



**Middle States Commission on Higher Education**

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# ANNUAL INSTITUTIONAL UPDATE DATA DICTIONARY

PRIVATE (FOR-PROFIT) INSTITUTIONS

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## General Information

### 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 Year 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 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 online courses or "one course at a time".

## 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

## 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

### Institution has open admissions

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

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



## Institutional Context

### Fall Enrollment Headcounts

#### Total

##### Total Fall 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 (Undergraduate and Graduate).

- 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 absolute value of the change in the value of this field from last year to this year is greater than 8%.

#### Full-Time

##### Full-time Fall 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 Fall 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, Derived - Frequently used fall enrollment variables
- **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 absolute value of the change in the value of this field from last year to this year is greater than 5%.

## 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.

## Fall Enrollment Race-Ethnicity Percentages

### American Indian or Alaskan Native

#### Percent of total fall 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 fall 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 fall 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 fall 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 fall 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 fall 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 fall 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 fall 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

### Under 18

**Percent of undergraduate enrollment below 18 years of age**

- Source: IPEDS Fall Enrollment, Part B
- Input by: MSCHE uploads data from source (where available)
- Variable/Calculation: DVEF13

**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.

### 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.
- A response of zero should be entered if your institution does not offer any programs that meet this definition.

### 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, where EFDELEV = 1) / (EFDETOT, 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 Evaluators 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:**  $\text{share\_firstgeneration} * 100$

**Definition:** Percent of new students in the 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 first-time developmental students 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:** Institution
- **Input by:** Institution

**Definition:** Number of first-time students in the fall term who were enrolled in at least one developmental/remedial course divided by the total number of first-time students in fall term.

**Developmental/remedial course** – Developmental coursework is any formal non-college-level learning activity designed to prepare a student to complete college-level work. These courses or co-curricular requirements are typically in the subjects of Reading, English, or Math. These courses may be credit-bearing or not but regardless do not contribute to the completion of a degree. These courses are considered below college-level and are taken as a required pre- or co-requisite to enrolling in a college-level course, typically in the subjects of English or Math. It may include self-study, developmental labs, co-curriculum classes, modularized course components, or any other coursework that would prepare the student to be successful in college-level work.

This does not include courses that are not requirements to be accomplished before enrolling in college-level coursework. This does not include First Year Experiences or other required freshmen courses. This does not include courses taken as part of an ABE program or other adult education program. This does not include English Language courses (e.g., English as a Second Language ESL, English Language Learning, ELL, etc.)

- (Adapted from Voluntary Framework of Accountability Metrics Manual, <https://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf>)

### Has Dual Enrollment

**During the fall semester, did any secondary (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** - Dual enrollment (also called Concurrent Enrollment) can have many different forms based on the agreement between the institution and the secondary school(s). The key aspects here are that the student is still enrolled in secondary school, and thus has not yet obtained a secondary diploma or the equivalent. Additionally, the student is earning college credits that will appear on the student's institution transcript. This includes but is not limited to:

- Student concurrently enrolled in a secondary school and taking courses at the higher education institution that will count towards a higher education credential at the institution.
- Student enrolled in a secondary school and taking courses at a secondary school for credits that will count towards a higher education credential at the institution.
- Student enrolled in a secondary school and taking courses that if passed, are transferred to the institution as credits that will count towards a higher education credential at the institution.

This does not include AP coursework or other institution credit awarded by means of testing.

### Dual Enrollment Headcount

**Unduplicated headcount of secondary (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. A response of zero should be entered if your institution does not offer any programs that meet this definition.

**Dual Enrollment** - Dual enrollment (also called Concurrent Enrollment) can have many different forms based on the agreement between the institution and the secondary school(s). The key aspects here are that the student is still enrolled in secondary school, and thus has not yet obtained a secondary diploma or the equivalent. Additionally, the student is earning college credits that will appear on the student's institution transcript. This includes but is not limited to:

- Student concurrently enrolled in a secondary school and taking courses at the higher education institution.
- Student enrolled in a secondary school and taking courses at a secondary school for credits that will count towards a higher education credential at the institution.
- Students taking secondary courses that if passed, are transferred to the institution as credits that will count towards a higher education credential at the institution.

This does not include AP coursework or other institution credit awarded by means of testing.

### 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. A zero should be entered if no students were awarded Pell grant aid or if your institution is not eligible for Pell.

- 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. A zero should be entered if no students were awarded Pell grant aid or if your institution is not eligible for Pell.

- 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 + PCTENRNH + 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

### 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.

## 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 = 12

#### 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 WHERE GRATYPE = 12) / (GRTOTLT 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).

**Criteria for Requests for Comments:** The institution will be asked to provide explanatory comments if the value in this field is less than 25% **OR** if the change in the value of this field from last year to this year is less than -4%.

### 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.

### Total Cohort Graduation Rate 150%

#### Graduation rate, total cohort

- **Source:** IPEDS Graduation Rates, Derived
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** GRRTTOT

**Definition:** Graduation rate of first-time, full-time degree or certificate-seeking students - 2011 cohort (4-year institutions) and 2014 cohort (less-than-4-year institutions).

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.

For 4-year institutions the adjusted cohort is defined by the variable GRTOTLT when GRATYPE=2 and the total completers within 150% of normal time is GRTOTLT when GRATYPE=3. GRATYPE=2

and 3 include both the bachelor's or equivalent degree/certificate-seeking subcohort and the other degree/certificate-seeking subcohort (Table gr2017).

For 2-year institutions the adjusted cohort is defined by the variable GRTOTLT when GRATYPE=29 and the total completers within 150% of normal time is GRTOTLT when GRATYPE=30 (Table gr2017).

For less-than-2-year institutions the adjusted cohort defined by the variable LINE\_50 and the total completers within 150% of normal time is LINE\_11 (Table gr2017\_L2)

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 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:** L4NC200
  - **4-year institutions:** 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:** L4NC200 / L4AC200
  - **4-year institutions:** 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 where GRATYPE = 30) / (GRTOTLM where GRATYPE = 29)
  - **4-year institutions:** (GRTOTLM WHERE GRATYPE = 9) / (GRTOTLM WHERE GRATYPE = 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 = 12) / (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 = 12) / (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 = 12) / (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 = 12) / (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 = 12) / (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 = 12) / (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: (GR2MORT where GRATYPE = 30) / (GR2MORT where GRATYPE = 29)
- 4-year institutions: (GR2MORT WHERE GRATYPE = 12) / (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 = 12) / (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 GRTYPE = 30) / (GRUNKNT where GRTYPE = 29)
  - 4-year institutions: (GRUNKNT WHERE GRTYPE = 12) / (GRUNKNT WHERE GRTYPE = 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

## 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%.

## 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, NSSE, Licensure exam pass rate, graduate surveys, career placement rates etc.).

## Financial Calculated Metrics

### Ratios

#### Primary Reserve Ratio

##### Primary Reserve Ratio

- **Source:** MSCHE Calculated Field
- **Input by:** MSCHE
- **Variable/Calculation:** Expendable Net Assets / Total Expenses and Deductions

**Definition (For-profit):** 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.

#### Viability Ratio

##### Viability Ratio

- **Source:** MSCHE Calculated Field
- **Input by:** MSCHE
- **Variable/Calculation:** Expendable Net Assets / Long-Term Debt including current portion

**Definition (For-profit):** 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.



## Return on Net Assets Ratio

### Return on Net Assets Ratio

- **Source:** MSCHE Calculated Field
- **Input by:** MSCHE
- **Variable/Calculation:**  $(\text{Net Assets Change Over Year} + \text{F3B07} - \text{Net Assets Beginning of Year}) / \text{Net Assets Beginning of Year}$

**Definition (For-profit):** 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.

## Operating Revenues Ratio

### Operating Revenues Ratio

- **Source:** MSCHE Calculated Field
- **Input by:** MSCHE
- **Variable/Calculation:**  $(\text{Total Operating Revenue} - \text{Total Operating Expense}) / \text{Total Operating Revenue}$

**Definition (For-profit):** 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.

## Net Income Ratio

### Net Income Ratio

- **Source:** MSCHE Calculated Field
- **Input by:** MSCHE

- **Variable/Calculation:**  $(\text{Total Operating Revenue} - \text{Total Operating Expense}) / \text{Total Operating Revenue}$

**Definition (For-profit):** 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.

### Debt Burden Ratio

#### Debt Burden Ratio

- **Source:** MSCHE Calculated Field
- **Input by:** MSCHE
- **Variable/Calculation:**  $\text{Total Debt Service} / \text{Total Operating Expense}$

**Definition (For-profit):** 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.

### Tuition Discount Ratio

#### Tuition Discount Ratio

- **Source:** MSCHE Calculated Field
- **Input by:** MSCHE
- **Variable/Calculation:**  $\text{Tuition Discounts Allowances} / (\text{Tuition and Fees Net} + \text{Tuition Discounts Allowances})$

**Definition (For-profit):** The Tuition Discount Ratio measures the proportion of tuition which is being offset by institutional grant aid for enrolling students.

## Tuition Dependency Ratio

### Tuition Dependency Ratio

- **Source:** MSCHE Calculated Field
- **Input by:** MSCHE
- **Variable/Calculation:** Tuition and Fees Net/ Total Operating Revenue

**Definition (For-profit):** 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.

## Comprehensive Financial Index (CFI)

### Comprehensive Financial Index

- **Source:** MSCHE Calculated Field
- **Input by:** MSCHE
- **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 with long-term debt the formula for this ratio is below.

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

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

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

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

## Expendable Net Assets

### Expendable net assets

- **Source:** MSCHE Calculated Field
- **Input by:** MSCHE
- **Variable/Calculation:** Net Assets – Net of Depreciation + Long-term and Capital Leases

**Definition (For-profit):** Expendable net assets is equal to total assets minus property, plant, and equipment, net of accumulated depreciation plus debt related to property, plant, and equipment.

## Financial Data

### 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:** Institution
- **Input by:** Institution

**Definition:** Does your institution have one or more defined benefit pension plans (either as a single employer, agent employer or cost-sharing multiple employer)?

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

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

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

**Definition:** Includes any pension liability that was recognized in the "Statement of Net Position." This may include unfunded pension liabilities of one or more defined benefit pension plan in which the institution participates.

## Net assets unrestricted

### Total unrestricted net assets

- **Source:** Institution
- **Input by:** Institution
- **Variable/Calculation:** N/A

**Definition (For-profit):** 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:** Institution
- **Input by:** Institution
- **Variable/Calculation:** N/A

**Definition (For-profit):** 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:** Institution
- **Input by:** Institution
- **Variable/Calculation:** N/A

**Definition (For-profit):** 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 B; IPEDS Finance, Part E
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:**  $F3B08 - F3B06 + F3E075 + F3E076$

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

### Net Assets Beginning of Year

#### Equity, beginning of year

- **Source:** IPEDS Finance, Part B, Line 06
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3B06

**Definition (For-profit):** Equity, beginning of year should correspond to the total equity at the beginning of the reporting period as found in the general purpose financial statements.

### Net Assets End of Year

#### Equity, end of year

- **Source:** IPEDS Finance, Part B, Line 08
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3B08

**Definition (For-profit):** Equity, end of year is the sum of the following amounts: net income; other changes in equity; equity-beginning of year; and adjustments to beginning net equity. This amount should equal the total equity reported in the general purpose financial statements.



## Net Assets Change Over Year

### Net assets change over year

- **Source:** IPEDS Finance, Part B - Summary of Changes in Equity
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3B08 - F3B06

**Definition (For-profit):** Net assets change over year is equal to equity, end of year minus equity, beginning of year.

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

## Net Position / Net Assets

### Net Position / Net Assets

- **Source:** Finance, Part B
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3B08

**Definition:** Equity, end of year is the sum of the following amounts: net income; other changes in equity; equity-beginning of year; and adjustments to beginning net equity. This amount should equal the total equity reported in the general-purpose financial statements.

## Total Assets

### Total assets

- **Source:** Finance, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3A01

**Definition:** Net assets is the sum of the following amounts: cash, cash equivalents and temporary investments; receivables (net of allowance for uncollectible accounts); inventories, prepaid expenses, and deferred charges; amounts held by trustees for construction and debt service; long-term investments; plant, property, and equipment; and other assets.

## Total Revenue

### Total revenues and investment return

- **Source:** IPEDS Finance, Part B, Line 01
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3B01

**Definition (For-profit):** Total revenues and investment return is the sum of the following amounts: tuition and fees; government appropriations, grants and contracts; private grants and contracts; investment income and investment gains (losses) included in net income; sales and services of educational activities and auxiliary enterprises; and other revenue.

## Total Operating Revenue

### Total operating revenues

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

**Definition (For-profit):** 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:** Institution
- **Input by:** Institution

- **Variable/Calculation:** N/A

**Definition (For-profit):** 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

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

**Definition (For-profit):** Total operating expenses is the sum of operating expenses and deductions.

## Depreciation Expense

### Depreciation expense

- **Source:** IPEDS Finance, Part E
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3E075

**Definition (For-profit):** Depreciation expense is the allocation or distribution of the cost of capital assets, less any salvage value, to expenses over the estimated useful life of the asset in a systematic and rational manner. Depreciation for the year is the amount of the allocation or distribution for the year involved.

## Net of Depreciation

### Net of Depreciation

- **Source:** Finance, Part A
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3A01B

**Definition:** Net of accumulated depreciation includes end-of-year market value for categories such as land, buildings, improvements other than buildings, equipment, and library books, combined and net of accumulated depreciation.

### Net Operating Income/(Loss)

#### Net operating income/(loss)

- **Source:** MSCHE Calculated Field
- **Input by:** MSCHE
- **Variable/Calculation:** Total Operating Revenue - Total Operating Expense

**Definition (Non-profit):** Net operating income/(loss) is equal to total operating revenue minus total operating expense.

### Long-term Debt Including Current Portion

#### Debt related to property, plant, and equipment

- **Source:** IPEDS Finance, Part A, Line 02
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3A02A

**Definition (For-profit):** Debt related to property, plant, and equipment include amounts for all long-term debt obligations including bonds payable, mortgages payable, capital leases payable, and long-term notes payable. (FARM para. 420.3, 423) If the current portion of long-term debt is separately reported in the GPFS, include that amount.

### Total Debt Service

#### 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. If your institution did not report any long-term debt enter zero for these payments.

### Long-term Debt

#### For Public Institutions Only

This is the amount for long-term debt arising from debt issuance and lease purchase agreements. This amount should be included in your total liabilities amount.

### Long-term Debt Current Portion

#### For Public Institutions Only

This is the amount due in the next operating cycle (usually a year) for amounts otherwise reported as long-term or non-current debt. This amount should be included in the total liabilities amount

### Tuition and Fees - Total

#### Tuition and fees, total

- **Source:** IPEDS Finance, Part D, Line 01; and Part C, Line 06
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3D01 + F3C06

**Definition (For-profit):** Tuition and fees includes the amount of tuition and educational fees, including any discounts and allowances applied in the general purpose financial statements. Includes all fees for continuing education programs, conferences, and seminars.

### Tuition discounts and allowances

#### Allowances applied to tuition and fees

- **Source:** IPEDS Finance, Part C, Line 06
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3C06

**Definition (For-profit):** Allowance applied to tuition and fees is the portion of total student aid that is applied to tuition and fees. This amount plus tuition and fees revenues equals gross tuition and fee revenues.

### Tuition and Fees - Net

#### Tuition and fees, net of any refunds, discounts and allowances

- **Source:** IPEDS Finance, Part D, Line 01
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3D01

**Definition (For-profit):** 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 E - Expenses by Functional and Natural Classification, Line 03a
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3E03A1

**Definition (For-profit):** 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 E - Expenses by Functional and Natural Classification, Line 04
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3E041

**Definition (For-profit):** 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 E - Expenses by Functional and Natural Classification, Line 10
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3E101

**Definition (For-profit):** Hospital services includes expenses associated with a hospital operated by the postsecondary 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.

- If your institution does not have any Hospital Services expenses the value of this field should be zero.

## Independent Operations

### Independent operations - Current year total

- **Source:** Institution
- **Input by:** Institution
- **Variable/Calculation:** N/A

**Definition (For-profit):** 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 E - Expenses by Functional and Natural Classification, Line 03c
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3E03C1

**Definition (For-profit):** 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 E - Expenses by Functional and Natural Classification, Line 01
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3E011

**Definition (For-profit):** 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 E - Expenses by Functional and Natural Classification, Line 05
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3E051

**Definition (For-profit):** Net grant aid to students expenses include student awards, made from contributed funds or grant funds, that are under the control of the institution, net of discounts and allowances applied to tuition and fees and auxiliary enterprises. If the institution treats student grant aid as passthrough agency transactions on their GPFS, then those amounts will not be included here.

## Public Services

### Public service - Current year total

- **Source:** IPEDS Finance, Part E - Expenses by Functional and Natural Classification, Line 02b
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3E02B1

**Definition (For-profit):** 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 E - Expenses by Functional and Natural Classification, Line 02a
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3E02A1

**Definition (For-profit):** 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 nonresearch sponsored programs (e.g., training programs). Training programs generally are reported on line 01 (Instruction). (FARM para. 703.5)

## Student Services

### Student services - Current year total

- **Source:** IPEDS Finance, Part E - Expenses by Functional and Natural Classification, Line 03b
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3E03B1

**Definition (For-profit):** 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 E - Expenses by Functional and Natural Classification, Line 06
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3E061

**Definition (For-profit):** 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 E - Expenses by Functional and Natural Classification, Line 07
- **Input by:** MSCHE uploads data from source (where available)
- **Variable/Calculation:** F3E071

**Definition (For-profit):** 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.

## Financial Data (from your most recent Audit)

### 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's most recent Audited Financial Statements
- **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. If no adjustment was made for the reporting year enter a value of zero.

### 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 (For-profit):** 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 (For-profit):** 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 Single Audit

- **Source:** Institution's Single Audit
- **Upload by:** Institution

**Definition:** Upload the institution's most recent Single Audit. This audit is also known by several other names: OMB Circular A-133 audit or Uniform Guidance or 2 CFR 200 Subpart F. **This audit is ONLY required for institutions that have federal expenditures (student financial aid) that exceed \$750,000.** A Single Audit must be performed generally on an annual basis based on the institution's fiscal year. 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 institution's parent company
- **Upload by:** Institution

**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:** The Federal Financial Responsibility Composite Score is calculated by the Department of Education every year. **Only if your institutions Federal Financial Responsibility Composite Score is between 1.4 and -1.0 will you have a letter to upload.** 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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