

IPEDS – Outcomes Measurement

IPEDS - Overview

The Integrated Postsecondary Education Data System (IPEDS) consists of interrelated surveys conducted annually by the U.S. Department’s National Center for Education Statistics (NCES). Data gathered from every college, university, and technical and vocational institution that participate in the federal student financial aid programs as required by the Higher Education Act of 1965.

IPEDS provides basic data needed to describe and analyze trends in postsecondary education in the United States. Areas of focus include the number of students enrolled, staff employed, dollars expended, and degrees earned. Congress, federal agencies, state governments, education providers, professional associations, private businesses, media, students and parents, and others rely on IPEDS data for this basic information on postsecondary institutions.

Outcomes Measurement 2017-18 Reporting Year

The purpose of the Outcome Measures (OM) component of IPEDS is to track the status of four undergraduate student cohorts at degree-granting institutions. Cohorts are further broken down by Pell Grant and non Pell Grant recipients. Award status shown for four-years, six-years and eight-years after entry. Enrollment status of students who did not earn an award appear on the eight-year report.

General Notes:

- This is the first year that uses the full-year (July 1, 2009 through June 30, 2010).
- Students remain in the cohort regardless of any status changes in subsequent years (i.e., full-time to part-time, or vice versa) or if the student drops out, transfers out, or transfers back into the institution during the eight-year period.
- The same cohort year (2009-10) is used for both two and four year colleges during the winter collection period.
- All awards types (SDB DE 2013 – Completion Degree Granted) included in the normal IPEDS Graduation Rate survey process are included in the Outcome Measures survey. All awards were counted in the OM survey regardless of the length of time it took to complete as long as they were completed within the survey timeframe (four, six or eight years). Only the highest degree earned included.
- Awards earned at other FCS institutions (non-native) are included. Graduation Rate surveys also utilize this process.

Prior Year Comparison

Only percentages were used for comparison purposes since the methodology for creating the cohorts were so different. Prior year surveys used a Fall only cohort while the current survey utilizes the full year.

Table 1 shows the distribution of the adjusted cohort and the eight-year graduation rate. For the Fall only cohort, a higher proportion of students were full-time, first-time in college. Graduation rates appeared to be lower for all categories using the annual cohort.

Table 1.

Student Category	Percent of Total			Rate		
	Adjusted Cohort			Graduation Rate		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Full-Time, First Time in College	41.5%	42.1%	33.5%	46.5%	46.2%	44.1%
Part-Time, First Time in College	36.2%	33.6%	39.4%	25.3%	23.6%	20.5%
Full-Time, Transfers	7.0%	7.8%	7.6%	65.9%	58.4%	56.9%
Part-Time, Transfers	15.3%	16.5%	19.6%	52.4%	47.6%	45.6%
Total	100.0%	100.0%	100.0%	41.1%	39.8%	36.1%

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Tables 2 through 4 show a comparison of graduation rates for St. Petersburg College (SPC) and the average of all colleges in the Florida College System (FCS). Table 2 shows students with disbursed Pell Grants at any time during the cohort year. Students who did not receive a disbursed Pell Grant until after the cohort year were reported with other Non-Pell students (Table 3). Table 4 shows graduation rates for all students.

Overall, SPC transfer (full-time and part-time) students graduated at a higher rate than the FCS. The reverse was true for FTIC students. The highest graduation rates reported for SPC were students identified as full-time transfer non-Pell for the six year (58.0%) and eight year (58.8%) reviews. For each evaluation timeframe (four, six, eight), the lowest rates reported were for part-time, first-time in college. Overall, Pell students tend to graduate at lower rates than non-Pell students with the exception of part-time transfers (Year four, six, eight) and part-time, first-time in college (Year six, eight).

Table 2.

Student Category	Pell					
	Four Year		Six Year		Eight Year	
	SPC	FCS	SPC	FCS	SPC	FCS
Full-Time, First Time in College	29.0%	33.1%	35.4%	38.1%	38.6%	39.9%
Part-Time, First Time in College	10.9%	16.7%	18.0%	22.7%	21.1%	24.9%
Full-Time, Transfers	48.9%	45.4%	52.8%	48.1%	54.6%	48.9%
Part-Time, Transfers	38.5%	33.7%	44.1%	38.0%	48.0%	39.4%
Total	24.7%	29.2%	31.1%	34.2%	34.3%	36.0%

Table 3.

Student Category	Non-Pell					
	Four Year		Six Year		Eight Year	
	SPC	FCS	SPC	FCS	SPC	FCS
Full-Time, First Time in College	39.3%	42.2%	45.8%	46.7%	48.4%	48.5%
Part-Time, First Time in College	11.4%	17.7%	16.3%	22.9%	20.0%	24.9%
Full-Time, Transfers	55.3%	50.0%	58.0%	52.4%	58.8%	53.1%
Part-Time, Transfers	37.0%	29.4%	42.1%	32.6%	44.6%	33.9%
Total	29.1%	32.3%	34.3%	36.4%	37.2%	38.0%

Table 4.

Student Category	Total					
	Four Year		Six Year		Eight Year	
	SPC	FCS	SPC	FCS	SPC	FCS
Full-Time, First Time in College	34.8%	37.4%	41.2%	42.1%	44.1%	43.9%
Part-Time, First Time in College	11.2%	17.3%	17.0%	22.8%	20.5%	24.9%
Full-Time, Transfers	52.5%	48.2%	55.7%	50.7%	56.9%	51.4%
Part-Time, Transfers	37.4%	30.5%	42.7%	34.0%	45.6%	35.4%
Total	27.4%	30.9%	33.1%	35.4%	36.1%	37.1%

In conclusion, this is a relatively new survey that has been drastically modified within the last year. Although a few insights can be gleaned from this analysis, the development of additional benchmarks and trends including system-wide metrics would provide additional meaning and understanding of impact.