement will also prove valuable in assessing prospects of the institution, functioning as an "affordability index" of a strategic plan.

The formula for this ratio is dependent upon both whether or not the institution has long-term debt and whether or not the institution is responsible for the retirement/pension of its employees.

For institutions without long-term debt, the formula for this ratio is:

$$\begin{aligned} & (( \textit{Primary Reserve Ratio} / 0.133 ) * 0.55 ) + \\ & (( \textit{Operating Revenues Ratio} / 0.013 ) * 0.15 ) + \\ & (( \textit{Return on Net Assets Ratio} / 0.020 ) * 0.30 ) \end{aligned}$$

For institutions with long-term debt that are responsible for the retirement/pension of its employees, the formula for this ratio is:

$$\begin{aligned} & (( \textit{Primary Reserve Ratio} / 0.133 ) * 0.35 ) + \\ & (( \textit{Operating Revenues Ratio} / 0.013 ) * 0.10 ) + \\ & (( \textit{Return on Net Assets Ratio} / 0.020 ) * 0.20 ) + \\ & (( \textit{Viability Ratio} / 0.417 ) * 0.35 ) \end{aligned}$$

For institutions with long-term debt that are not responsible for the retirement/pension of their employees, see the definition for *Comprehensive Financial Index (CFI)*.

## Default Rate

### Default Rate

- **Source:** College Scorecard
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** 3\_yr\_default\_rate

**Definition:** Cohort default rates are produced annually as an institutional accountability metric; institutions with high default rates may lose access to federal financial aid. The three-year cohort default rate represents a snapshot in time. For example, FY 2013 rates were calculated using the cohort of borrowers who entered repayment on their federal student loans between October 1, 2012 and September 30, 2013, and who defaulted before September 30, 2015.

**Criteria for Requests for Comments:** The institution will be asked to provide explanatory comments if the value in this field is greater than or equal to 30%.

## Financials

### Net assets unrestricted

#### Total unrestricted net assets

- **Source:** IPEDS Finance, Part A, Line 17
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1A17

**Definition (Public):** Unrestricted net assets are net assets held by the institution upon which no restrictions have been placed by the donor or other party external to the institution.

### Net assets temp restricted

#### Temporarily restricted net assets

- **Source:** IPEDS Finance, Part A, Line 15



- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1A15

**Definition (Public):** Restricted-expendable net assets have constraints placed on use that are either (a) externally imposed by creditors, grantors, contributors, or laws and regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation, and are not required to be retained in perpetuity.

### Net assets perm restricted

#### Permanently restricted net assets included in total restricted net assets

- **Source:** IPEDS Finance, Part A, Line 16
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1A16

**Definition (Public):** Restricted-non-expendable net assets have constraints placed on use that are either (a) externally imposed by creditors, grantors, contributors, or laws and regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation, and are required to be retained in perpetuity.

### Adjusted Change in Net Assets

#### Adjusted change in net assets

- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2018 collection and later:** F1C19IN + F1C19DP
  - **Prior to 2018 collection:** F1C197 + F1C194

**Definition (Public):** Adjusted change in net assets is the sum of the interest from total expenses/deductions and depreciation expense.

## Net Assets Beginning of Year

### Net assets, beginning of the year

- **Source:** IPEDS Finance, Part D, Line 04
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1D04

**Definition (Public):** Net position beginning of year is the value of net position as of the beginning of the fiscal year

## Net Assets End of Year

### Net assets, end of the year

- **Source:** IPEDS Finance, Part D, Line 06
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1D06

**Definition (Public):** Net position end of year is the sum of net assets invested in capital assets, net of related debt, restricted-expendable net assets, restricted-non-expendable net assets, and unrestricted net assets. It can be calculated as the difference between total assets and total liabilities.

## Net Assets Change Over Year

### Change in net assets during the year

- **Source:** IPEDS Finance, Part D, Line 03
- **Input by:** MSCHE uploads data from source (where available)

- **Variable/Calculation:** F1D03

**Definition (Public):** Change in net position during year is the net difference between total revenues and other additions and total expenses and other deductions.

**Criteria for Requests for Comments:** The institution will be asked to provide explanatory comments if the value in this field is less than 0.

## Expendable Net Assets

### Total expendable net assets

- **Source:** IPEDS Finance, Part A, Line 18
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1A18

**Definition (Public):** Total net assets is the sum of net assets invested in capital assets, net of related debt, restricted-expendable net assets, restricted-non-expendable net assets, and unrestricted net assets. It can be calculated as the difference between total assets and total liabilities.

## Total Revenue

### Total operating and nonoperating revenues and investment return

- **Source:** IPEDS Finance, Part B, Line 27
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1B27

**Definition (Public):** Total operating and non-operating revenues is the sum of the following amounts: tuition & fees, after deducting discounts & allowances; federal operating grants and contracts, state operating grants and contracts; local government operating grants and contracts; private operating grants and contracts; sales & services of auxiliary enterprises, after deducting discounts & allowances; sales & services of hospitals, after deducting patient contractual allowances; sales & services of educational activities; independent operations; other sources-operating; federal appropriations; state appropriations; local appropriations, education district taxes & similar support; federal non-operating grants; state non-operating grants; local

government non-operating grants; gifts, including contributions from affiliated organizations; investment income; and other non-operating revenues.

## Total Operating Revenue

### Total operating revenues

- **Source:** IPEDS Finance, Part B, Line 09
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1B09

**Definition (Public):** Total operating revenues is the sum of all operating revenues. They result from providing services and producing and delivering goods.

## Revenue Unrestricted

### Institutional grants from unrestricted resources

- **Source:** IPEDS Finance, Part E, Line 06
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1E06

**Definition (Public):** Institutional grants from unrestricted sources are expenditures for scholarships and fellowships from unrestricted net assets of the institution. The institutional matching portion of federal, state, or local grants is reported here. Athletic scholarships are also included here.

## Total Operating Expense

### Total expenses and deductions - Current year total

- **Source:** Institution's Audited Financial Statements
- **Input by:** Institution

**Definition (Public):** Total operating expenses is the sum of operating expenses and deductions.

## Depreciation Expense

### Total expenses and deductions - Depreciation

- **Source:** IPEDS Finance, Part C, Line 19
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**
  - **2018 collection and later:** F1C19DP
  - **Prior to 2018 collection:** F1C194

**Definition (Public):** Depreciation is the sum of operating and non-operating depreciation expenses.

## Net Operating Loss

### Net operating loss

- **Source:** IPEDS Finance, Part B - Revenues by Source and Part C - Expenses by Functional and Natural Classification
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1B09 - F1C191

**Definition (Public):** Net operating loss is equal to total operating revenue minus total operating expense.

## Long-term and Capital Leases

### Long-term and capital leases and debt related to property, plant, and equipment

- **Source:** IPEDS Finance, Part A - Statement of Financial Position
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1A10 + F1A07

**Definition (Public):** Long-term and Capital Leases is the sum of debt of the institution in the form of bonds, notes, capital leases, and other forms of debt that are repayable over a period greater than one year.

### Principal Payments on Long-term Debt

#### Principal payments and interest expense on long-term debt

- **Source:** Institution's internal debt schedules or Audited Financial Statements
- **Input by:** Institution

**Definition:** Amounts can be obtained from the institution's internal debt schedules or from the Audited Financial Statements' Cash Flow Statement and/or the Notes regarding Long Term Debt. If your institution reported long-term debt related to property, plant, and equipment, you must report principal payments and interest expense.

### Tuition and Fees - Total

#### Tuition and fees, total

- **Source:** IPEDS Finance, Part B, Line 01
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1B01 + F1E08

**Definition (Public):** Tuition and fees are revenues from all tuition and fees assessed against students (including refunds and discounts & allowances) for educational purposes. If tuition or fees are remitted to the state as an offset to the state appropriation, the total of such tuition or fees should be deducted from the total state appropriation and added to the total for tuition and fees. If an all-inclusive charge is made for tuition, board, room, and other services, a reasonable distribution is made between revenues for tuition and fees and revenues for auxiliary enterprises. Tuition and fees excludes charges for room, board, and other services rendered by auxiliary enterprises.

### Tuition discounts and allowances

#### Discounts and allowances applied to tuition and fees

- **Source:** IPEDS Finance, Part E, Line 08
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1E08

**Definition (Public):** Discounts and allowances applied to tuition and fees are reductions to the amount charged for tuition and fees by the application of scholarships and fellowships. This amount is equal to the amount of scholarships applied to tuition and fees.

### Tuition and Fees - Net

#### Tuition and fees, after deducting discounts and allowances

- **Source:** IPEDS Finance, Part B - Revenues by Source and Part E
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1B01

**Definition (Public):** Tuition and fees are revenues from all tuition and fees assessed against students (net of refunds and discounts & allowances) for educational purposes. If tuition or fees are remitted to the state as an offset to the state appropriation, the total of such tuition or fees should be deducted from the total state appropriation and added to the total for tuition and fees. If an all-inclusive charge is made for tuition, board, room, and other services, a reasonable distribution is made between revenues for tuition and fees and revenues for auxiliary enterprises. Tuition and fees excludes charges for room, board, and other services rendered by auxiliary enterprises.

## Education and General Expenses

### Academic Support

#### Academic support - Current year total

- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification, Line 05
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1C051

**Definition (Public):** Academic support are expenses for support services that are an integral part of the institution's primary mission of instruction, research, or public service and that are not charged directly to these primary programs. Include expenses for libraries, museums, galleries, audio/visual services, academic development, academic computing support, course and curriculum development, and academic administration. Include expenses for medical, veterinary and dental clinics if their primary purpose is to support the institutional program, that is, they are not part of a hospital. (FARM para. 703.7)

### Auxiliary Enterprises

#### Auxiliary enterprises - Current year total

- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification, Line 11
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1C111

**Definition (Public):** Auxiliary enterprises expenses include expenses of essentially self-supporting operations of the institution that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, student health services, intercollegiate athletics (only if essentially self-supporting), college unions, college stores, faculty and staff parking, and faculty housing. (FARM para. 703.11)

### Hospital Services

#### Hospital services - Current year total



- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification, Line 12
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1C121

**Definition (Public):** Hospital services includes expenses associated with a hospital operated by the post-secondary institution (but not as a component unit) and reported as a part of the institution. This classification includes nursing expenses, other professional services, general services, administrative services, and fiscal services. Also included are information technology expenses, actual or allocated costs for operation and maintenance of plant, interest and depreciation related to hospital capital assets.

## Independent Operations

### Independent operations - Current year total

- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification, Line 13
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1C131

**Definition (Public):** Independent operations includes expenses associated with operations that are independent of or unrelated to the primary missions of the institution (i.e., instruction, research, public service) although they may contribute indirectly to the enhancement of these programs. This category is generally limited to expenses of a major federally funded research and development center. Also included are information technology expenses, actual or allocated costs for operation and maintenance of plant, and depreciation related to the independent operations. FASB institutions also charge or allocate interest expense to independent operations. Excluded are expenses of operations owned and managed as investments of the institution's endowment funds.

## Institutional Support

### Institutional support - Current year total

- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification, Line 07
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1C071

**Definition (Public):** Institutional support includes all operating expenses associated with the day-to-day operational support of the institution. Includes expenses for general administrative services, central executive-level activities concerned with management and long-range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development.

## Instruction

### Instruction - Current year total

- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification, Line 01
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1C011

**Definition (Public):** Instruction expenses includes all expenses of the colleges, schools, departments, and other instructional divisions of the institution and expenses for departmental research and public service that are not separately budgeted. Includes general academic instruction, occupational and vocational instruction, special session instruction, community education, preparatory and adult basic education, and remedial and tutorial instruction conducted by the teaching faculty for the institutions' students. Also, includes expenses for both credit and non-credit activities. Excludes expenses for academic administration if the primary function is administration (e.g., academic deans).

## Scholarship and Fellowship

### Net grant aid to students, scholarships, and fellowships expenses - Current year total

- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification, Line 10
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1C101

**Definition (Public):** Scholarships and fellowships is the sum of all operating expenses associated with scholarships and fellowships treated as expenses because the institution incurs an incremental expense in the provision of a good or service. Thus, payments, made to students or third parties in support of the total cost of education are expenses if those payments are made for goods and services not provided by the institution. Examples include payments for services to third parties (including students) for off-campus housing or for the cost of board provided by institutional contract meal plans. The amount of expense in this function is the total of all institutional scholarships reduced by the amount that is classified as discounts and allowances.

## Public Services

### Public service - Current year total

- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification, Line 03
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1C031

**Definition (Public):** Public service includes all operating expenses associated with public service and for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution. Examples are conferences, institutes, general advisory services, reference bureaus, seminars, and similar services provided to particular sectors of the community. This function includes expenses for community services, cooperative extension services, and public broadcasting services. (FARM para. 703.6)

## Research

### Research - Current year total

- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification, Line 02
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1C021

**Definition (Public):** Research expense includes expenses for activities specifically organized to produce research outcomes either commissioned by an agency external to the institution or separately budgeted by an organizational unit within the institution. The category includes institutes and research centers, and individual and project research. Excludes non-research sponsored programs (e.g., training programs).

## Student Services

### Student services - Current year total

- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification, Line 06
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1C061

**Definition (Public):** Student service expenses include all operating expenses associated with admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program. Examples include student activities, cultural events, student newspapers, intramural athletics, student organizations, supplemental instruction outside the normal academic program (remedial instruction for example), career guidance, counseling, financial aid administration, and student records.

## Other Functional Expenses

### Other expenses and deductions - Current year total

- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification, Line 14
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1C141

**Definition (Public):** Other functional expenses includes all operating expenses associated with functions other than those listed previously, i.e., instruction, research, public service, academic support, student services, institutional support, operations and maintenance of plant, depreciation, scholarships and fellowships, auxiliary enterprises, hospitals, and independent operations.

## Total Education and General Expenses

### Total expenses and deductions - Current year total

- **Source:** IPEDS Finance, Part C - Expenses by Functional and Natural Classification, Line 19
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F1C191

**Definition (Public):** Total expenses and deductions includes all operating and non-operating expenses and deductions and should be the same as the amount of total expenses found in the institution's GPFS.

## Most Recent Financial Audit Metrics

### Most Recent Audit FY Begin Date

#### Fiscal year begin date from most recent audit

- **Source:** Institution's most recent Audited Financial Statements
- **Input by:** Institution

**Definition:** The fiscal year begin date from the institution's most recent audit.

### Most Recent Audit FY End Date

**Fiscal year end date from most recent audit**

- **Source:** Institution
- **Input by:** Institution

**Definition:** The fiscal year end date from the institution's most recent audit.

### Most Recent Adjustment to Start

**Adjustment to beginning net assets from the most recent audit**

- **Source:** Institution's most recent Audited Financial Statements
- **Input by:** Institution

**Definition:** Unusual and infrequent adjustments to assets that are not recorded as current year revenues, expenses, gains, or losses. This includes adjustments for retroactive applications of changes in accounting principles and prior period adjustments.

### Most Recent Beginning Net Assets

**Net assets, beginning of the year from the most recent audit**

- **Source:** Institution's most recent Audited Financial Statements
- **Input by:** Institution
- **Variable/Calculation:** Net assets, beginning of the year

**Definition (Public):** Net position beginning of year is the value of net position as of the beginning of the most recent fiscal year.

## Most Recent Ending Net Assets

### Net assets, end of the year from the most recent audit

- **Source:** Institution's most recent Audited Financial Statements
- **Input by:** Institution
- **Variable/Calculation:** Net assets, end of the year

**Definition (Public):** Net position end of year is the sum of net assets invested in capital assets, net of related debt, restricted-expendable net assets, restricted-non-expendable net assets, and unrestricted net assets as of the end of the fiscal year that most recently ended. It can be calculated as the difference between total assets and total liabilities.

## Financial Documents to Upload

### Audited Financials

#### Most recent audited financial statements

- **Source:** Institution's Audited Financial Statements
- **Upload by:** Institution

**Definition:** Upload the institution's most recent audited financial statements (or a draft copy if your final AFS are not available). If you are a military/government institution and do not have AFS, please upload a document with an explanation.

### Bond Rating for new debt issues

#### Most recent bond rating

- **Source:** Institution's bond rating
- **Upload by:** Institution (if applicable)

**Definition:** Upload the institution's most recent bond rating. A bond rating is a grade given to bonds that indicates their credit quality. Private independent rating services provide these evaluations of a bond issuer's financial strength, or its the ability to pay a bond's principal and interest in a timely fashion. Bonds are ranked on the basis of the degree of risk associated with timely payment of their interest and principal. Bond rating agencies use a grading system as follows:

- (1) **AAA**: highest quality
- (2) **AA**: high quality.
- (3) **A**: upper medium grade.
- (4) **BBB**: medium grade.
- (5) **BB**: has speculative elements.
- (6) **B**: speculative.
- (7) **CCC**: speculative with possibility of default.
- (8) **CC**: most speculative.
- (9) **C**: lowest gradable quality.
- (10) **DDD**: in default with possibility of recovery.
- (11) **DD**: in default and arrears.
- (12) **D**: in default, with little or no value.

## Management Letter

### Most recent Management Letter

- **Source:** Institution
- **Upload by:** Institution

**Definition:** Upload the institution's most recent Management Letter. If the institution does not have a management letter, please upload a document with an explanation.

## Title IV Compliance Audits

### Most recent Title IV Compliance Audits

- **Source:** Institution's Title IV Compliance Audit
- **Upload by:** Institution

**Definition:** Upload the institution's most recent Title IV Compliance Audit. A Title IV Compliance Audit must be performed generally on an annual basis based on the institution's fiscal year.



Public and not-for-profit institutions have a compliance audit prepared by an independent CPA following the parameters in OMB Circular A-133. For-profit institutions have a compliance audit prepared by an independent CPA following the parameters in the FSA Audit Guide.

### Financial audits from parent corporations

#### Most recent audited financial statements of the institution's parent company

- **Source:** Audited Financial Statements of the Institution's parent company
- **Upload by:** Institution (if applicable)

**Definition:** Upload the most recent audited financial statements of the institution's parent company, if applicable (or a draft copy if your final AFS are not available).

### USDE composite score letters

#### Most recent US Department of Education Composite Score letter

- **Source:** Institution's USDE Composite Score Letter
- **Upload by:** Institution (if applicable)

**Definition:** Upload the institution's most recent USDE Composite Score Letter, if applicable. If your institution received a composite score between 1.4 and -1.0, your institution would have received a letter from the US Department of Education listing your score. The composite score standard combines different measures of fundamental elements of financial health to yield a single measure of a school's overall financial health. This method allows financial strength in one area to make up for financial weakness in another area and gives an equitable measure of the financial health of schools of different sizes. It is a composite of three ratios derived from an institution's audited financial statements: a primary reserve ratio, an equity ratio, and a net income ratio. These ratios gauge the fundamental elements of the financial health of an institution, not the educational quality of an institution.

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