The New IPEDS Outcome Metrics for California Community Colleges

Alice van Ommeren
Patrick Perry
Mei Cooc
Revised Data Shows Community Colleges Have Been Underappreciated

Kevin Carey  OCT. 31, 2017

A college degree is the key to unlocking many of the best careers in the modern labor market. But more than 20 million working-age adults in the United States are college dropouts, failed in some way by institutions that collectively receive hundreds of billions of dollars in public funding every year.

For the last few decades, the Department of Education has tracked graduation rates at colleges. Although a handful of elite colleges have graduation rates above 90 percent, many are below 50 percent — often, far below. But colleges have long complained that the federal rates are inaccurate. Back in 2008, Congress directed the department to study the matter.
Session Learning Outcomes

• Development process for federal education measures
• Influence of CCC metrics on federal college measures
• Challenges of measuring community college success
• Definitions of the 2016-17 Outcome Measures
• Relationship to other Federal and California metrics
• Role of the Chancellor's Office in IPEDS (OMS) submission
• Changes to the 2017-18 Outcome Measures
• Data sources and other resources.
Outcome Measures (OM) Survey

• The newest change to IPEDS reporting has a long history behind it
• The CCC system was a significant contributor to its creation and reporting structure
• This is a story of leverage, relationship capital, and perseverance
History

- 1995 Student Right to Know (SRTK) Act Passed
- 1997-98 SRTK Subscription Service created at CCCCO; 3 staff hired
  - MIS Data system only 5 years old
  - SRTK Technical Advisory Committee formed to create common MIS-based definitions to satisfy IPEDS reporting requirements
    - Eventually morphed into PFE, ARCC, and Scorecard Advisories
  - IPEDS subsequently moved from paper submission to electronic
    - SRTK subscription became all IPEDS, with CO as primary system keyholders
• Very four-year centric view of the world:
  • First-time, full-time, Fall degree/cert/xfer-seeking cohort
  • FT/PT cohorts, 3-year tracking
  • Transfers lateral/upward commingled; only non-awardee transfers counted

• CCC’s issues:
  • Who is degree/cert/xfer-seeking?
  • Transfers are a high-order outcome for us, but only if to a 4-yr institution
  • FT/PT is a term-based element, not a constant enrollment intensity
  • Tracking period too short; “still enrolled” not counted
IPEDS Technical Review Panels (TRP’s)

• CCC began getting invited to IPEDS TRP’s late 90’s
  • We used every opportunity to demonstrate the ineffectiveness of the GRS for 2-yr institutions
  • Our size gained us access and great influence at NCES
• We as a system created our own accountability framework and have refined this over many years
Great Advancements in Accountability

- Negotiated first system agreement with Clearinghouse to report transfers
  - ISP/OOS transfer patterns first recognized, esp. to for-profits
- Defined “degree/cert/xfer-seeking” behaviorally
- Adjustment modeling/peer grouping
- Reporting by remedial/collegiate
- Momentum points
- Wage Outcomes
- Noncredit performance metrics
- Outcomes of Noncompleters (skills builders)
- SRTK/MIS data given back to campuses with derived data elements
- All refined by committee in ARCC/Scorecard governance
Rise of Interest in CC outcomes

• Mid/late 2000’s: huge focus on improving CC reporting and outcomes; foundation and social-justice org led

• Martha Kanter: FHDA Chancellor (and chair of ITAC) chosen as Undersecretary of Education

• 2008: HE Reauth Act makes changes to IPEDS, and authorizes a study

• 2009: Committee on “Measures of Student Success” created, reporting to Arne Duncan
CMSS Charter

• The Committee on Measures of Student Success will develop recommendations for the Secretary of Education regarding the accurate calculation and reporting of completion or graduation rates of entering certificate- or degree-seeking, full-time, undergraduate students by two-year degree-granting institutions of higher education.

• The Committee may also recommend additional or alternative measures of student success that are comparable alternatives to the completion or graduation rates of entering degree-seeking full-time undergraduate students, taking into account the mission and role of two-year degree-granting higher education institutions.
The Department may establish up to two working groups to assist the Committee in carrying out its duties. The working groups shall be composed of five members, a majority of whom shall be voting members of the Committee, whose expertise is needed for the functioning of the working groups.

In addition, membership of the working groups may include outside experts or Federal employees.
CMSS Members Appointed

Members

- **Thomas Bailey**, Professor of Economics and Education, Columbia University (Chair)
- **Margarita Benitez**, Senior Associate, Excelencia in Education
- **Wayne Burton**, President, North Shore Community College
- **Kevin Carey**, Policy Director, Education Sector
- **Alisa Federico Cunningham**, Vice President, Institute for Higher Education Policy
- **Jacob Fraire**, Assistant Vice President for Educational Alliances, Texas Guaranteed Student Loan Corporation
- **Isabel Friedman**, Student, University of Pennsylvania
- **Millie Garcia**, President, California State University at Dominguez
- **Sharon Kristovich**, Higher Education Consultant
- **Harold Levy**, Managing Director, Palm Ventures
- **Geri Palast**, Executive Director, Campaign for Fiscal Equity
- **Patrick Perry**, Vice Chancellor, California Community College System
- **Lashawn Richburg-Hayes**, Deputy Director, MDRC
- **Linda Thor**, Chancellor, Foothill-De Anza Community College District
- **Belle Wheelan**, President, Southern Association of Colleges and Schools’ Commission on Colleges

Staff

- **Archie P. Cubarrubia**, Designated Federal Official
The Only Two People Who Knew Metrics
These Workgroup Findings Sure Look Familiar

• https://www2.ed.gov/about/bdscomm/list/acmss.html
Not everything was used

• PP no longer invited to IPEDS Implementation TRP’s
  • Lots of shakeup at NCES; many delays
  • In 2016, OM is finally launched

• In a sense, made things worse:
  • Added in PT cohorts; still assumed FT/PT are stable
  • Did not report info on remedial students (but included them in reporting cohort)
But...many things were fixed:

- Full year vs Fall only cohort
- Pell/Non-Pell
- 4, 6, 8 yr tracking
- Did not adopt “behavioral intent” but clarified non-intent
- Created much better reporting categories
Cohorts for the 2016-17 Outcome Measures
Outcomes for the 2016-17 OM’s

• Completion after 6 years
• Completion after 8 years
• Still enrolled after 8 years
• Enrolled elsewhere after 8 years

(Result is sixteen (16) metrics)
Find the right college for you

» Refine your search with More Search Options to select additional search criteria.

» Build a list of schools using My Favorites for side-by-side comparisons.

» Pinpoint school locations with an interactive map.

» Export search results into a spreadsheet.

» Save your session including search options and favorites.

» Add College Navigator to your browser search bar.

**College Affordability and Transparency Center**
Browse lists of institutions with the highest and lowest tuition & fees and net price.  » GO

**ADDITIONAL RESOURCES**
- Preparing for your Education
  Find out what you need to do to prepare for education beyond high school.  » GO
- Financial Aid
  Apply for Federal Student Aid on FAFSA.  » GO
- Postsecondary Education Outcome Measures: ED, DOD, and VA
  ED, DOD, and VA have identified a set of potential education outcome measures for Veterans and service members.  » GO
- Careers
  Deciding on a career? Consult the bls.gov Occupational Outlook Handbook.  » GO
<table>
<thead>
<tr>
<th>Section</th>
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</thead>
<tbody>
<tr>
<td>GENERAL INFORMATION</td>
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<tr>
<td>TUITION, FEES, AND ESTIMATED STUDENT EXPENSES</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
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<td>NET PRICE</td>
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<td>ENROLLMENT</td>
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<tr>
<td>ADMISSIONS</td>
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<tr>
<td>RETENTION AND GRADUATION RATES</td>
</tr>
<tr>
<td>OUTCOME MEASURES</td>
</tr>
<tr>
<td>PROGRAMS/MAJORS</td>
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<tr>
<td>SERVICEMEMBERS AND VETERANS</td>
</tr>
<tr>
<td>VARSITY ATHLETIC TEAMS</td>
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<tr>
<td>ACCREDITATION</td>
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<tr>
<td>CAMPUS SECURITY</td>
</tr>
<tr>
<td>COHORT DEFAULT RATES</td>
</tr>
</tbody>
</table>
Retention and Graduation Rates

• First-to-Second Year Retention
  • Fall 2015 and returned Fall 2016
  • First-time, full-time and part-time

• Overall Graduation and Transfer-Out-Rate
  • Fall 2013 cohort
  • Overall graduation rate (by gender and race)
  • Transfer-out rate

• Graduation Rates by Time to Completion
  • First-time, full-time
  • Normal time, 150% and double normal time
# Outcomes Measures of the California Community Colleges (n=114)

<table>
<thead>
<tr>
<th></th>
<th>Received Award in 6 years</th>
<th>Received Award in 8 years</th>
<th>Enrolled in Same Institution Within 8 years</th>
<th>Enrolled Different Institution Within 8 years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• First-time</td>
<td>35.6%</td>
<td>38.1%</td>
<td>2.0%</td>
<td>45.7%</td>
</tr>
<tr>
<td>• Non First-time</td>
<td>23.7%</td>
<td>26.0%</td>
<td>1.6%</td>
<td>61.3%</td>
</tr>
<tr>
<td><strong>Part-time</strong></td>
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<td></td>
</tr>
<tr>
<td>• First-time</td>
<td>12.0%</td>
<td>13.8%</td>
<td>2.1%</td>
<td>47.7%</td>
</tr>
<tr>
<td>• Non First-time</td>
<td>9.2%</td>
<td>10.7%</td>
<td>1.3%</td>
<td>64.2%</td>
</tr>
</tbody>
</table>
## Relationships (*) with Scorecard Completion Rate

<table>
<thead>
<tr>
<th></th>
<th>6-Year Award</th>
<th>8-Year Award</th>
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</thead>
<tbody>
<tr>
<td><strong>Full-time</strong></td>
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<td></td>
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<tr>
<td>• First-time</td>
<td>.774</td>
<td>.775</td>
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<tr>
<td>• Non First-time</td>
<td>.226</td>
<td>.224</td>
</tr>
<tr>
<td><strong>Part-time</strong></td>
<td></td>
<td></td>
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<tr>
<td>• First-time</td>
<td>.418</td>
<td>.389</td>
</tr>
<tr>
<td>• Non First-time</td>
<td>.156</td>
<td>.145</td>
</tr>
</tbody>
</table>

*Pearson’s Correlations*
Use the Data
Access IPEDS data submitted to NCES through our data tools or download the data to conduct your research.

IPEDS Survey Components
Learn more about the individual IPEDS Survey Components: view training videos, infographics, answers to frequently asked questions, survey forms, and more.

Data Trends
Use the Trend Generator to view trends on most frequently asked subject areas including Enrollment, Completion, Graduation Rates, Employees and Staff, Institutional Revenues, and Financial Aid.

Look Up an Institution
Look up information for one institution at a time. Data can be viewed in two forms: institution profile (similar to College Navigator) and reported data (institution's response to each survey question).

Data Feedback Report
Download, print, or customize an institution's Data Feedback Report, a report that graphically summarizes selected institutional data and compares the data with peer institutions.

Statistical Tables
Create simple descriptive statistics (e.g., total, count, average, median, standard deviation, percentiles) on selected IPEDS institutions and variables.

Summary Tables
Customize a summary table for a select subgroup of institutions on the following popular topics: tuition and fees, room and board, student financial aid, admissions, test scores, student enrollment, degree/certificate awarded, and graduation rates.

Compare Institutions
Download IPEDS data files for more than 7,000 institutions and up to 250 variables. Data files are provided in comma separated value (*.csv) format.

Survey Data
Data are available starting with the 1980-81 collection year for the Complete data files and Custom data files functions, which zip the data into comma separated value (*.csv). Beginning with the 2007-08 collection year, data for each collection year are compiled into an Access database.

Select download option

Shortcuts
Use these shortcuts to expedite the research process if you are a frequent or returning data user.

Select your shortcut

Publications and Products
Review publications using IPEDS data including First Looks, Web Tables, methodology reports, and Digest Tables.

Resources
Overview of IPEDS Data
IPEDS Glossary
Archived Survey Forms
Delta Cost Project
Outcome Measures Survey

• Changes in 2017-18
• Data Sources and Caveats
• Resources to review IPEDS submissions
Changes in 2017-18

- Full-year cohort
- Pell Grant sub-cohorts
- Award status after four years of entry
- Highest award at each status point
Full-year Cohorts

• Degree-seeking
  • Degree-applicable or transferable
  • Vocational

• First-time students
  • Enrollment date at other institutions
    • Null
    • After first term at CCC
Pell Grant Sub-Cohorts

- Pell recipients in 2009-2010
Three Award Status Points

• Four year
• Six year
• Eight year
Highest Award at Each Status Point

• BA or BS
• AA, AAT, AS, AST, or Transfer Prepared
• Certificates
Establishing Cohorts
2009-10 Entering Undergraduate Cohort
(July 1, 2009-June 30, 2010: Full Year)

Directions: Begin by identifying your entering degree/certificate-seeking undergraduates for the full year of July 1, 2009 - June 30, 2010. Then report each student under one of the eight subcohorts (Pell or Non-Pell Grant recipients FTFT, FTPT, NFTFT, NFTPT). Each entering student should be reported only once. The four cohorts and total entering students will be calculated based on your subcohort reporting.

NOTE: Once a student is in the cohort, the student remains in the cohort, even if the student's attendance status changes (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. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government. Exclusions are for the ENTIRE eight years for the entering 2009-10 cohort.

<table>
<thead>
<tr>
<th>Degree/Certificate-Seeking Undergraduate Students</th>
<th>2009-10 cohort</th>
<th>Exclusions to 2009-10 cohort</th>
<th>Adjusted 2009-10 cohort</th>
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<tbody>
<tr>
<td><strong>First-time entering</strong></td>
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<td>Full-time</td>
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<td>Pell Grant recipients</td>
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<td>Non-Pell Grant recipients</td>
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<td>Non-Pell Grant recipients</td>
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<td><strong>Non-first-time entering</strong></td>
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<td>Full-time</td>
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<td>Non-Pell Grant recipients</td>
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<td><strong>Total Entering</strong></td>
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<td>Pell Grant recipients</td>
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<td>Non-Pell Grant recipients</td>
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</table>
### Award Status at Four Years After Entry
#### 2009-10 Entering Undergraduate Cohort
(July 1, 2009 - June 30, 2010: Full Year)

Directions: From the adjusted 2009-10 cohort, report the number of students who earned an award by four years after entry for each subcohort. If a student earns multiple awards, report only the highest award conferred to the student by the status point (August 31, 2013).

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>Adjusted 2009-10 cohort</th>
<th>Number of students conferred an award by your institution (Highest Award by August 31, 2013)</th>
<th>Total number of adjusted cohort that received an award from your institution</th>
<th>Percent of adjusted cohort that received an award from your institution</th>
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<td>Certificates</td>
<td>Associate's</td>
<td>Bachelor's</td>
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<td>First-time entering</td>
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<td>Non-Pell Grant recipients</td>
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<td>Non-First-time entering</td>
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<td>Non-Pell Grant recipients</td>
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<td>Total Entering</td>
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<td>Pell Grant recipients</td>
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<td>Non-Pell Grant recipients</td>
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</table>
### Award Status at Six Years After Entry

**2009-10 Entering Undergraduate Cohort**
(July 1, 2009 - June 30, 2010: Full Year)

Directions: From the adjusted 2009-10 cohort, report the number of students who earned an award by six years after entry for each subcohort. If a student earns multiple awards, report only the highest award conferred to the student by the status point (August 31, 2015).

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>Adjusted 2009-10 cohort</th>
<th>Number of students conferred an award by your institution (Highest Award through August 31, 2015)</th>
<th>Total number of adjusted cohort that received an award from your institution</th>
<th>Percent of adjusted cohort that received an award from your institution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Certificates</td>
<td>Associate's</td>
<td>Bachelor's</td>
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<tr>
<td>First-time entering</td>
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<td>Full-time</td>
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<td>Pell Grant recipients</td>
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<td>Non-Pell Grant recipients</td>
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<td>Pell Grant recipients</td>
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<td>Non-Pell Grant recipients</td>
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<tr>
<td>Non-First-time entering</td>
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<td>Non-Pell Grant recipients</td>
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<td>Part-time</td>
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<td>Pell Grant recipients</td>
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<td>Non-Pell Grant recipients</td>
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<tr>
<td>Total Entering</td>
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<tr>
<td>Pell Grant recipients</td>
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<td>Non-Pell Grant recipients</td>
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</table>
Award and Enrollment Status at Eight Years After Entry
2009-10 Entering Undergraduate Cohort
(July 1, 2009-June 30, 2010: Full Year)

Directions: From the adjusted 2009-10 cohort, report the number of students who earned an award by eight years after entry for each subcohort. If a student earns multiple awards, report only the highest award conferred to the student by the status point (August 31, 2017).

For students that did not receive an award from your institution, report the number of students who are still enrolled at your institution, and then report the number of students who had enrolled at another institution over the eight year period.

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>Award Status at Eight Years After Entry</th>
<th>Enrollment Status at Eight Years After Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of students conferred an award by your institution (From Entry through August 31, 2017)</td>
<td>Number of students who did not receive an award from your institution (From entry through August 31, 2017)</td>
</tr>
<tr>
<td></td>
<td>Total number of adjusted cohort that received an award from your institution</td>
<td>Number of students who did not receive an award from your institution</td>
</tr>
<tr>
<td></td>
<td>Percent of adjusted cohort that received an award from your institution</td>
<td>Number who enrolled at another institution after leaving your institution</td>
</tr>
<tr>
<td></td>
<td>Percent of adjusted cohort that did not receive an award from your institution</td>
<td>Total number who did not receive an award, but are still enrolled at your institution and enrolled at another institution after leaving your institution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First-time entering</th>
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<tbody>
<tr>
<td>Full-time</td>
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<tr>
<td>Pell Grant recipients</td>
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<td>Non-Pell Grant recipients</td>
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<td>Part-time</td>
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<td>Pell Grant recipients</td>
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<td>Non-Pell Grant recipients</td>
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<tr>
<td>Non-First-time entering</td>
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<td>Full-time</td>
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<td>Pell Grant recipients</td>
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<tr>
<td>Non-Pell Grant recipients</td>
</tr>
<tr>
<td>Part-time</td>
</tr>
<tr>
<td>Pell Grant recipients</td>
</tr>
<tr>
<td>Non-Pell Grant recipients</td>
</tr>
</tbody>
</table>
Data Sources

• Colleges
  • Annual awards data
  • Term data
    • Establish cohort
    • Enrollment status

• NSC, UC, and CSU
Data Caveats

• First-time status
  • NSC, UC, CSU
  • Resubmissions

• Summer enrollments

• Enrollment status
  • Still enrolled
  • Enrolled in other

• Fall Enrollment data
Resources

- Data on Demand
- IPEDS User’s Manual
- IPEDS Helpdesk and Website
- cccipeds@cccco.edu
Data on Demand

• Unitary data of students in cohorts
  • Flags

• Research purposes
  • Provide explanations
Data on Demand - Flags

- Enrollment
  - ‘1’ - First-time

- Degree
  - Degree-seeking

- UNITS_ATTEMPTED

- AWARD_FOUR, AWARD_SIX, AWARD_EIGHT
  - BA/BS (3), AA/AS (2), and CERTIFICATES (1)

- STILL_ENROLLED, STILL_ENROLLED_OTHER
  - ‘1’ - Yes
Additional Resources

• IPEDS User’s Manual

• IPEDS Helpdesk
  • (877) 225-2568 or ipedshelp@rti.org

• cccipeds@cccco.edu
Thank You

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