

Center for Educational Performance and Information (CEPI)

Understanding Michigan's Postsecondary Success Rates

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Introduction

The Center for Educational Performance and Information (CEPI) measures and reports college and university student success using data from Michigan's Student Transcript and Academic Record Repository (STARR) Collection and the National Student Clearinghouse (NSC) StudentTracker. CEPI began collecting student-level postsecondary data starting with the 2009-10 enrollment class.

The Postsecondary Success Rates report shows the number of degree-seeking students who enter a Michigan postsecondary community college or public university and achieve a successful outcome. These rates capture both part- and full-time enrollment for all degree-seeking students as well as mobility between institutions. Achievement of a four-year degree from a university, a two-year degree from a community college or transfer to a university from a community college are all considered successes. The rates also contain a comprehensive success rate to showcase other successes such as earning a certificate, earning a bachelor's degree at a community college, or earning an associate's degree at a university.

The success rates show a student's progression throughout their postsecondary education. For community colleges, rates are reported at the end of the second, third, fourth, fifth, and sixth year. For universities, rates are reported at the end of the fourth, fifth, sixth, seventh, and eighth year.

The following pages explain the methodology and business rules created by CEPI, the State Budget Office, the Michigan Association of State Universities and Michigan Community College Association, and participants from various universities and community colleges throughout the state to determine how the rates should be calculated. By applying a consistent set of rules, the success rates calculated by CEPI will more accurately depict the successes of students pursuing a postsecondary degree in Michigan.

For more information on the data elements described in this document, please see the CEPI [IHE web page](#) for the current STARR data manual and other STARR resources.

Report Overview

Each Postsecondary Success Rates report provides data for a particular sector and cohort year. Data within each report are further broken down by rate year.

 State of Michigan 2009/2010 Community College Cohort Success Summary						
Community College Name ¹	Two Year Rates (through 2010/2011)			Three Year Rates (through 2011/2012)		
	Adjusted State Cohort	Success Rate	Comprehensive Rate	Adjusted State Cohort	Success Rate	Comprehensive Rate
ALL COMMUNITY COLLEGES						
ALPENA COMMUNITY COLLEGE						
BAY DE NOC COMMUNITY COLLEGE						
DELTA COLLEGE						
GLEN OAKS COMMUNITY COLLEGE						
GOGEBIC COMMUNITY COLLEGE						
GRAND RAPIDS COMMUNITY COLLEGE						

Sectors and Institutions of Higher Education (IHEs)

The Postsecondary Success Rates reports provide data on 43 Michigan community colleges and public universities. CEPI splits the data and reports into two sectors based on the type of IHE.

- One sector for the 28 community colleges
- One sector for the 15 public universities

The reports display information for each sector as a whole, as well as for individual IHEs. For example, the “State of Michigan 2009/2010 Community College Cohort Success Rates” report would give information from the Community College sector, including the two-year rates for individual community colleges as well as aggregate numbers for all 28 IHEs in that sector.

- Sector-Level: Reports provide total aggregate numbers and rates for the entire sector.
 - Each student is counted only once in a given sector.
- Individual IHEs (IHE-Level): Reports provide enrollment numbers and success rates for each individual public Michigan community college/university.
 - A student may be counted at multiple IHEs in which they were enrolled in a given sector.

Each report provides information for a particular Cohort Year.

Cohort Year

Each Postsecondary Success Rates report provides data for a particular cohort year. The cohort year is the initial school year a student enters a Michigan public sector IHE as an Undergraduate, *or* when a high school student participating in an Early/Middle College (E/MC) program begins their fourth year of high school while enrolled at an IHE.

The following scenarios do not set the cohort year and are not counted as postsecondary enrollment records for this report:

- Graduate-level enrollments
- Summer sessions
- Sessions solely with TransferNoGrade course grade status from STARR
- Sessions solely with Leave of Absence enrollment status from NSC StudentTracker
- Sessions where the student is still enrolled in high school and is not participating in an E/MC program in either the fourth, fifth, or sixth year

Rate Year

For each cohort of students, outcomes are measured at the end of each year for five years, beginning with the year the student would traditionally be expected to begin achieving success within their sector (year two for community colleges and year four for public universities).

For example, a student who enrolled in a community college in Cohort Year 2009-10 would be counted in the Community College sector and would be counted in the two-year rates for 2011-12, the three-year rates for 2012-13, and so on.

- For community college cohorts, outcomes are reported at the end of the second, third, fourth, fifth, and sixth rate year after initially entering the cohort.
- For public university cohorts, outcomes are reported at the end of the fourth, fifth, sixth, seventh, and eighth year after initially entering the cohort.

Identifying the Student Population – Base Cohort and Initial State Cohort

Base Cohort

The Base Cohort is the initial population of all part-time and full-time enrolled students, both degree- and nondegree-seeking, who have been assigned a cohort year in a sector in one of two ways:

1.) The student is a high school graduate and has an IHE enrollment record during the school year that meets all of these criteria:

1. The student has not previously been degree-seeking in that sector after exiting high school.
 - a. Degree-seeking status is derived from the StudentLevelCode data element in the STARR collection.
 - i. If a student is reported as both degree and nondegree-seeking in the same school year, the student is determined to be degree-seeking.
 - b. If a STARR record is not available and there is an NSC record, the student will be inferred to be degree-seeking.
2. The enrollment record's Session Designator (identifying the year and month for the start of the academic session) occurs after the student's high school Exit Date, *or* the student was not enrolled in a Michigan high school.
3. The Enrollment Level is Undergraduate.
 - a. Enrollment level is derived from the StudentLevelCode data element in the STARR collection.

If a STARR record is not available and there is an NSC record, the enrollment level from NSC will be used. If no enrollment level is reported in the NSC record, the student will be inferred to be undergraduate.
4. The enrollment record for the student was not submitted with a course status of TransferNoGrade in STARR, or an enrollment status of Leave of Absence in NSC StudentTracker.
 - a. TransferNoGrade records indicate that the courses were taken at a previous IHE, and the credit was simply transferred to the submitting IHE. These are removed so that sessions are not counted where students are not enrolled at the IHE, even though the IHE is reporting these courses.
 - b. Leave of Absence records indicate that the student was not actively enrolled at the IHE.
5. The enrollment did not occur during a summer session.
 - a. If the student continues in the fall or spring after the summer enrollment, their later enrollment will be captured in the following cohort year.

2.) The student is a high school student enrolled in an Early/Middle College (E/MC) program. An E/MC program is a five-year high school program designed to allow a pupil to earn a high school diploma and substantial college credit through an additional fifth year of study. An E/MC student is assigned to a cohort if they have an enrollment record during the school year that meets all of these criteria:

1. The student is a high school student enrolled in an E/MC program as reported by the high school in the Michigan Student Data System.
2. The postsecondary enrollment occurs in the student's fourth, fifth, or sixth year of high school.
 - a. Counting the student in their fourth year will allow a student's fifth-year exit from the E/MC program to coincide with the traditional timeframe for earning the expected number of credits.
 - b. A student enrolled in an E/MC program is considered a degree-seeking undergraduate student at the IHE.
3. The enrollment record for the student was not submitted with a course status of TransferNoGrade in STARR or an enrollment status of Leave of Absence in NSC StudentTracker.
4. The enrollment did not occur during a summer session.
 - a. If the student continues in the fall or spring after the summer enrollment, their later enrollment will be captured in the following cohort year.

Figure 1: When E/MC Program Enrollment is Counted

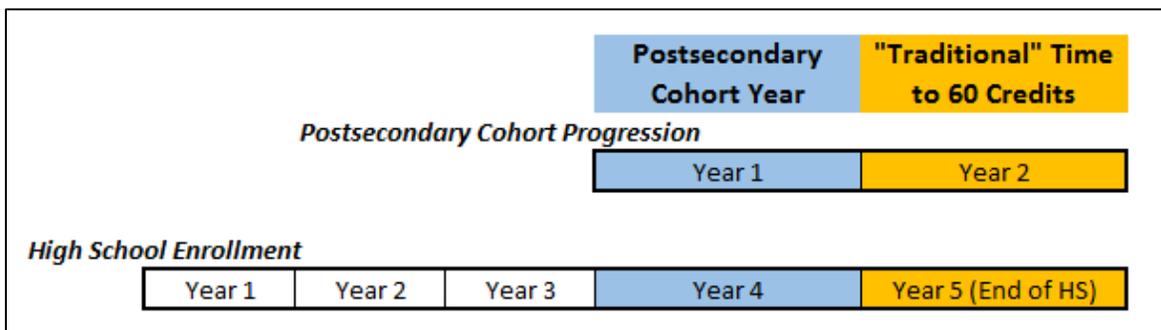


Figure 2: Base Cohort

Includes enrollments for students who have never been Degree-Seeking in a public Michigan IHE	=	Base Cohort
Only includes Undergraduate enrollments		
Includes both Degree- and Nondegree-Seeking enrollments		

Initial State Cohort (ISC)

Students in the Base Cohort are included in the ISC if they have a degree-seeking enrollment in the cohort year. Students in the Base Cohort who are nondegree-seeking are excluded from the ISC of that cohort year, but they are still shown in the report for transparency purposes.

- Exceptions:
 - A record submitted in the STARR with the nondegree-seeking Student Level Code of Community College Transfer Seeking Only will be counted as degree-seeking.
 - For students in an E/MC program, all enrollments that occur while the student is in high school (during and after the cohort year) are counted as degree-seeking regardless of the submitted degree-seeking status.
 - Enrollments occurring after high school are treated the same as standard postsecondary records.

Once the student is included in the ISC, they are permanently assigned to that cohort year for that sector.

For example scenarios illustrating which students are included in the Initial State Cohort, please see Appendix A.

Figure 3: Initial State Cohort

Base Cohort	=	Initial State Cohort
(-) Nondegree-Seeking Enrollments		

Adjusted State Cohort

Students assigned to an Initial State Cohort may change IHEs or enroll in multiple IHEs simultaneously. The Adjusted State Cohort (ASC) captures those changes and multiple enrollments. The ASC is calculated for each Rate Year in each sector and is used as the denominator in rate calculations.

The ASC reflects students' most recent enrollments as of the end of the Rate Year. However, once a student achieves success, or success at an IHE, they are thereafter counted in the ASC at that IHE even if they also enroll and are counted elsewhere.

Transitions Out: A student assigned to an IHE's Initial State Cohort is removed from the IHE's Adjusted State Cohort if the student has transferred out and enrolled elsewhere (Transition Out), with the following two exceptions:

- A student cannot be counted as a Transition Out from an IHE if they have earned a successful outcome at that IHE. This ensures that the student's success is counted for the IHE.
- If the student stops enrollment at an IHE, but does not enroll elsewhere by the end of the Rate Year, then the student stays counted at that IHE for the ASC.

Transitions In: A student who was not in an IHE's Initial State Cohort is added to the IHE's Adjusted State Cohort if the student enrolled at the IHE by the end of the Rate Year (Transition In) as a Degree-Seeking student. Since students can be counted at multiple IHEs for the cohorts, this does not require that the student ceased enrollment at their previous IHE.

Note: STARR does not collect data to identify if a student is deceased. The report is therefore unable to reflect those situations during a cohort's relevant timespan.

Figure 4: Adjusted State Cohort at a given IHE

Base Cohort (-) Nondegree-Seeking Enrollments (-) Transitioned out without achieving success (+) Transitioned in from another IHE as Degree-Seeking	=	Adjusted State Cohort
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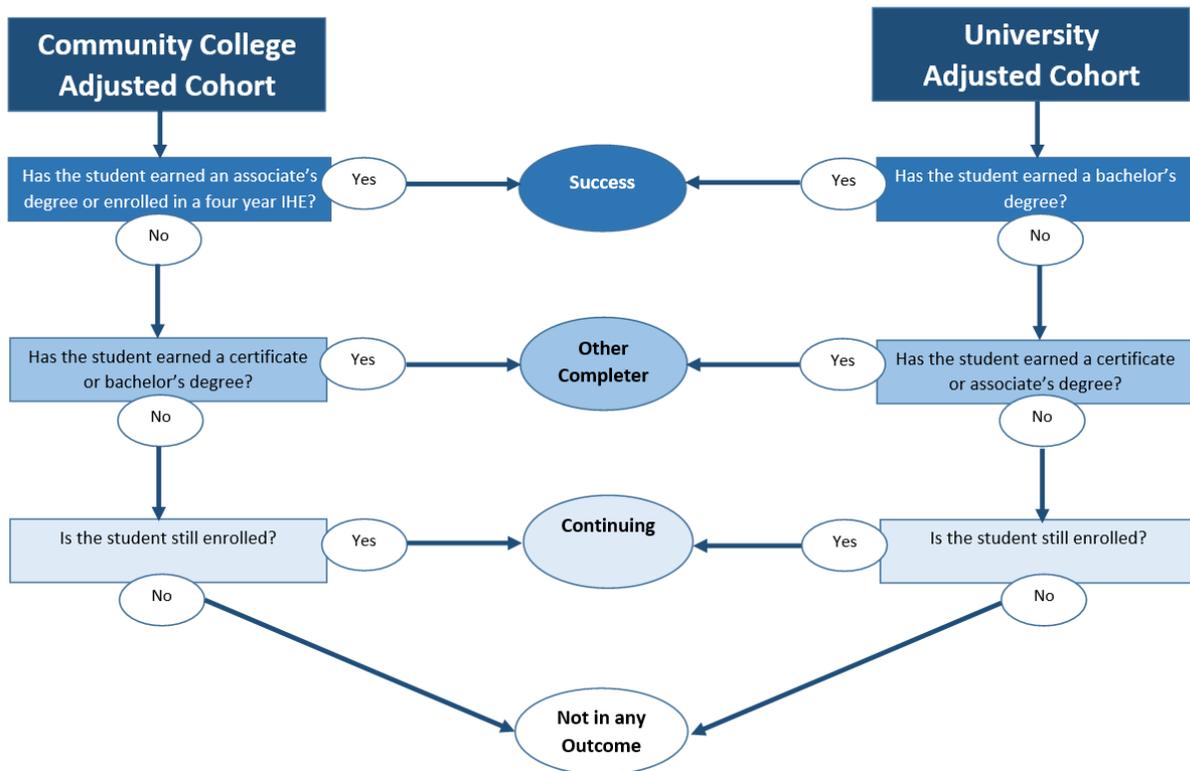
For example scenarios for the Adjusted State Cohort, please see Appendix B.

Outcomes

Success rates are calculated using the different reported student outcomes, including Successes, Other Completers and Continuing.

A student's Outcome can change between Rate Years, and some outcomes have priority over others, as seen in Figure 4. At the sector-level, a student can only be counted in one Outcome per year. At the IHE-level, a student can only be counted in one Outcome per year at any given IHE.

Figure 5: Outcome Hierarchy



- Any awards earned after May 31 are counted in the following Rate Year. Likewise, data submitted to STARR after May 31 will be reported in the following Rate Year.
- Graduate-level awards are excluded from all outcomes.
- Once a student is counted in an IHE as a success, they are counted as a success in that IHE for all subsequent Rate Years.
- Once a student is counted in an IHE as an Other Completer, they are counted as an Other Completer in that IHE for all subsequent Rate Years *unless* the student achieves a success

at that IHE, in which case, the student is thereafter counted as a success at the IHE instead.

Successes

CEPI uses the success outcome as the numerator when calculating the standard Success Rate.

IHEs report the Academic Award Level in STARR, which defines what type of award a student earned. The definition of success depends on whether a student is in the community college sector or the public university sector.

IHE-level Success Rates count the student's earliest success at each IHE. A student can be counted as a success at multiple IHEs. Sector-level rates count the student's earliest success in the sector.

Community College Sector Success:

Within the community college sector, there are two standard successful outcomes:

1. Earned an associate's degree: A student achieves this success when they earn an associate's degree from a reported community college.
 - a. The success is only counted at the community college that conferred the degree.
 - b. If the student earns additional associate's degrees from other community colleges, the student will be counted as a success at each community college.
2. Enrolled in a Four-Year Institution: A student achieves this success the first time they enroll in a four-year IHE after joining the community college cohort.
 - a. The success is counted at each community college in which they were enrolled most recently before attending the public university.

Public University Sector Success:

Within the public university sector, there is one standard successful outcome:

1. Earned a bachelor's degree: A student achieves this success when they earn a bachelor's degree from a reported public university.
 - a. The success is only counted at the public university that conferred the degree.
 - b. If the student earns additional bachelor's degrees from other public universities, the student will be counted as a success at each one.

Figure 6: Success Rate Formulas

Community College Success Rate:

$$\frac{(\text{Enrolled in a Four Year Institution} + \text{Earned an associate's degree})}{\text{Adjusted State Cohort}}$$

Public University Success Rate:

$$\frac{\text{Earned a bachelor's degree}}{\text{Adjusted State Cohort}}$$

Other Completers

Many IHEs offer programs that do not align with a traditional definition of “success.” The Other Completers outcome credits IHEs for these additional awards, which are calculated as part of the Comprehensive Success Rate for each Rate Year. This rate is defined as the number of earliest successes achieved before or during that Rate Year *plus* the number of Other Completers divided by the Adjusted State Cohort for that Rate Year.

At the community college sector, Other Completers include certificates and bachelor’s degrees. The student is counted as an Other Completer at any community college that conferred such an award.

At the public university sector, Other Completers include certificates and associate’s degrees. The student is counted as an Other Completer at any public university that conferred such an award.

Students who are Other Completers can shift to Success after earning an applicable degree or, for community college success only, after transitioning from a community college to a four year IHE.

Figure 7: Comprehensive Success Rate Formulas

Community College Comprehensive Success Rate:

$$\frac{(\text{Enrolled in a Four Year Institution} + \text{Earned an associate's degree} + \text{Other Completers})}{\text{Adjusted State Cohort}}$$

Public University Comprehensive Success Rate:

$$\frac{(\text{Earned a bachelor's degree} + \text{Other Completers})}{\text{Adjusted State Cohort}}$$

Continuing

Students who are enrolled at the IHE and have not yet been counted as a Success, or Other Completer are categorized as Continuing, and are included in the Adjusted State Cohort.

For example scenarios for the outcomes and the outcomes hierarchy, please see Appendix C.

Figure 8: Student Outcome Measures

Metric	Community College Sector	University Sector
Rate Years Calculated	2, 3, 4, 5, and 6 Years	4, 5, 6, 7, and 8 Years
Base Cohort	<ul style="list-style-type: none"> • Full-time • Part-time • First-time in sector • Degree-Seeking • Nondegree-Seeking • Undergraduate 	
	Allows students to be in both sectors at once	
	Includes STARR and NSC StudentTracker	
	Excludes enrollment records with course status of TransferNoGrade	
	Excludes records with and enrollment status of Leave of Absence	
	Excludes Summer enrollments	
	No longer in high school, unless Early/Middle College (E/MC)	
Initial State Cohort	Excludes Nondegree-Seeking	
Adjusted State Cohort	Excludes transitions out; transitions in to a university remain in cohort as success	Excludes transitions out; transitions in remain in cohort
Success	<ul style="list-style-type: none"> • associate's degree • 1st instance of transfer to university as Degree-Seeking 	<ul style="list-style-type: none"> • bachelor's degree
	Earliest success will be counted	
Other Completers	<ul style="list-style-type: none"> • Certificate • bachelor's degree 	<ul style="list-style-type: none"> • Certificate • associates' degree
Continuing	<ul style="list-style-type: none"> • Enrolled and have not yet been counted as Success or Other Completer 	<ul style="list-style-type: none"> • Enrolled and have not yet been counted as Success or Other Completer

Full-Time Status

The Postsecondary Success Rates report provides the percentage of full-time students in each Adjusted State Cohort. This gives additional context for understanding success rates. For example, an IHE with a lower percentage of full-time students might have lower rates in early Rate Years, but those rates would be expected to show a steady increase over time as more part-time students earn degrees or achieve success.

The State of Michigan defines full-time enrollment as attempting 30 credits over 12 months. This definition may cause the percentage of full-time students to appear low, as financial offices often define full-time as attempting 24 credits over 12 months. However, 30 credits per year is the number a student generally needs to take in order to earn an associate's degree within two years or a bachelor's degree within four years.

A student's full-time status is calculated at every Rate Year based on the average number of credits per year.

- At the sector-level, credits taken at any IHE in the sector count toward the student's average credits per year.
- At the IHE-level, credits only apply to the IHE at which the courses were taken.
- If the student was first enrolled in spring, not fall, then full-time enrollment is defined as 15 credits. This prevents students from being classified as part-time simply because they began in the middle of the year.
- Credits taken during a summer session count towards full-time status.
- A student's full-time status for the year they achieve success is determined from the prior year status. This prevents students from being labeled part-time if they only needed one or two additional courses to achieve success. .

Prior to the STARR 2012-13 collection, the state of Michigan did not collect Credits Attempted. As a result, the credit calculation before school year 2012-13 is based on Credits Earned.

For example scenarios for the Percentage Full-Time, please see Appendix D.

Glossary

Term	Definition
Adjusted State Cohort	<p>The Initial State cohort minus transitions out of the institution, plus transitions into the institution.</p> <p>The ASC reflects students' most recent enrollment(s) as of the end of a given Rate Year. Once a student achieves success at an IHE, they are thereafter counted in the ASC at that institution even if they also enroll and are counted elsewhere.</p>
Base Cohort	All full-time and part-time undergraduate students that have not previously been reported as degree-seeking in any Michigan college or university. This includes students currently reported as degree- and nondegree-seeking.
Cohort Year	The initial school year a student enters a Michigan public university or community college as an Undergraduate, <i>or</i> when a high school student participating in an Early/Middle College program begins their fourth year of high school.
Continuing	The Continuing outcome includes students who are enrolled at the IHE and have not yet been counted as a Success or Other Completer at the institution. Continuing students are included in the Adjusted State Cohort.
Initial State Cohort	All full-time and part-time undergraduate students that have not previously been reported as degree-seeking in any Michigan college or university minus nondegree-seeking students.
Other Completer	<p>The Other Completer outcome identifies students who have completed programs that do not align with the traditional definition of "success."</p> <p><i>Public University Sector:</i> Other Completers include students who receive certificates and associate's degrees.</p> <p><i>Community College Sector:</i> Other Completers include students who receive certificates and bachelor's degrees.</p> <p>If a student becomes an Other Completer at an institution in two different ways, they will be counted as an Other Completer starting at the first instance.</p> <p>If a student becomes an Other Completer, and later achieves a Success at the same institution, they will no longer be counted as an Other Completer and will be counted as a Success from that point forward.</p>
Success	The Success outcome is used as the numerator to calculate the standard Success Rate.

	<p><i>Public University Sector:</i> Success is defined as receiving a bachelor's Degree (graduating) from a Michigan public university.</p> <p><i>Community College Sector:</i> Success is defined as receiving an associate's degree (graduating) from a Michigan community college <i>or</i> as a student's first enrollment into a four-year institution after having been enrolled at a Michigan community college. If a student earns an associate's Degree, and transfers to a four-year institution from the same community college, they will be counted as a success under whichever was achieved first.</p> <p>Graduations are counted at the institution that conferred the degree. Transitions from a community college to a four-year institution are counted at the Michigan community college(s) in which the student was most recently enrolled before transferring.</p>
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Appendix A: Example Scenarios for the Initial State Cohort

Ex. A-1

	Fall 1	Spring 1
Community College A	X	X
Community College B		X
Community College C	X	

For the above scenario, in which an X marks the degree-seeking enrollment of an individual student, the student would be counted in the Initial State Cohort at College A, College B, and College C.

Ex. A-2

	Summer 1	Fall 1	Spring 1
University A	X		
University B	X	X	
University C		X	X

For the above scenario, in which an X marks the degree-seeking enrollment of an individual student, the student would be counted in the Initial State Cohort at University B and University C. The enrollment at University A is not counted, being a summer enrollment. The summer enrollment at University B is also not counted, but the student is picked up at College B as a result of their continued fall enrollment at that institution.

Ex. A-3

	Summer 1	Fall 1	Spring 1
Community College A	X		
Community College B		X	
Community College C			X

For the above scenario, in which an X marks the degree-seeking enrollment of an individual student, the student would be counted in the Initial State Cohort at College B and College C. The enrollment at College A is not counted, being a summer enrollment.

Ex. A-4

	Fall 1	Spring 1
University A	D	
University B	N	
University C		D

For the above scenario, a D marks the degree-seeking enrollment of an individual student, and an N marks the nondegree-seeking enrollment of the same student. This student would be

counted in the Base Cohort at all three universities. However, the student would only be counted in the Initial State Cohort at University A and University C, because the enrollment at University B is nondegree-seeking.

Ex. A-5

	Fall 1	Spring 1
Community College A	N	
Community College B		D
Community College C		N

For the above scenario, a D marks the degree-seeking enrollment of an individual student, and an N marks the nondegree-seeking enrollment of the same student. This student would be counted in the Base Cohort at all three colleges. However, the student would only be counted in the Initial State Cohort at College B, because the enrollments at College A and College C are nondegree-seeking.

Ex. A-6

	Summer 1	Fall 1	Spring 1
University A	D		
University B		D	
University C			N

For the above scenario, a D marks the degree-seeking enrollment of an individual student, and an N marks the nondegree-seeking enrollment of the same student. This student would be counted in the Base Cohort at University B and University C. However, the student would only be counted in the Initial State Cohort at University B. The summer enrollment at University A is not eligible to be in either the Base Cohort or the Initial State Cohort. Additionally, the enrollment at University C is nondegree-seeking, and therefore not included in the Initial State Cohort.

Ex. A-7

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3
University A	X	X	X	X	X	X
Community College B					X	X

In the above example, an X designates the degree-seeking enrollment of an individual student. In the first year, this student would be counted in the Base Cohort and Initial State Cohort of the public university sector at University A. In the third year, the student joins a second cohort in the community college sector and is counted in the Base Cohort and Initial State Cohort of the community college sector at College B.

Appendix B: Example Scenarios for the Adjusted State Cohort

Ex. B-1

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3
Community College A	X	X	X	X		
Community College B	X					X

For the above scenario, in which an X marks the enrollment of an individual student, the student would be counted in the Initial State Cohort (ISC) at both College A and College B. Assuming no successes are achieved, the student would then be counted in the Adjusted State Cohort (ASC) for Rate Year 2 at College A, and the ASC for Rate Year 3 at College B.

Ex. B-2

	Fall 1	Spring 1	Fall 4	Spring 4	Fall 5	Spring 5
University A	X	X				
University B					X	

For the above scenario, in which an X marks the enrollment of an individual student, the student would be counted in the ISC at University A. The student would then be counted in the ASC for Rate Year 4 at University A, since the most recent enrollment as of the end of the Rate Year 4 took place at University A. Next, assuming no success are achieved, the student would be counted in the ASC for Rate Year 5 at University B only, following the same principle.

Ex. B-3

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4
Community College A	X	X	X	X	X	X	X	
Community College B						X	X	X

For the above scenario, an X marks the enrollment of an individual student. Assuming no successes are achieved, the student would be counted in the ASC for Rate Year 2 at College A, the ASC for Rate Year 3 at both College A and College B, and the ASC for Rate Year 4 at College B only.

Ex. B-4

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4
Community College A	X	X	X	S				

Community College B					X			
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For the above scenario, an X marks the enrollment of an individual student and an S denotes a session during which a success was achieved. The student would be counted in the ASC for Rate Year 2 at College A. For Rate Year 3, the student would then be counted in the ASC for both College A and College B (the student's most recent enrollment was at College B, but the student's success at College A also "locks" them into College A for all remaining Rate Years). Finally, for Rate Year 4, the student would again be counted at both College A and College B. This is because the student is still "locked into" College A, and the most recent enrollment remains at College B.

Ex. B-5

	Fall 1	Spring 1	Fall 4	Spring 4	Fall 5	Spring 5	Fall 6	Spring 6
University A	X	X	X	X			X	X
Community College B						X	S↑	

For the above scenario, an X marks the enrollment of an individual student and an S denotes a session during which a success was achieved. The student would be counted in the ASC for Rate Year 4 at University A. For Rate Year 5, the student is removed from University A and placed into College B. As a result, the student would be counted as a Transition Out for Rate Year 5 at University A.

Please note that while the student is being counted at College B, College B is not reported for the public university sector's report. Additionally, this does NOT cause the student to be reported in Rate Year 5 of the community college sector's report, as this student did not join that cohort in Fall 1. The two sector's cohorts are determined distinctly from one another. This student would be a Rate Year 2 success in the Community College sector for the cohort that began in Fall/Spring 5 (unless the student had been at Community College B prior to this table's timeline).

For Rate Year 6, the student again appears in University A's ASC.

Appendix C: Example Scenarios for Outcomes

Ex. C-1

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3
Community College A	X	X	X	X	S	
Community College B			X	X	S	
University C					X	X

In the above scenario, an X denotes the enrollment of an individual student and an S denotes a success earned at the IHE. In this situation, the student would be counted as “Enrolled in a Four Year Institution” at both College A and College B in Rate Year 3 (and all following Rate Years).

Ex. C-2

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3
Community College A	X	X	X			
Community College B			X	X	S	
University C					X	X

In the above scenario, an X denotes the enrollment of an individual student and an S denotes a success earned at the IHE. Here, the student would be counted as “Enrolled in a Four Year Institution” at only College B in Rate Year 3. This outcome is not counted at College A, because College A was not among the most recent enrollments prior to the success.

Ex. C-3

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3
Community College A	X	X			S	
University B					X	X

In the above scenario, an X denotes the enrollment of an individual student and an S denotes a success earned at the IHE. The student would be counted as “Enrolled in a Four Year Institution” at College A in Rate Year 3.

Ex. C-4

	Fall 1	Spring 1	Fall 4	Spring 4	Fall 5	Spring 5
University A	X	X			X	X
University B			X	X / B		

In the above scenario, an X denotes the enrollment of an individual student, and a B marks that the student has earned a bachelor's degree. In Rate Year 4, the student would be counted as “Earned a bachelor's degree” at University B. In Rate Year 5, the student would be counted as “Continuing” at University A and “Earned a bachelor's degree” at University B. Additionally,

in Rate Year 5, the student would be counted in the Adjusted State Cohort at both University A (due to ongoing enrollment) and University B (due to having achieved a success).

Ex. C-5

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3
Community College A	X	X				

In the above scenario, an X denotes the enrollment of an individual student. This student would not be counted in any Outcomes for Rate Year 2. However, they would be counted in the Adjusted State Cohort at College A for Rate Year 2 and Rate Year 3.

Ex. C-6

	Fall 1	Spring 1	Fall 4	Spring 4	Fall 5	Spring 5
University A	X	X				
University B			X	X		

In the above scenario, an X denotes the enrollment of an individual student. In Rate Year 4, the student would be counted as Continuing at University B. In Rate Year 5, this student would not be counted in any outcomes. However, they would be counted in the Adjusted State Cohort at University B for both Rate Year 4 and Rate Year 5.

Ex. C-7

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3
Community College A	X	X	X	X / C		
Community College B					X	X / A

In the above scenario, an X denotes the enrollment of an individual student, a C represents the student earning a certificate, and an A represents the student earning an associate's degree. In Rate Year 2, the student would be counted as an "Other Completer" at College A. In Rate Year 3, the student would be counted as an "Other Completer" at College A, and as "Earned an associate's Degree" at College B.

Ex. C-8

	Fall 1	Spring 1	Fall 4	Spring 4	Fall 5	Spring 5
University A	X	X	X	X / C	X	X / B
University B					X	X

In the above scenario, an X denotes the enrollment of an individual student, a C represents the student earning a certificate, and a B represents the student earning a bachelor's degree. In Rate Year 4, the student would be counted as an "Other Completer" at University A. In Rate Year 5, the student would be counted as "Earned a bachelor's degree" at University A, and as "Continuing" at University B.

Ex. C-9

	Fall 1	Spring 1	Fall 4	Spring 4	Fall 5	Spring 5
University A	X	X	X	X / C	X	X / B
University B					X	X

In the above scenario, an X denotes the enrollment of an individual student, a C represents the student earning a certificate, and a B represents the student earning a bachelor's degree. In Rate Year 4, the student would be counted as an "Other Completer" at University A. In Rate Year 5, the student would be counted as "Earned a bachelor's degree" at University A, and as "Continuing" at University B.

Appendix D: Example Scenarios for Percentage Full-Time

Ex. D-1

	Fall 1	Spring 1	Fall 2	Spring 2	Summer 3	Fall 3	Spring 3	Fall 4	Spring 4
Community College A	15	15	15	12	5	14	20		15
Community College A Avg.	Not Calculated		$\frac{30+15+12}{2}$ 28.5		$\frac{57+5+14+20}{3}$ 32			$\frac{96+15}{4}$ 27.75	
Status			Part-Time		Full-Time			Part-Time	

In the above scenario, the values for each session represent the number of credits taken by an individual student at that IHE. The IHE average represents the rolling average of the student at that IHE, for which an average of at least 30 credits denotes full-time status.

Ex. D-2

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4
University A		15	15	12	19	20		15
Uni. A Avg.	Not Calculated		$\frac{(15*2)+15+12}{2}$ 28.5		$\frac{57+19+20}{3}$ 32		$\frac{96+15}{4}$ 27.75	
Status			Part-Time		Full-Time		Part-Time	

In the above scenario, the values for each session represent the number of credits taken by an individual student at that IHE. The first spring's credits are doubled to accommodate the student's midyear enrollment. Even though universities are not reported until Rate Year 4, credits from years 2 and 3 are still factored in.

Ex. D-3

	Summer 1	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4
Community College A	5		15	15	12	19	20		15
Community College A Avg.	Not Calculated			$\frac{5+(15*2)+15+12}{2}$ 31		$\frac{62+19+20}{3}$ 33.67		$\frac{101+15}{4}$ 29	
Status				Full-Time		Full-Time		Part-Time	

In the above scenario, the values for each session represent the number of credits taken by an individual student at that IHE. The student had a summer enrollment, but summer enrollments do not count for enrollment purposes in this report. As a result, the student is still considered a midyear enrollment, and their first spring's credits are doubled.

Ex. D-4

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4
University A		15	15	12	19	20	8 / S	
Uni. A Avg.	<i>Not Calculated</i>		$\frac{28.5}{(15*2)+15+12}$		$\frac{32}{57+19+20}$		$\frac{32}{96+(8*0)}$	
Status			Part-Time		Full-Time		Full-Time	

In the above scenario, an S denotes a session in which a student achieved success and the values for each session represent the number of credits taken by an individual student at that IHE. Even though universities are not reported until Rate Year 4, credits from years 2 and 3 are still factored in.

Ex. D-5

	Fall 1	Spring 1	Fall 2	Spring 2	Summer 3	Fall 3	Spring 3	Fall 4	Spring 4
Community College A	15		15	15	15	19	20		
Community College A Avg.	<i>Not Calculated</i>		$\frac{22.5}{15+15+15}$		$\frac{33}{45+15+19+20}$		33 (Not counted here in Adjusted State Cohort)		
Status			Part-Time		Full-Time		Full-Time		
Community College B		15						20	20
Community College B Avg.	<i>Not Calculated</i>		30 (Not counted here in Adjusted State Cohort)		30 (Not counted here in Adjusted State Cohort)		$\frac{35}{(15*2)+20+20}$		
Status			Full-Time		Full-Time		Full-Time		
Sector Avg.	<i>Not Calculated</i>		$\frac{30}{15+15+15+15}$		$\frac{38}{60+15+19+20}$		$\frac{38.5}{114+20+20}$		
Status			Full-Time		Full-Time		Full-Time		

In the above scenario, the values for each session represent the number of credits taken by an individual student at that IHE. The IHE averages represent the rolling average of the student at that IHE, and the sector average represents the average credits taken by the student in the sector.

At the IHE level, the student was a midyear enrollment at College B, so for College B's credit average, the Spring 1 credits are doubled. At the sector level, the student was NOT a midyear enrollment due to the enrollment at College A, so these credits are not doubled.

Ex. D-6

	Fall 1	Spring 1	Fall 2	Spring 2	Summer 3	Fall 3	Spring 3	Fall 4	Spring 4
University A	15	15	15	15			15		
Uni. A Avg.	<i>Not Calculated</i>		$\frac{30}{\frac{30+15+15}{2}}$		$\frac{25}{\frac{60+15}{3}}$			25 (<i>Not counted here in Adjusted State Cohort</i>)	
Status			Full-Time		Part-Time			Part-Time	
University B					5		15	15	15
Uni. B Avg.	<i>Not Calculated</i>		<i>No Average</i>		$\frac{35}{\frac{5+(15*2)}{1}}$			$\frac{32.5}{\frac{35+15+15}{2}}$	
Status					Full-Time			Full-Time	
Sector Avg.	<i>Not Calculated</i>		$\frac{30}{\frac{30+15+15}{2}}$		$\frac{31.67}{\frac{60+5+15+15}{3}}$			$\frac{31.25}{\frac{95+15+15}{4}}$	
Status			Full-Time		Full-Time			Full-Time	

In the above scenario, the values for each session represent the number of credits taken by an individual student at that IHE. The IHE averages represent the rolling average of the student at that IHE, and the sector average represents the average credits taken by the student in the sector. Even though universities are not reported until Rate Year 4, credits from years 2 and 3 are still factored in.

At the IHE level, the student was a midyear enrollment at University B, so for University B's credit average, the Spring 3 credits are doubled.

Ex. D-7

	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4
Community College A	15	15	15	15			10	10
Community College A Avg.	<i>Not Calculated</i>		$\frac{30}{\frac{30+15+15}{2}}$		$\frac{30}{\frac{30+15+15}{2}}$		$\frac{26.67}{\frac{60+10+10}{3}}$	
Status			Full-Time		Full-Time		Part-Time	

In the above scenario, the values for each session represent the number of credits taken by an individual student at that IHE. The student's lack of enrollments in Rate Year 3 does NOT count as a 0 against their credit average.