Center for Educational Performance and Information

Understanding Michigan's Postsecondary Success Rates

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Introduction

The Center for Educational Performance and Information measures and reports college and university student success using data from Michigan's Student Transcript and Academic Record Repository Collection and the National Student Clearinghouse 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 community college, independent college/university, 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. Earning a certificate, associate or bachelor's degree are all considered successes. Additionally, a student's first enrollment into a 4-year institution after having been enrolled as a degree-seeking student at a Michigan community college is also considered a success.

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 public and 4-year independent universities, rates are reported at the end of the fourth, fifth, sixth, seventh and eighth year. The award cutoff date is Aug. 31. This allows colleges and universities more time for the degree verification process for awards granted in the spring and/or summer sessions.

The following pages explain the methodology and business rules created by CEPI, the State Budget Office, the Michigan Association of State Universities, Michigan Community College Association, and participants from various Michigan universities and community colleges. By applying a consistent set of rules, the success rates 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 Postsecondary Applications web page](#) for the current STARR data manual and other STARR resources.

Data Source Update

Previously, STARR enrollment data was supplemented with data from NSC at the session level (i.e., data from NSC was included if no STARR data existed for a particular student/institution/semester). As of academic year 2018-19, this supplementation is occurring at the academic year level (i.e., enrollment data from NSC is included if no STARR enrollment data exists for a particular student/institution/academic year). Similarly, award and degree data from NSC are included if no STARR award data exists for a particular student/institution/academic year. This may cause differences between data reported before and after the change. As a result, trend lines in the report have been broken between 2017-18 and 2018-19.

Help and Resources

If you have questions not covered by this manual and our other posted support material, please contact our customer support team at cepi@michigan.gov. Email allows us to better research and respond to your questions, but if email is not an option, you can call us at 517-335-0505 x3.

Report Overview

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

Sectors and Institutions of Higher Education

The reports provide data on 29 Michigan community and tribal colleges, 15 public universities, as well as independent colleges and universities that opt to fully report student data in STARR. The number of fully reporting independent colleges may fluctuate from year-to-year, due to requirements to fully report data on all students. Approximately 10 independent colleges are included each year. CEPI separates the data and reports into three sectors:

- One sector for Michigan's community colleges and tribally-controlled institutions
  - Starting in 2020-21, this conditionally includes Michigan's three tribally-controlled institutions. While these institutions must report partial data for some students to STARR, they may voluntarily report full data for all students. If they report enough full data to have a success rate calculated for a cohort (at least two and up to six consecutive years) they will be included in the success rates calculations. Currently, only one tribal college meets the conditions for inclusion in Success Rates.
    - If a tribally-controlled institution is included in success rates calculations for a given cohort, but stops reporting full data to STARR at any point during that cohort's calculation period (two through six years), they will permanently drop out of calculations for the cohort beyond that point.
- One sector for the Michigan's public universities
- One sector for the Michigan independent colleges and universities
  - This sector was added in 2021-22. Like tribally-controlled institutions, independent colleges and universities are required to report partial data for TIP and PELL grant recipients, as well as Early Middle College students. They may also voluntarily report full data for all students. If they report enough full data to have a success rate calculated for a cohort (at least four and up to eight consecutive years) they will be included in the success rates calculations. If an independent institution is included in success rates calculations for a given cohort, but stops reporting full data to STARR at any point during that cohort's calculation period (two through eight years), they will permanently drop out of calculations for the cohort beyond that point.

The reports display information for each sector as a whole, as well as for individual IHEs. For example, the "State of Michigan 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 29 IHEs in that sector.

- Sector-Level: Reports provide total aggregate enrollment numbers and success rates for the entire sector.
    o Each student is counted only once in a given sector.

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

The report is additionally broken down by sector entry year.

Sector Entry Year

The sector entry year is the initial school year a student enters a Michigan sector IHE as an undergraduate, *or* when a high school student participating in an early middle college program begins their fourth year of high school while enrolled at an IHE.

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

- Graduate-level enrollments
- Sessions solely with Transfer No Grade course grade status or Transfer Work Only enrollment type from STARR
- Sessions where the student is still enrolled in high school and is not participating in an EMC program in either the fourth, fifth, or sixth year.

While processing the 2016-17 rates, using broadly defined begin and end dates to determine cohort sessions, it was discovered that a large percentage of summer student enrollments were previously included in the adjusted state cohort. In keeping with state intent to showcase the successes of all students attending Michigan's community colleges and public universities, the cohort rules have been modified to include all summer sessions.

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 sector entry 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 and 4-year independent college and university cohorts, outcomes are reported at the end of the fourth, fifth, sixth, seventh and eighth year after initially entering the cohort.

Student Demographics

For each rate year, the report includes gender, race, and race by gender breakdowns at both the sector- and individual IHE-level. The following race/ethnicity breakdowns are provided:

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White/Caucasian
- Unknown/Unreported
    - These demographic values stem from demographic data handling in STARR. "Unknown/Unreported Race" is a valid Race/Ethnicity value in STARR, as IHEs cannot require students to provide that information on their college application.

Identifying the Student Population – Base Cohort and Degree-Seeking 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 sector entry year in a sector. Inclusion in a Base Cohort originates from a student's earliest valid enrollment during the July 1 to June 30 academic year, and is determined 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 <u>all</u> these criteria:

1. The student has not previously been degree-seeking in that sector since exiting high school.
   a. Degree-seeking status is derived from the Degree or Certificate Seeking Student data element in the STARR collection.
      i. If a student is reported as both degree and nondegree-seeking as an undergraduate in the same school year, the student is determined to be degree-seeking.
      ii. If a student is reported as Community College Seeking Transfer to 4 Year Only, the student is determined to be degree-seeking.

2. The enrollment record's Session Designator (identifying the year, month and day 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 obtained from the Student Level data element in the STARR collection.

4. The enrollment record for the student was not submitted with a course status of Transfer No Grade or an enrollment type of Transfer Work Only in STARR.
   a. Transfer No Grade and Transfer Work Only 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.

2.) The student is a high school student enrolled in an Early Middle College program. An EMC 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 EMC student is

assigned to a cohort if they have an enrollment record during the school year that meets all these criteria:

1. The student is a high school student enrolled in an EMC 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 EMC program to coincide with the traditional timeframe for earning the expected number of credits.
   b. A student enrolled in an EMC program is considered a degree-seeking undergraduate student at the IHE.
      i. Note: Prior to 2019-20 all EMC students were treated as undergraduate students, regardless how they were reported to CEPI. As of 2019-20, they are taken as reported.

5. The enrollment record for the student was not submitted with a course status of Transfer No Grade or an enrollment type of Transfer Work Only in STARR.

Figure 1: Base Cohort

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

Degree-Seeking Cohort

The Degree-Seeking Cohort consists of a group of students enrolled as degree-seeking students in a given sector entry year who have never previously been degree-seeking students in the same sector at a Michigan college or university.

- Exceptions:
  - A record submitted in the STARR with the Degree or Certificate Seeking Student value of Community College Seeking Transfer to 4 Year Only will be counted as degree-seeking.
  - For students in an EMC program, all enrollments that occur while the student is in high school (during and after the sector entry 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 Degree-Seeking Cohort they are permanently assigned to that sector entry year for that sector.

For example scenarios illustrating which students are included in the Degree-Seeking Cohort, please see Appendix A.

Figure 2: Degree-Seeking Cohort

Base Cohort	=	Degree-Seeking Cohort
(-) Nondegree-Seeking Enrollments		

Adjusted State Cohort

Students assigned to a Degree-Seeking Cohort may change IHEs or enroll in multiple IHEs simultaneously. The Adjusted State Cohort 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 at of the end of the rate year. However, once a student achieves success, they are thereafter counted in the ASC at that IHE even if they also enroll and are counted elsewhere. Inclusion in ASC for each rate year originates from a student's most recent valid enrollment as of the end of the July 1 to June 30 academic year.

Transitions Out: A student assigned to an IHE's Degree-Seeking Cohort is removed from the IHE's ASC if the student has transferred out and enrolled in another IHE (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.

Cohort Exclusion: Starting in the 2020-21 academic year, colleges and universities may report an exemption called "cohort exclusion" in STARR to remove students from cohort reporting. Once a student is reported with a cohort exclusion, they are permanently removed from all success rate cohorts at all IHEs moving forward (any rates that already contain the student will remain unchanged). The following exemptions may be reported:

- Death
- Total and Permanent Disability

- Service in the Armed Forces
- Service with a Foreign Aid Service of the Federal Government
- Service on Official Church Missions

Transitions In: A student who was not in an IHE's Degree-Seeking Cohort is added to the IHE's ASC 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 3: Adjusted State Cohort at a Given IHE

Base Cohort		
(-) Nondegree-Seeking Enrollments		
(-) Transitioned Out without Achieving Success	=	Adjusted State Cohort
(-) Cohort Exclusion		
(+) Transitioned in from another IHE as Degree-Seeking		

For example, scenarios for the ASC, please see Appendix B.

Outcomes

Success rates are calculated using the different reported student success outcomes.

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 4: Outcome Hierarchy
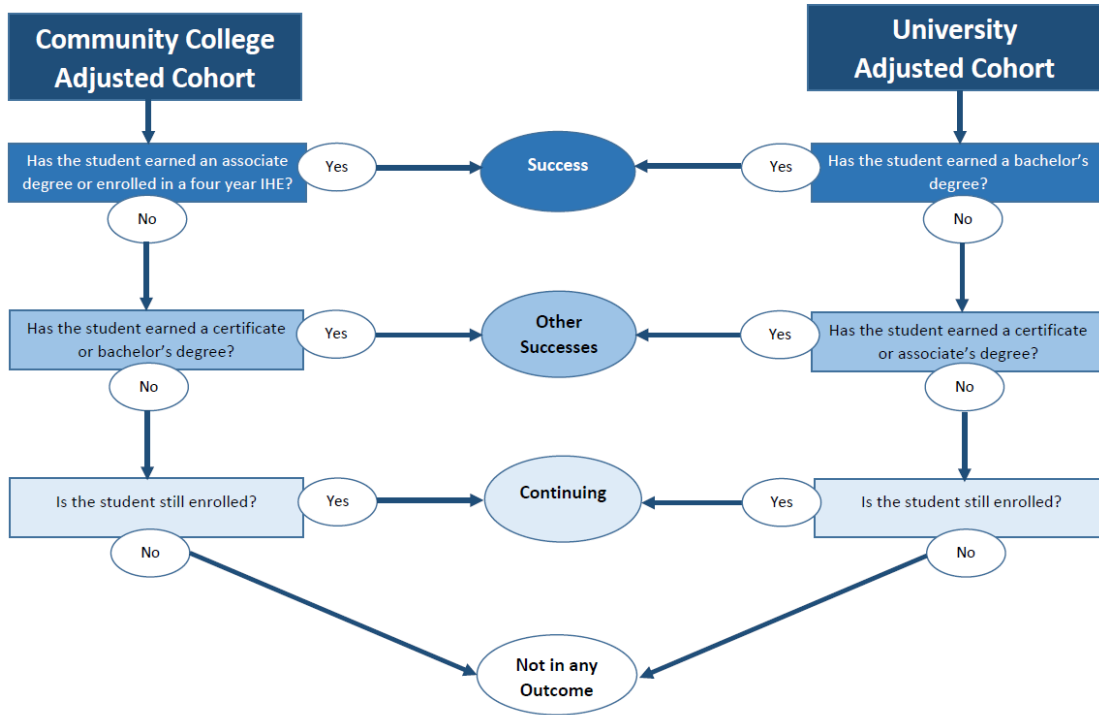
- Any awards earned after Aug. 31 are counted in the following rate year.

- 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.

- Students may shift "up" this diagram from additional successes of a "higher" level, but otherwise will not be counted differently after achieving success.
  - Example: A student earns a certificate at a community college in year 2 of their cohort. If the student earns an associate degree at the same college in the following year, they will be counted with the associate degree population at the college for year 3 of the cohort, and not counted with the certificates. The success rate will not be affected by this shift, as *all* successes are counted in the numerator of the success rate.
  - Example: A student earns a certificate at a public university in year 4 of their cohort. If the student earns an associate degree at the same university in the following year, they will still be counted with the certificate population in year 5 of the cohort, and not counted with the associate degrees. The student will remain counted in their first success of that "level" in the diagram above.

Successes

CEPI uses the outcomes as the numerator when calculating the 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 public university sector.

Many IHEs offer programs that do not align with a traditional definition of "success." Michigan's methodology credits IHEs for these additional awards which are calculated as part of the success rate for each rate year. IHE-level success rates count student successes achieved before or during that rate year divided by the ASC for that rate year. Sector-level rates count any success of the student in the sector.

Community College Sector Success:

Within the community college sector, the following are the defined successful outcomes:

1. Earned a certificate or an associate or bachelor's degree: A student achieves this success when they earn a certificate or an associate or bachelor's degree from a community college.
    a. The success is only counted at the community college that conferred the award.
    b. If the student earns additional awards 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 the community college in which they were enrolled most recently before attending the public university.

4-year College and University Sector Success:

Within both the public university and independent college and university sectors, the following are the defined successful outcomes:

1. Earned a certificate or an associate or bachelor's degree: A student achieves this success when they earn a certificate or an associate or bachelor's degree from a public university.
    a. The success is only counted at the IHE that conferred the award.
    b. If the student earns additional awards from other colleges and universities, the student will be counted as a success at each one.

Figure 5: Success Rate Formulas

Community College Success Rate:

<u>(Enrolled in a Four-Year Institution or Earned a certificate or an associate or bachelor's degree)</u>
/
Adjusted State Cohort

4-year College and University Success Rate:

<u>(Earned a certificate or an associate or bachelor's degree)</u>
/
Adjusted State Cohort

Continuing

Students who are enrolled at the IHE and have not yet been counted as a Success are categorized as Continuing and are included in the ASC.

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

Figure 6: Student Outcome Measures

Metric	Community College Sector	4-year College and University Sectors
Rate Years Calculated	2, 3, 4, 5 and 6 Years	4, 5, 6, 7 and 8 Years
Race/Ethnicity	• American Indian or Alaska Native • Asian • Black or African American • Hispanic/Latino • Native Hawaiian or Other Pacific Islander • Two or More Races • White/Caucasian • Unknown/Unreported	
Gender	• Female • Male • Unreported	
Base Cohort	• Full-time • Part-time • First-time in sector • Degree-seeking • Nondegree-seeking • Undergraduate	
	Allows students to be in multiple sectors at once	
	Uses STARR data	
	Excludes enrollment records with course status of Transfer No Grade	
	Excludes records with and enrollment status of Leave of Absence	
	No longer in high school, unless in the 4th year or greater at an Early Middle College	
Degree-Seeking Cohort	Excludes nondegree-seeking	
Adjusted State Cohort	Excludes transitions out; transitions to a university remain in cohort as success	Excludes transitions out; transitions in remain in cohort
Success	• Associate degree • Certificate • Bachelor's degree • First instance of transfer to university as degree-seeking	• Bachelor's degree • Certificate • Associate degree
Continuing	• Enrolled and have not yet been counted as Success	• Enrolled and have not yet been counted as Success

Full-Time Status

The Postsecondary Success Rates report provides the percentage of full-time students in each ASC. 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 earn an associate 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 the second half of the academic year, 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.
- 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 2012-13 STARR 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

Adjusted State Cohort (ASC) - The Degree-Seeking cohort minus transitions out of the institution, plus transitions into the institution. 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.

Base Cohort - All full-time and part-time undergraduate students who 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 - A specific group of students established for tracking purposes.

Sector Entry Year - The initial school year a student enters a Michigan public university or community college as an undergraduate, *or* when a high school student participating in an early middle college program begins their fourth year of high school.

Continuing - Includes students who are enrolled at the IHE and have not yet been counted as a success at the institution. Continuing students are included in the ASC.

Degree-Seeking Cohort - All full-time and part-time undergraduate students who have not previously been reported as degree-seeking in any Michigan college or public university minus nondegree-seeking students.

Success - The Success outcome is used as the numerator to calculate the standard Success Rate.

> Public University Sector and 4-year Independent College and University Sector: Success is defined as earning a certificate or an associate or bachelor's degree from a Michigan 4-year college or university.

> Community College Sector: Success is defined as earning a certificate or an associate or bachelor's degree from a Michigan community college or as a student's first enrollment into a public university after having been enrolled at a Michigan community college. If a student earns a degree, and transfers to a public university from the same community college, they will be counted as a success under whichever was achieved first.

Awards are counted at the institution that conferred the degree. Transitions from a community college to a public university are counted at the Michigan community college(s) in which the student was most recently enrolled before transferring.

Appendix A: Example Scenarios for the Degree-Seeking Cohort

Ex. A-1

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

For the example above, in which an X marks the degree-seeking enrollment of an individual student, the student would be counted in the Degree-Seeking 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 example above, in which an X marks the degree-seeking enrollment of an individual student, the student would be counted in the Degree-Seeking Cohort at University A, University B and University C.

Ex. A-3

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

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

Ex. A-4

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

For the example above, 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 Degree-Seeking 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 example above, 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 Degree-Seeking 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 example above, 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 A, University B and University C. However, the student would only be counted in the Degree-Seeking Cohort at University A and University B. The enrollment at University C is nondegree-seeking, and therefore not included in the Degree-Seeking 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 example above, 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 Degree-Seeking 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 Degree-Seeking 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 example above, in which an X marks the enrollment of an individual student, the student would be counted in the Degree-Seeking Cohort at both College A and College B. Assuming no successes are achieved, the student would then be counted in the 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 example above, in which an X marks the enrollment of an individual student, the student would be counted in the ASC 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 example above, 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			

For the example above, 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

	Fall1	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		

For the example above, 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 example above, 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 example above, 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 example above, 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 example above, 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 example above, 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 example above, 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 example above, 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 degree. In Rate Year 2, the student would be counted as "Earned a Certificate" at College A. In Rate Year 3, the student would be counted as "Earned a Certificate" at College A, and as "Earned an Associate 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 example above, 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 "Earned Certificate" 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		28.5 $\frac{30+15+12}{2}$		32 $\frac{57+5+14+20}{3}$			27.75 $\frac{96+15}{4}$	
Status			**Part-Time**		**Full-Time**			**Part-Time**	

In the example above, 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		28.5 $\frac{(15*2)+15+12}{2}$		32 $\frac{57+19+20}{3}$		27.75 $\frac{96+15}{4}$	
Status			**Part-Time**		**Full-Time**		**Part-Time**	

In the example above, the values for each session represent the number of credits taken by an individual student at that IHE. Credits from the first spring session 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

	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.	Not Calculated		28.5 $\frac{(15*2)+15+12}{2}$		32 $\frac{57+19+20}{3}$		32 $\frac{96+(8*0)}{3}$	
Status			**Part-Time**		**Full-Time**		**Full-Time**	

In the example above, 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. 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.

Ex. D-4

	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.	Not Calculated		22.5 $\frac{15+15+15}{2}$		33 $\frac{45+15+19+20}{3}$			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.	Not Calculated		30 (Not counted here in Adjusted State Cohort)		30 (Not counted here in Adjusted State Cohort)			35 $\frac{(15*2)+20+20}{2}$	
Status			**Full-Time**		**Full-Time**			**Full-Time**	
Sector Avg.	Not Calculated		30 $\frac{15+15+15+15}{2}$		38 $\frac{60+15+19+20}{3}$			38.5 $\frac{114+20+20}{4}$	
Status			**Full-Time**		**Full-Time**			**Full-Time**	

In the example above, 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-5

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

In the example above, 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-6

	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.	Not Calculated		30 $\frac{30+15+15}{2}$		30 $\frac{30+15+15}{2}$		26.67 $\frac{60+10+10}{3}$	
Status			**Full-Time**		**Full-Time**		**Part-Time**	

In the example above, 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.