

Transfer-Out Reporting on the IPEDS Graduation Rate Survey: A First Look at Trends and
Methods

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TRANSFER-OUT REPORTING ON THE
IPEDS GRADUATION RATE SURVEY:
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The AIR/NCES Policy Fellowship Program

The National Center for Education Statistics (NCES) Postsecondary Studies Division collects and analyzes data on postsecondary education in the United States. As part of fulfilling its charge to “collect, analyze, and report education information and statistics in a manner that...is objective...and... is relevant and useful to practitioners, researchers, policymakers, and the public” (Public Law 107-279 § 151), NCES funded the Policy Fellowship Program through the Association for Institutional Research. Policy fellows plan and conduct a year-long research project designed to result in improvements to the quality, comparability, and usefulness of the Integrated Postsecondary Education Data System (IPEDS).

This report represents the opinions of the author alone and does not represent the views of the Association for Institutional Research, the National Center for Education Statistics, the Institute for Education Sciences, or the U. S. Department of Education.

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Key findings include:

Trends in Transfer-out Reporting Study (2002-2007)

- Comparing the total number of transfers-out from IPEDS with the 1995-96 Beginning Postsecondary Students (BPS) Survey suggests that transfers-out are significantly underreported on the IPEDS Graduation Rate Survey.
- Institutions in the lowest total cohort graduation rate quintile are more likely than institutions in the highest quintile to report the number of transfers-out.
- While the percentage of institutions reporting the number of transfers-out declined between 2002 and 2007 (41% to 35%), the percentage of the adjusted cohort enrolled in institutions reporting the number of transfers-out has remained steady (~49%).
- Institutions located in states with state and/or system student unit record systems are more likely to report the number of transfers-out.
- Larger institutions are more likely to report the number of transfers-out than smaller institutions.

Online Survey of Institutions

- The most commonly used source of data on transfers-out of an institution on the 2008 IPEDS GRS component was the National Student Clearinghouse (46.6%). However, state and system student unit record systems were used by 40.9% of institutions.
- Thirty-one respondents at institutions that did not report transfers-out on the IPEDS GRS reported having a transfer mission. The most common reasons for not reporting included lack of data, staff, and time.
- Approximately one-fifth of the institutions that did not report the number of transfers-out and do not have a transfer mission reported tracking transfers-out internally. Slightly over 80 percent of these institutions track transfers-out internally using the National Student Clearinghouse.
- While many institutions conduct exit and follow-up surveys of non-returning students (40.4%), very few of them use the data for IPEDS reporting (4.3% and 4.2%, respectively).
- Less than 2 percent of the institutions surveyed reported using transcript and/or withdrawal requests for IPEDS reporting.

Data Sources

The above findings were based on two studies that were developed and implemented between September 2008 and August 2009. These studies included:

1. The Trends in Transfer-out Reporting Study (TTRS). The TTRS is based on data collected on the IPEDS Graduation Rate Survey between 2002 and 2007.¹ The purpose of the study is to examine the usefulness of existing data on the number of transfers-out. It includes an analysis of institutions by sector, state, and size. It also includes a descriptive analysis to evaluate the magnitude of the transfer-out phenomenon.
2. The Online Survey of Institutions (OSI). The OSI was a web-based survey of 1,500 potential² IPEDS keyholders at four- and two-year, degree granting institutions across the United States. Over 800 (n = 814, 54.3% response rate) invited participants responded. Participants received one of two surveys based on whether or not their institution reported the number of transfers-out on the 2007 IPEDS GRS survey. The OSI primarily asked questions on transfer mission and data sources.

¹ NCES first started collecting graduation rate data in 1997. Graduation rate data for 1997-2001 was not publically released, but it is available to institution level users through the IPEDS Data Center.

² Because it is NCES policy not to release the list of IPEDS keyholders, respondents were identified by targeting individuals with job titles commonly associated with involvement in IPEDS data collections, including institutional researchers and registrars. Among invited participants, 76% reported being the institution's keyholder.

Why Focus on Transfers-out of an Institution?

This study examines the different processes that institutional researchers use to calculate the number of transfers-out for the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GRS), with a particular focus on how the process is influenced by institutional mission and data availability. Policy makers and the public have been very interested in what colleges are doing to improve degree attainment for over seventy years (e.g., McNeeley, 1937). In the 1970s, research on dropping out, stopping out, and transferring began to increase (e.g., Astin, 1975; Cope & Hannah, 1975; Tinto, 1975). Pantages & Creedon reported that only five out of ten students who enter college in the United States will eventually graduate from the same college and that, “Of the five students who dropped out of the college altogether, four will reenroll at a different college, and of those four reenrollees, only two will graduate” (1978, p. 49). In 1989, a study of graduation rates by the National Institute of Independent Colleges and Universities found that just 42.7% of students at 4-year public institutions and 54.2% of students at private institutions graduated within six years (Porter, 1989). Given the wide-spread interest in improving degree attainment, understanding what happens to a student after he or she leaves an institution is essential; unfortunately, very little is known about the different processes that institutional researchers use to track transfers-out of an institution. This study provides an important first look at what the data in IPEDS can tell us about transfers-out.

A Brief History of Transfer-out Reporting and the IPEDS GRS

When Congress enacted the Student Right-To-Know and Campus Security Act of 1990 (SRK), which required institutions to disclose graduation rates within 150 percent of normal time for graduation from the program, the stated intention of Congress was that, “Knowledge of graduation rates would help prospective students and prospective student athletes make an informed judgment about the educational benefits available at a given institution of higher education” (Public Law 101-542). The Secretary of Education determined that completing the IPEDS Graduation Rate Survey satisfies the disclosure requirements of the SRK Act. In the final regulations implementing the SRK Act, reporting the number of transfers-out of an institution became part of the GRS; because IPEDS is required, reporting the number of transfers-out is also required. Four types of documentation that a student had transferred to another institution were enumerated: (a) certification letter or document from the receiving institution; (b) electronic certification or secure e-mail message; (c) confirmation of enrollment data from a legally-mandated, statewide or regional tracking system; and (d) other documentation of enrollment at the receiving institution.

After the Higher Education Amendments of 1998 (Public Law 105-244), only those institutions that considered “substantial preparation” for transfer to another institution as part of their mission were required to report counts of transfers-out. The proposed rules generated after HEA-98 recognized that, “Institutions with substantial numbers of transfers-out may have a

lower graduation and completion rate than other institutions and thus may find it desirable to report a transfer-out rate” (64 Fed. Reg. 59062). It appears that many institutions, even those without transfer missions, have found it desirable to report transfer-out counts. Based on the 2007 IPEDS Graduation Rate Survey (GRS) data, 58% of public and 27% of private, four-year institutions and 74% of public and 30% of private, two-year institutions reported the number of transfers-out.

In the commentary on the final SRK Act regulations, published in the *Federal Register* on December 1, 1995, several commentators “suggested that the Secretary encourage institutions to supply additional information to place their graduation rate reports in context, as a way of providing greater comparability and usefulness” (60 Fed. Reg. 61779). While the Secretary strongly encouraged providing contextual information, it was determined that there was no statutory authority to require institutions to provide it.

Given the current increased interest in the IPEDS Graduation Rate Survey in general and the number of transfers-out in particular, it is an ideal time to examine the processes and data sources institutions use to report the number of transfers-out on the IPEDS GRS.

Sources of Transfer-out Tracking Data

The Higher Education Opportunity Act of 2008 prohibits the Department of Education from developing, implementing, or maintaining a Federal database of personally identifiable information on students except for systems necessary for the operation of programs authorized by Titles II, IV, or VII and that were in use by the Secretary, directly or through a contractor (e.g., the National Student Loan Data System (NSLDS)), as of the day before the date of enactment of the legislation. However, four other broad classes of sources exist that enable institutions to report the number of transfers-out of the institution:

1. State student unit record databases. Forty of the fifty states have student unit record databases, which cover 77 percent of national FTE enrollments. Pennsylvania and Michigan are the largest states without a student unit record system. The remaining 8 states are Delaware, Idaho, Iowa, Montana, Nebraska, New Hampshire, Rhode Island, and Vermont.³
2. System student unit record databases. System student unit record databases are similar to state student unit record databases, except that they only cover one system. Seven states use multiple databases: California (UC, CSU, and CCC), North Carolina, Oregon, Washington, Wyoming, and New York (SUNY and CUNY).

³ Ewell, P., & Boeke, M. (2007). *Critical Connections: Linking States' Unit Record Systems to Track Student Progress*. Indianapolis, IN: Lumina Foundation.

3. The National Student Clearinghouse. The National Student Clearinghouse serves as a nexus between educational institutions, the federal government, guaranty agencies, lenders, and student loan servicers. It is a non-profit organization whose programs are designed to reduce administrative burden on colleges. Colleges participating in the core service, EnrollmentVerify, DegreeVerify, and that provide 12 additional data elements beyond those required for the core service (e.g., middle name, class level, college student ID) receive free access to the StudentTracker service. There is a fee schedule for schools that do not participate in all programs. The StudentTracker service allows institutions to receive subsequent enrollment data for an unlimited number of cohorts. StudentTracker contains enrollment data for over 92% of U.S. higher education students.⁴
4. Institutional surveys, exit interviews, and administrative records. Many institutions administer surveys and exit interviews to departing students to better understand the reasons for departure. Transcript request forms and withdrawal forms are also commonly used. The major problem with these methods of tracking transfer is that they often collect data on *intention* to enroll and not actual *enrollment* at another institution.

Questions for Research

The purpose of this research was three-fold and closely tied with the objectives of the Policy Fellowship Program—to improve the quality, comparability, and usefulness of transfer-out reporting on the IPEDS GRS.

Quality – In educational research, there is often a lot of discussion about reliability and validity. There was no attempt made to “audit” data previously reported in IPEDS for this study. However, potential data sources were evaluated for reliability and validity. For example, can the data source produce an estimate of the number of transfers-out that complies with the current IPEDS reporting requirements? Can the data source or process produce reliable results?

Comparability – Two kinds of comparability were examined in this study. The first looks at comparability among institutions. Two institutions may report the same transfer-out rate, but one may be a within-system transfer-out rate, while the other is a national transfer-out rate based on the National Student Clearinghouse. Both are estimates of the “true” transfer-out rate, but clearly one is more comprehensive than the other. The other kind looks at comparability among NCES surveys, in this case the IPEDS GRS and the Beginning Postsecondary Student (BPS) Longitudinal Study.

Usefulness – For a data element to be useful, it must be able to make some contribution to public policy and research. Usefulness requires more than just quality and comparability. The data element needs to be disseminated in such a way that policy makers and research can use it appropriately in their own studies. This research report was developed using the same data tools

⁴ National Student Clearinghouse. (2009). About the National Student Clearinghouse. Retrieved October 20, 2009, from http://www.studentclearinghouse.org/about/pdfs/Clearinghouse_profile.pdf.

available to the public (i.e., IPEDS Data Center, BPS DAS). Many of the suggestions for improving usefulness generated during the past year are not included in this report.

To accomplish the above goals, the following research questions are addressed:

1. How has institutional reporting of the number of transfers-out changed over time?
2. What methods do institutions follow to count the number of transfers-out?
3. Does the presence of student unit record data at the state or national (e.g., National Student Clearinghouse) level impact these methods?
4. What are the common challenges faced by institutions in reporting data on the number of transfers-out?
5. Is the reported number of transfers-out, as currently reported in IPEDS, useful for public policymaking and research?

Brief Methodology

To address this project's five research questions, two studies were developed and implemented between September 2008 and August 2009. They included:

1. The Trends in Transfer-out Reporting Study (TTRS). The TTRS is based on data collected on the IPEDS Graduation Rate Survey between 2002 and 2007.⁵ The purpose of the study is to examine the usefulness of existing data on the number of transfers-out. It includes an analysis of institutions by sector, state, and size. It also includes a descriptive analysis to evaluate the magnitude of the transfer-out phenomenon.
2. The Online Survey of Institutions (OSI). The OSI was a web-based survey of 1,500 potential⁶ IPEDS keyholders at four- and two-year, degree granting institutions across the United States. Over 800 (n = 814, 54.3% response rate) invited participants responded. Participants received one of two surveys based on whether or not their institution reported the number of transfers-out on the 2007 IPEDS GRS survey. The OSI primarily asked questions on transfer mission and data sources.

The OSI study was supplemented by a qualitative component. The diverse nature of higher education institutions and institutional practice meant that some respondents had difficulty selecting a single "best" answer on the survey. When appropriate, interview data is summarized in this report to augment quantitative results.

⁵ NCES first started collecting graduation rate data in 1997. Graduation rate data for 1997-2001 was not publically released, but it is available to institution level users through the IPEDS Data Center.

⁶ Because it is NCES policy not to release the list of IPEDS keyholders, respondents were identified by targeting individuals with job titles commonly associated with involvement in IPEDS data collections, including institutional researchers and registrars. Among invited participants, 76% reported being the institution's keyholder.

Findings: The Trends in Transfer-out Reporting Study (2002-2007)

The goals established for the TTRS included:

- (a) determining how many and which types of institutions report the numbers of transfers-out,
- (b) exploring the impact of state data systems,
- (c) examining differences in reporting by institution size,
- (d) estimating the magnitude of the transfer-out phenomenon, and
- (e) comparing the total reported number of transfers-out in IPEDS against the Beginning Postsecondary Student (BPS) Longitudinal Study.⁷

An important caveat: Parent/child relationships

A parent/child relationship exists when one institution shares a common Program Participation Agreement (PPA) with multiple campuses. Each of the multiple campuses has its own unique unitid number. The ways that NCES has dealt with these relationships has varied greatly across surveys and IPEDS years. The most recent IPEDS GRS surveys include allocation factors. For the TTRS study, an institution was considered as reporting transfers-out if the parent institution reported transfers-out. No attempt was made to allocate parent responses to children since the study focuses on totals. Other research questions may require closer examination of the changing nature of parent/child relationships on the IPEDS GRS survey over time.

⁷ The BPS is designed specifically to collect data related to persistence in and completion of postsecondary education programs.

Number of institutions in the TTRS. Calculating the percentages in the tables that follow requires an accurate denominator. The TTRS begins with the First Look Universe, which consists of institutions that are currently in the IPEDS universe, are open to the public, participate in HEA Title IV federal financial aid programs, and are primarily postsecondary. Institutions in the TTRS must have had a cohort of first-time, full-time undergraduate students entering the institution in the cohort year.

Table 1. Number of Institutions in the TTRS, by Sector: 2002-07

	2002	2003	2004 ¹	2005	2006	2007
First Look Universe²	6,431	6,492	6,463	6,543	6,617	6,632
No Full-Time Undergraduates	387	391	282	287	288	287
No Undergraduate Offerings	241	236	210	204	214	214
Inactive in Cohort Year	124	187	202	230	235	233
Not Applicable	78	0	80	80	85	82
Not Reported	4	0	1	3	0	0
TTRS-Eligible Institutions³	5,597	5,678	5,688	5,739	5,795	5,816
4-year or above	1,979	2,033	2,046	2,078	2,107	2,151
2-year	2,084	2,101	2,090	2,108	2,108	2,089
Less than 2-year	1,534	1,544	1,552	1,553	1,580	1,576
<i>Public</i>	1,962	1,963	1,952	1,940	1,934	1,935
4-year or above	567	569	574	581	581	598
2-year	1,150	1,155	1,139	1,146	1,141	1,125
Less than 2-year	245	239	239	213	212	212
<i>Private, Not-for-Profit</i>	1,546	1,556	1,526	1,516	1,500	1,462
4-Year	1,221	1,235	1,219	1,222	1,226	1,217
2-Year	227	216	212	204	189	164
Less than 2-year	98	105	95	90	85	81
<i>Private, For-Profit</i>	2,089	2,159	2,210	2,283	2,361	2,419
4-Year	191	229	253	275	300	336
2-Year	707	730	739	758	778	800
Less than 2-year	1,191	1,200	1,218	1,250	1,283	1,283

¹ A significant revision to the parent/child reporting process was implemented in fall 2004, which accounts for the majority of the reduction in the number of institutions.

² Prior to 2005, the First Look Universe was referred to as the E.D. Tab Universe. Both refer to institutions that are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, and (4) are a primarily postsecondary institution. For this study, the universe is restricted to institutions in the 50 states and the District of Columbia (U.S. Only).

³ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-2007, Graduation Rate component.

Consistency of reporting by institutions. Approximately 78% of institutions consistently reported graduation rate data during the six-year study period.⁸ An additional 10.8% of institutions appear to be newly-reporting institutions⁹, while 7.6% of institutions appear to have “closed” or otherwise stopped reporting¹⁰. The remaining 3.8% reflect various patterns of missing data. These patterns of missing data could be due to the relative volatility of the private, for profit sector.

Table 2. Response Patterns of Institutions on the IPEDS Graduation Rate Survey: TTRS-Eligible Institutions¹, 2002-2007

Response Pattern ¹	Frequency	Percentage	Cumulative Percentage
111111	5,020	77.9%	77.9%
11....	179	2.8%	80.7%
..1111	153	2.4%	83.0%
.11111	152	2.4%	85.4%
.....1	133	2.1%	87.5%
....11	129	2.0%	89.5%
...111	127	2.0%	91.4%
11111.	88	1.4%	92.8%
111...	83	1.3%	94.1%
1.....	78	1.2%	95.3%
1111..	61	1.0%	96.3%
1..1111	24	0.4%	96.6%
...1.	22	0.3%	97.0%
.1....	15	0.2%	97.2%
..11..	13	0.2%	97.4%
...1.1	12	0.2%	97.6%
..1...	12	0.2%	97.8%
..111.	12	0.2%	98.0%
.11...	12	0.2%	98.1%
...11.	11	0.2%	98.3%
11..111	11	0.2%	98.5%
111..11	11	0.2%	98.7%
...1..	10	0.2%	98.8%
1111.1	10	0.2%	99.0%
Other ²	67	1.1%	100.0%
Total	6,445	100.0%	

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

² The response pattern reflects the patterns of missing data across UNITIDs over the six year study period: “1” represents that data was available and “.” represents that data was not available.

³ An additional 29 response patterns, each with less than 6 cases, were collapsed into “other”.

SOURCE: Author’s calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-2007, Graduation Rate component.

⁸ The consistency of reporting varies by control: 92.4% of public and 84.2% of private, not-for-profit institutions reported in each of the years of the study compared with only 65.3% of private, for profit institutions.

⁹ Five response patterns reflect the expected behaviors of “new” institutions (.11111, ..1111, ...111,11,1).

¹⁰ Five response patterns reflect the expected behaviors of “closed” institutions (1....., 11....., 111....., 1111.., 11111.).

Transfer mission. Prior to 2003, the IPEDS GRS included a screening question on transfer mission:

“Does the mission of your institution include providing substantial preparation for students to enroll in another eligible institution without having completed their programs? *If you answer Yes to this question, you will be expected to report transfer-out data. If you answer No to this question, you may report transfer-out data if you wish.*”

The responses to the screening question indicate large differences between control and level. It also raises some questions. For example, if the sole mission of a 2-year college is to provide technical training resulting in an Associate in Applied Science—and does not offer a formal transfer program—but participates in an articulation agreement with a 4-year university by which some of those credits automatically count towards the general education requirements of a bachelor’s degree, should the 2-year institution report those students as transfers? For an institution seeking to avoid reporting, it might say that such agreements are not substantial; however, by entering into such agreements, the institution is acknowledging the importance of offering transferable credits even in the most highly specialized technical and career training programs. Currently, there is no standard definition of what counts as substantial preparation. The current regulations leave it up to each institution to decide. Additionally, there is no standard definition of what counts as enrollment. If a student leaves an institution and then takes a single course within the reporting period at another institution, but did not enroll in a program at the receiving institution, does that count as a transfer? A consistent and reliable transfer-out rate that is useful for public policy and research requires greater standardization—even at the risk of reducing the number of reported transfers.

Table 3. Percentage of Institutions with a Transfer Mission, by Sector: TTRS-Eligible Institutions, 2002

Public (n = 1,962)	39.6%
4-year or above	11.6%
2-year	61.0%
Less than 2-year	3.3%
Private, Not-for-Profit (n = 1,546)	8.7%
4-Year	8.5%
2-Year	11.5%
Less than 2-year	4.1%
Private, For-Profit (n = 2,089)	4.3%
4-Year	1.1%
2-Year	2.6%
Less than 2-year	5.9%

[†] TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author’s calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002, Graduation Rate component.

Percentage of institutions reporting transfers-out. Two different methods of calculating the percentage of institutions reporting transfers-out are useful for policy discussion. The first is the unweighted percentage of institutions reporting the number of transfers-out. The unweighted percentage gives a general indication of the effects of institutional mission and data availability. The second is weighted using the size of the adjusted cohort. The weighted percentage indicates the coverage of the real population of interest—first-time, full-time students. While the percentage of institutions reporting has declined (41% to 35%) the overall coverage has remained approximately the same (~49%).

Table 4. Percentage of Institutions Reporting the Number of Transfers-out, by Sector: TTRS-Eligible Institutions, 2002-07

	2002	2003	2004	2005	2006	2007
All TTRS-Eligible Institutions¹	41%	36%	36%	37%	36%	35%
Public						
4-year or above	52%	53%	59%	60%	60%	58%
2-year	72%	75%	74%	75%	74%	74%
Less than 2-year	32%	19%	14%	15%	15%	15%
Private, Not-for-Profit						
4-Year	35%	27%	28%	27%	29%	28%
2-Year	41%	32%	26%	31%	21%	30%
Less than 2-year	24%	19%	19%	19%	19%	19%
Private, For-Profit						
4-Year	10%	10%	11%	15%	11%	9%
2-Year	36%	23%	21%	30%	23%	18%
Less than 2-year	24%	14%	5%	7%	15%	9%

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-2007, Graduation Rate component.

Table 5. Percentage of Adjusted Cohort Enrolled in Institutions Reporting the Number of Transfers-out, by Sector: TTRS-Eligible Institutions¹, 2002-07

	2002	2003	2004	2005	2006	2007
Adjusted Cohort Total	49%	46%	50%	50%	49%	49%
Public						
4-year or above	50%	52%	57%	58%	60%	57%
2-year	81%	82%	84%	84%	85%	86%
Less than 2-year	26%	12%	15%	16%	21%	14%
Private, Not-for-Profit						
4-Year	30%	21%	26%	26%	25%	24%
2-Year	45%	36%	50%	35%	30%	43%
Less than 2-year	19%	16%	11%	8%	14%	9%
Private, For-Profit						
4-Year	11%	6%	17%	11%	17%	8%
2-Year	29%	19%	16%	26%	13%	13%
Less than 2-year	17%	15%	20%	13%	13%	12%

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-2007, Graduation Rate component.

Total adjusted cohort. The size of the IPEDS GRS adjusted cohort reflects the total number of first-time, full-time degree- or certificate-seeking students minus any permissible exclusions¹¹. Over the study period, the size of the adjusted cohort enrolled in TTRS-eligible institutions increased by 23.8% from 1,973,484 to 2,442,998.

Table 6. Total Size of the Adjusted Cohort, by Sector: TTRS-Eligible Institutions¹, 2002-07

	2002	2003	2004	2005	2006	2007
All TTRS-Eligible Institutions	1,973,484	2,112,483	2,221,420	2,288,055	2,385,008	2,442,998
Public						
4-year or above	703,614	730,163	758,902	786,704	810,088	838,752
2-year	527,268	527,193	565,888	567,562	595,537	640,487
Less than 2-year	28,488	40,605	32,598	25,611	27,411	26,318
Private, Not-for-Profit						
4-Year	378,665	408,025	403,288	413,342	422,094	422,956
2-Year	19,214	16,057	18,554	16,457	14,926	12,535
Less than 2-year	12,995	17,192	12,927	11,063	11,211	9,188
Private, For-Profit						
4-Year	36,243	41,951	61,980	69,038	83,783	83,493
2-Year	117,564	146,017	158,401	172,648	190,245	188,436
Less than 2-year	149,433	185,280	208,882	225,630	229,713	220,833

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-2007, Graduation Rate component.

¹¹ Students may be removed from the institution's cohort if they left the institution for one of the following reasons: died or were totally and permanently disabled; to serve in the armed forces; to serve with a foreign aid service of the federal government, such as the Peace Corps; or to serve on official church missions.

Total number of reported transfers-out. Since institutions are not required to report the number of transfers-out of the institution the figures in Table 7 reflect the minimum number of transfers-out nationally. As noted in Table 5, approximately half of the total adjusted cohort is located at institutions that do not report the total number of transfers-out, which implies that these figures could be significantly underestimated, especially for private institutions, which account for the smallest percentages of reported transfers-out (Table 8).

Table 7. Total Number of Reported Transfers-out, by Sector: 2002-07

	2002	2003	2004	2005	2006	2007
All TTRS-Eligible Institutions¹	185,802	183,471	193,360	205,056	221,420	240,646
Public						
4-year or above	73,762	77,326	82,694	86,860	95,718	98,885
2-year	80,636	83,468	87,893	94,506	101,871	118,145
Less than 2-year	1,039	477	409	265	535	223
Private, Not-for-Profit						
4-Year	18,178	14,067	16,752	16,708	18,298	19,080
2-Year	2,587	1,543	1,405	1,464	1,090	1,355
Less than 2-year	358	387	187	65	81	52
Private, For-Profit						
4-Year	443	226	1,139	421	897	458
2-Year	5,209	2,832	1,471	3,318	1,610	1,301
Less than 2-year	3,590	3,145	2,010	1,449	1,320	1,147

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-2007, Graduation Rate component.

Table 8. Percentage of Total Number of Transfers-out, by Sector: 2002-07

	2002	2003	2004	2005	2006	2007
All TTRS Eligible Institutions¹	185,802	183,471	193,360	205,056	221,420	240,646
Public						
4-year or above	39.7%	42.1%	42.6%	42.4%	43.2%	41.1%
2-year	43.4%	45.5%	45.3%	46.1%	46.0%	49.1%
Less than 2-year	0.6%	0.3%	0.2%	0.1%	0.2%	0.1%
Private, Not-for-Profit						
4-Year	9.8%	7.7%	8.6%	8.1%	8.3%	7.9%
2-Year	1.4%	0.8%	0.7%	0.7%	0.5%	0.6%
Less than 2-year	0.2%	0.2%	0.1%	0.0%	0.0%	0.0%
Private, For-Profit						
4-Year	0.2%	0.1%	0.6%	0.2%	0.4%	0.2%
2-Year	2.8%	1.5%	0.8%	1.6%	0.7%	0.5%
Less than 2-year	1.9%	1.7%	1.0%	0.7%	0.6%	0.5%

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-2007, Graduation Rate component.

Reported transfers-out as a percentage of adjusted cohort. Dividing the number of transfers-out by the total adjusted cohort provides an estimate of the “national” transfer-out rate (Table 9). However, as noted above, the number of transfers-out may be greatly underreported. For comparison, the six-year “transfer rates” for full-time students by sector of first institution from the 1995-96 Beginning Postsecondary Students (BPS) Survey are listed in Table 10. When those percentages are applied to the total adjusted cohort figures in Table 6, the estimated number of transfers-out is three times the total in Table 7. This suggests that researchers should be cautious about making inferences based on aggregate number of transfers-out beyond the institutional level.

Table 9. Number of Reported Transfers-out as a Percentage of Adjusted Cohort, by Sector: TTRS-Eligible Institutions¹, 2002-07

	2002	2003	2004	2005	2006	2007
All TTRS Eligible Institutions	9.4%	8.7%	8.7%	9.0%	9.3%	9.9%
Public						
4-year or above	10.5%	10.6%	10.9%	11.0%	11.8%	11.8%
2-year	15.3%	15.8%	15.5%	16.7%	17.1%	18.4%
Less than 2-year	3.6%	1.2%	1.3%	1.0%	2.0%	0.8%
Private, Not-for-Profit						
4-Year	4.8%	3.4%	4.2%	4.0%	4.3%	4.5%
2-Year	13.5%	9.6%	7.6%	8.9%	7.3%	10.8%
Less than 2-year	2.8%	2.3%	1.4%	0.6%	0.7%	0.6%
Private, For-Profit						
4-Year	1.2%	0.5%	1.8%	0.6%	1.1%	0.5%
2-Year	4.4%	1.9%	0.9%	1.9%	0.8%	0.7%
Less than 2-year	2.4%	1.7%	1.0%	0.6%	0.6%	0.5%

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author’s calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-2007, Graduation Rate component.

Table 10. Six-Year Transfer Rate for Full-Time, Beginning Postsecondary Students, by Level and Control of First Institution (BPS:1995-96)

	Number of Transfers within Six Years				
	Never transferred	One	Two	Three	Four
Total	68%	26%	5.4%	0.5%	0%
First institution: level and control					
Public 4-year	74%	20.4%	5%	0.5%	0.1%
Public 2-year	50.1%	41.8%	7.6%	0.4%	0%
Public less-than-2-year	87.9%	8.6%	2.7%	0.8%	0%
Private not-for-profit 4-year	77.8%	16.4%	4.7%	1%	0%
Private not-for-profit 2-year	51.1%	41.7%	7.2%	0%	0%
Private not-for-profit less-than-2-year	‡	‡	‡	‡	‡
Private for-profit, 4-year	81.1%	17.1%	1.1%	0.6%	0%
Private for-profit, 2-year	78.7%	17.8%	3.5%	0%	0%
Private for-profit, less-than-2-year	83.2%	15.2%	1.4%	0.3%	0%
Weighted Sample sizes(n/1,000s)					
Total	2,291.10				
First institution: level and control					
Public 4-year	738.3				
Public 2-year	744.1				
Public less-than-2-year	39.8				
Private not-for-profit 4-year	447				
Private not-for-profit 2-year	25.4				
Private not-for-profit less-than-2-year	‡				
Private for-profit, 4-year	13.6				
Private for-profit, 2-year	83.6				
Private for-profit, less-than-2-year	197.2				

‡ Reporting standards not met.

Notes: Attendance intensity when first enrolled = Full-time
Computation by DAS-T Online Version 5.0.

Source: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

State effects on transfer-out reporting. The Higher Education Opportunity Act of 2008 (HEOA) prohibited the Department of Education from “developing, implementing, or maintaining” any new Federal databases of personally identifiable information on students. However, HEOA permits the maintenance of current systems necessary for the operation of programs authorized by Titles II, IV, or VII (e.g., the National Student Loan Data System); it also permits states or groups of states to develop student unit record systems. The American Recovery and Reinvestment Act of 2009 provided funding to enable state educational agencies to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate and use individual student data. For many states, this means expanding current postsecondary databases to include K-12 student data. Of the 47 postsecondary databases studied in Ewell and Boeke (2007), 9 are from the 1970s and 14 are from the 1980s. Only 8 of the databases were less than 10 years old.¹²

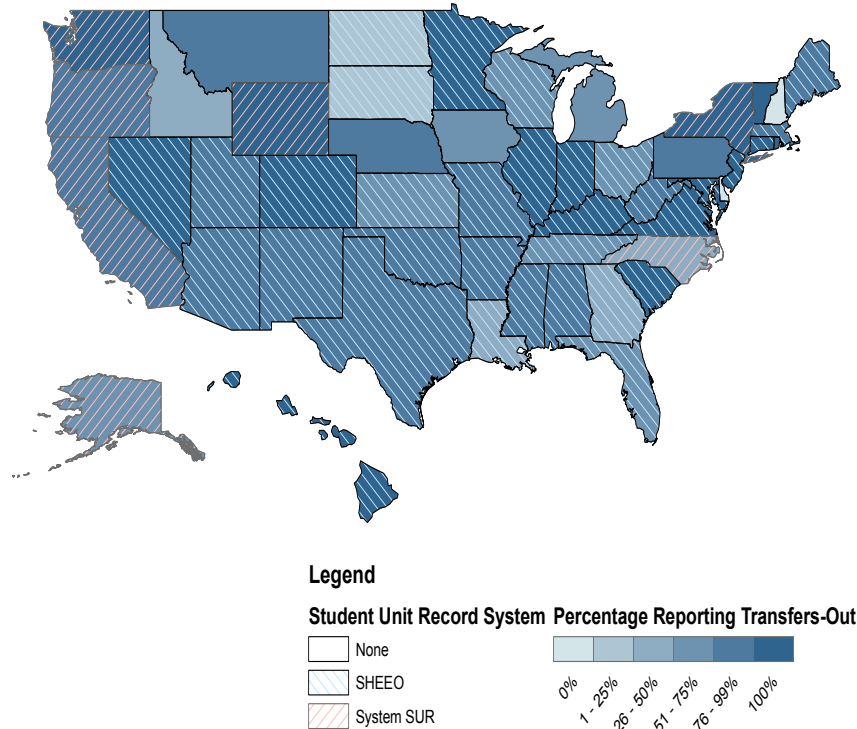
The two figures and five tables in this section examine the percentage of institutions reporting transfers-out (unweighted and weighted) in relation to the state of the institution. Not surprisingly, those states with active state student unit record databases (e.g., New Jersey) and system student unit record databases (e.g., California) have the highest reporting percentages in terms of both the total number of institutions as well as the size of the adjusted cohort. States without student unit record databases tend to have lower reporting percentages in terms of both the total number of institutions as well as the size of the adjusted cohort. One benefit of participation in state and system student unit record systems is the possibility of centralized reporting. Some institutions commented that the institution’s Graduation Rate Survey is pre-populated by the state/system coordinators, which helps ensure uniform and consistent reporting.

In addition to knowing that a state has one or more active student unit record systems, it is important to know its capacity for tracking transfer students. Unfortunately, it is impossible to tell from previously collected IPEDS data if the list of non-returning students was checked against a national database (e.g., the National Student Clearinghouse) or other local databases. Institutions that receive transfer-out data from a student unit record system were asked about whether the system links to other data sources on the Online Survey of Institutions; however, institutions may not be fully aware of these linkages. The study of state student unit record systems being undertaken by SHEEO for NCES to update the Ewell and Boeke (2007) report will likely provide a more complete picture of the linkages between systems. Additional questions on tracking transfers were added to that survey as a result of this research; however, the results are not available at this time.

¹² It should be noted that the Higher Education General Information System (HEGIS) and the Elementary and Secondary Education General Information System (ELSEGIS)—the precursors to the Integrated Postsecondary Education Data System (IPEDS) and the Core of Common Data (CCD), respectively—both began in the 1960s. The growth in state-level postsecondary databases since that time is likely due to the efficiencies generated by combining federal HEGIS reporting with state-level data collections used in state higher education policy analysis.

The map below (Figure 1) shows the coverage of public, 2-year enrollment at institutions that report the number of transfers-out. For example, 100% of New Jersey’s public, 2-year institutions reported the number of transfers-out; the New Jersey Commission of Higher Education is the state’s SHEEO and coordinates data collection through the Student Unit Record (SURE) system.¹³ Only 45% of Idaho’s public, 2-year enrollment is covered; it does not have a student unit record system at the SHEEO or system level.

Figure 1: Weighted Percentage of Public, 2-Year Institutions Reporting the Number of Transfers-out, by State and Presence of a State or System Student Unit Record System: 2007



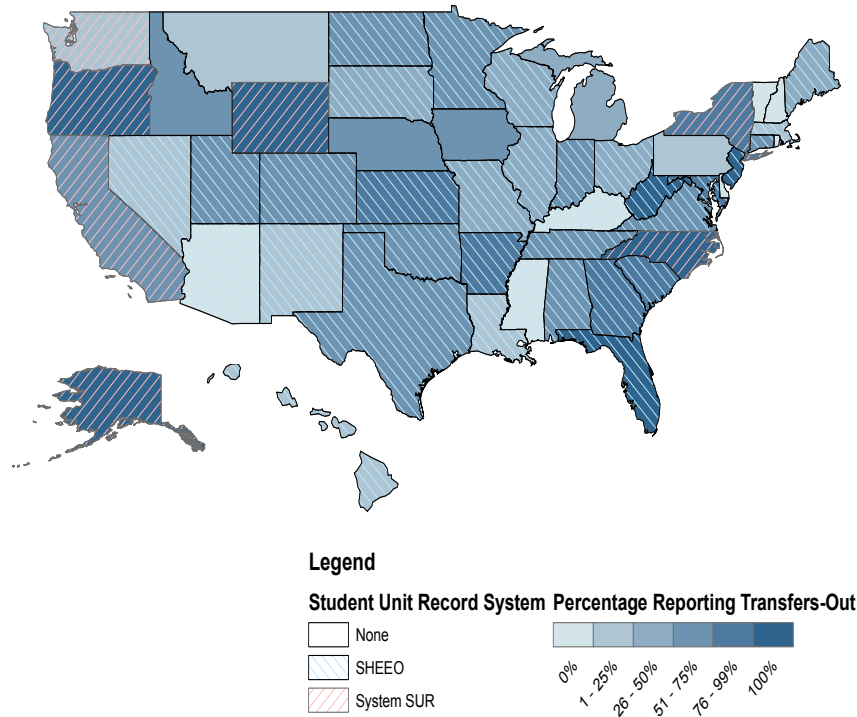
NOTE: Institutions are weighted by Adjusted Cohort Size. Please see Table 15 for exact values.

SOURCE: Author’s calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2007, Graduation Rate component. State unit record system data taken from Ewell, P., & Boeke, M. (2007). *Critical Connections: Linking States’ Unit Record Systems to Track Student Progress*. Indianapolis, IN: Lumina Foundation.

¹³ New Jersey Commission on Higher Education, <http://www.state.nj.us/highereducation/>.

The map below (Figure 2) shows the coverage of public, 4-year enrollment at institutions that report the number of transfers-out. As in the above figure, 100% of New Jersey's public, 4-year institutions reported the number of transfers-out. In general, the coverage of public, 4-year enrollments is lower than the coverage of public, 2-year enrollments. In a few states (e.g., Mississippi, New Mexico, Kentucky), none of the public, 4-year institutions reported the number of transfers-out.

Figure 2: Weighted Percentage of Public, 4-Year Institutions reporting the Number of Transfers-out, by State and Presence of a State or System Student Unit Record System: 2007



NOTE: Institutions are weighted by Adjusted Cohort Size. Please see Table 15 for exact values.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2007, Graduation Rate component. State unit record system data taken from Ewell, P., & Boeke, M. (2007). *Critical Connections: Linking States' Unit Record Systems to Track Student Progress*. Indianapolis, IN: Lumina Foundation.

Table 11. Percentage of Public, 4-year Institutions Reporting the Number of Transfers-out, by State: TTRS-Eligible Institutions¹, 2002-07

	2002	2003	2004	2005	2006	2007
United States	52%	53%	59%	60%	60%	58%
Alabama	40%	47%	60%	54%	62%	62%
Alaska	100%	100%	100%	100%	100%	100%
Arizona	0%	0%	0%	0%	0%	0%
Arkansas	90%	100%	100%	100%	100%	90%
California	73%	73%	74%	74%	81%	81%
Colorado	69%	62%	85%	85%	77%	62%
Connecticut	11%	44%	44%	44%	56%	56%
Delaware	0%	0%	0%	0%	0%	0%
District of Columbia	0%	0%	100%	0%	0%	0%
Florida	82%	100%	100%	100%	100%	100%
Georgia	100%	100%	95%	95%	100%	96%
Hawaii	50%	50%	50%	33%	33%	33%
Idaho	0%	0%	25%	75%	50%	75%
Illinois	70%	70%	80%	80%	80%	64%
Indiana	36%	43%	36%	33%	33%	33%
Iowa	33%	67%	67%	100%	100%	67%
Kansas	13%	13%	75%	88%	63%	75%
Kentucky	50%	75%	38%	13%	13%	0%
Louisiana	15%	14%	21%	31%	36%	29%
Maine	13%	25%	13%	25%	38%	25%
Maryland	83%	92%	92%	92%	92%	92%
Massachusetts	14%	14%	21%	14%	14%	21%
Michigan	20%	20%	27%	27%	33%	20%
Minnesota	64%	67%	67%	67%	64%	64%
Mississippi	0%	0%	13%	13%	13%	0%
Missouri	54%	50%	62%	62%	38%	38%
Montana	33%	50%	50%	50%	50%	50%
Nebraska	33%	50%	67%	67%	83%	83%
Nevada	33%	0%	0%	0%	0%	40%
New Hampshire	0%	25%	25%	60%	20%	0%
New Jersey	100%	100%	92%	100%	100%	100%
New Mexico	17%	14%	25%	25%	14%	25%
New York	93%	88%	98%	93%	97%	95%
North Carolina	100%	100%	100%	100%	100%	100%
North Dakota	57%	71%	86%	86%	100%	71%
Ohio	44%	65%	68%	67%	59%	46%
Oklahoma	100%	92%	93%	93%	93%	87%
Oregon	100%	100%	100%	100%	100%	100%
Pennsylvania	14%	3%	3%	2%	3%	2%
Rhode Island	0%	0%	0%	0%	0%	0%
South Carolina	18%	18%	58%	75%	83%	83%
South Dakota	25%	25%	50%	57%	14%	57%
Tennessee	78%	67%	67%	67%	67%	67%
Texas	48%	48%	53%	58%	56%	60%
Utah	83%	57%	71%	71%	71%	57%
Vermont	20%	20%	0%	0%	0%	0%
Virginia	60%	53%	73%	73%	87%	73%
Washington	0%	0%	0%	0%	29%	36%
West Virginia	100%	73%	91%	92%	100%	100%
Wisconsin	0%	0%	0%	0%	0%	14%
Wyoming	0%	0%	0%	0%	0%	100%

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-2007, Graduation Rate component.

Table 12. Weighted Percentage of Public, 4-year Institutions Reporting the Number of Transfers-out, by State: TTRS-Eligible Institutions¹, 2002-07

	2002	2003	2004	2005	2006	2007
United States	50%	52%	57%	58%	60%	57%
Alabama	48%	49%	70%	52%	71%	69%
Alaska	100%	100%	100%	100%	100%	100%
Arizona	0%	0%	0%	0%	0%	0%
Arkansas	95%	100%	100%	100%	100%	94%
California	54%	55%	54%	55%	66%	67%
Colorado	47%	45%	69%	67%	63%	58%
Connecticut	11%	41%	44%	45%	53%	55%
Delaware	0%	0%	0%	0%	0%	0%
District of Columbia	0%	0%	100%	0%	0%	0%
Florida	90%	100%	100%	100%	100%	100%
Georgia	100%	100%	89%	90%	100%	91%
Hawaii	20%	19%	20%	17%	14%	12%
Idaho	0%	0%	31%	71%	66%	73%
Illinois	50%	51%	76%	77%	76%	49%
Indiana	56%	62%	57%	53%	53%	52%
Iowa	38%	80%	80%	100%	100%	63%
Kansas	8%	9%	90%	93%	88%	91%
Kentucky	53%	66%	31%	3%	17%	0%
Louisiana	17%	13%	18%	21%	32%	23%
Maine	21%	27%	22%	31%	34%	28%
Maryland	88%	91%	91%	91%	91%	92%
Massachusetts	11%	12%	16%	10%	9%	12%
Michigan	37%	37%	43%	43%	49%	38%
Minnesota	49%	50%	49%	52%	52%	51%
Mississippi	0%	0%	26%	28%	27%	0%
Missouri	53%	54%	55%	55%	36%	36%
Montana	16%	19%	20%	21%	21%	19%
Nebraska	27%	29%	33%	31%	51%	52%
Nevada	55%	0%	0%	0%	0%	15%
New Hampshire	0%	57%	56%	82%	21%	0%
New Jersey	100%	100%	96%	100%	100%	100%
New Mexico	5%	1%	4%	3%	2%	2%
New York	97%	89%	97%	97%	97%	97%
North Carolina	100%	100%	100%	100%	100%	100%
North Dakota	52%	32%	62%	58%	100%	53%
Ohio	40%	60%	62%	62%	59%	49%
Oklahoma	100%	74%	75%	75%	76%	73%
Oregon	100%	100%	100%	100%	100%	100%
Pennsylvania	18%	6%	6%	7%	8%	8%
Rhode Island	0%	0%	0%	0%	0%	0%
South Carolina	37%	35%	75%	88%	91%	91%
South Dakota	14%	15%	43%	43%	11%	48%
Tennessee	66%	59%	59%	59%	61%	61%
Texas	47%	48%	50%	59%	52%	53%
Utah	86%	62%	78%	80%	78%	71%
Vermont	8%	9%	0%	0%	0%	0%
Virginia	44%	64%	81%	78%	85%	73%
Washington	0%	0%	0%	0%	21%	7%
West Virginia	100%	83%	97%	94%	100%	100%
Wisconsin	0%	0%	0%	0%	0%	31%
Wyoming	0%	0%	0%	0%	0%	100%

NOTE: Institutions are weighted by Adjusted Cohort Size.

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-2007, Graduation Rate component.

Table 13. Percentage of Public, 2-year Institutions Reporting the Number of Transfers-out, by State: TTRS Eligible Institutions¹, 2002-07

	2002	2003	2004	2005	2006	2007
United States	72%	75%	74%	75%	74%	74%
Alabama	90%	93%	96%	100%	96%	96%
Alaska	50%	50%	0%	50%	50%	50%
Arizona	70%	75%	75%	75%	73%	81%
Arkansas	87%	87%	73%	91%	77%	95%
California	98%	99%	98%	99%	98%	97%
Colorado	94%	81%	93%	94%	100%	100%
Connecticut	50%	100%	100%	100%	100%	100%
Delaware	0%	0%	0%	0%	0%	0%
District of Columbia	NA	NA	NA	NA	NA	NA
Florida	64%	55%	60%	65%	52%	55%
Georgia	40%	27%	24%	24%	21%	22%
Hawaii	0%	100%	100%	100%	100%	100%
Idaho	33%	100%	100%	67%	100%	33%
Illinois	100%	100%	100%	100%	100%	100%
Indiana	87%	87%	88%	93%	93%	93%
Iowa	56%	44%	50%	63%	50%	63%
Kansas	41%	38%	59%	57%	61%	59%
Kentucky	65%	96%	91%	100%	100%	100%
Louisiana	27%	31%	40%	30%	27%	13%
Maine	57%	86%	86%	100%	100%	86%
Maryland	100%	100%	94%	100%	100%	100%
Massachusetts	81%	94%	94%	88%	88%	94%
Michigan	63%	66%	61%	71%	71%	68%
Minnesota	98%	98%	97%	100%	97%	97%
Mississippi	76%	76%	63%	69%	69%	65%
Missouri	77%	73%	77%	83%	78%	75%
Montana	42%	75%	92%	83%	67%	75%
Nebraska	57%	63%	50%	50%	75%	63%
Nevada	0%	33%	100%	100%	100%	100%
New Hampshire	50%	25%	0%	0%	0%	0%
New Jersey	95%	95%	95%	95%	95%	100%
New Mexico	45%	70%	70%	65%	70%	90%
New York	97%	97%	97%	97%	100%	100%
North Carolina	48%	40%	43%	51%	56%	45%
North Dakota	63%	63%	86%	100%	100%	57%
Ohio	49%	68%	59%	60%	53%	53%
Oklahoma	63%	61%	48%	52%	42%	47%
Oregon	82%	88%	76%	76%	82%	94%
Pennsylvania	70%	74%	65%	73%	81%	90%
Rhode Island	100%	100%	100%	100%	100%	100%
South Carolina	100%	100%	100%	100%	95%	100%
South Dakota	40%	40%	20%	60%	20%	20%
Tennessee	100%	100%	93%	46%	38%	42%
Texas	90%	87%	90%	89%	92%	89%
Utah	80%	43%	43%	57%	50%	33%
Vermont	0%	0%	0%	0%	0%	100%
Virginia	88%	92%	100%	100%	100%	100%
Washington	97%	97%	100%	97%	97%	100%
West Virginia	75%	56%	62%	82%	85%	67%
Wisconsin	22%	33%	33%	33%	28%	47%
Wyoming	100%	100%	100%	100%	100%	100%

NOTE: Institutions are weighted by Adjusted Cohort Size; NA = Not Applicable.

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-2007, Graduation Rate component.

Table 14. Weighted Percentage of Public, 2-year Institutions Reporting the Number of Transfers-out, by State: TTRS Eligible Institutions, 2002-07

	2002	2003	2004	2005	2006	2007
United States	82%	82%	84%	84%	85%	86%
Alabama	92%	97%	98%	100%	99%	99%
Alaska	10%	28%	0%	59%	28%	72%
Arizona	83%	87%	84%	87%	86%	91%
Arkansas	86%	90%	74%	96%	85%	99%
California	94%	99%	99%	99%	92%	97%
Colorado	81%	77%	97%	85%	100%	100%
Connecticut	57%	100%	100%	100%	100%	100%
Delaware	0%	0%	0%	0%	0%	0%
District of Columbia	NA	NA	NA	NA	NA	NA
Florida	77%	66%	75%	71%	72%	74%
Georgia	47%	40%	42%	45%	42%	40%
Hawaii	0%	100%	100%	100%	100%	100%
Idaho	42%	100%	100%	96%	100%	45%
Illinois	100%	100%	100%	100%	100%	100%
Indiana	57%	64%	64%	100%	100%	100%
Iowa	64%	59%	67%	76%	62%	74%
Kansas	46%	42%	63%	72%	76%	71%
Kentucky	70%	85%	94%	100%	100%	100%
Louisiana	33%	57%	48%	50%	50%	38%
Maine	74%	84%	93%	100%	100%	95%
Maryland	100%	100%	100%	100%	100%	100%
Massachusetts	85%	93%	93%	89%	88%	96%
Michigan	62%	62%	60%	71%	72%	67%
Minnesota	100%	100%	100%	100%	100%	100%
Mississippi	77%	65%	79%	82%	80%	79%
Missouri	86%	86%	89%	94%	89%	94%
Montana	49%	70%	94%	93%	65%	81%
Nebraska	48%	43%	44%	44%	92%	90%
Nevada	0%	26%	100%	100%	100%	100%
New Hampshire	38%	17%	0%	0%	0%	0%
New Jersey	99%	100%	99%	99%	99%	100%
New Mexico	66%	79%	76%	50%	84%	93%
New York	100%	99%	99%	100%	100%	100%
North Carolina	46%	39%	46%	56%	60%	48%
North Dakota	63%	36%	65%	100%	100%	18%
Ohio	56%	73%	63%	62%	56%	62%
Oklahoma	92%	85%	87%	81%	72%	79%
Oregon	93%	93%	85%	86%	91%	95%
Pennsylvania	78%	77%	76%	81%	88%	92%
Rhode Island	100%	100%	100%	100%	100%	100%
South Carolina	100%	100%	100%	100%	94%	100%
South Dakota	19%	38%	2%	35%	2%	2%
Tennessee	100%	100%	99%	76%	67%	74%
Texas	97%	93%	95%	93%	96%	93%
Utah	83%	62%	75%	87%	84%	76%
Vermont	0%	0%	0%	0%	0%	100%
Virginia	92%	92%	100%	100%	100%	100%
Washington	100%	99%	100%	100%	100%	100%
West Virginia	87%	65%	75%	91%	86%	78%
Wisconsin	51%	55%	64%	50%	54%	62%
Wyoming	100%	100%	100%	100%	100%	100%

NA = Not Applicable

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002-2007, Graduation Rate component.

Table 15. Comparison of Unweighted and Weighted Methods of Calculating the Percentage of Institutions Reporting the Number of Transfers-out, by State: TTRS Eligible Institutions, 2007

	Public, 4-Year		Public, 2-Year	
	Unweighted	Weighted	Unweighted	Weighted
United States	58%	57%	74%	86%
Alabama	62%	69%	96%	99%
Alaska	100%	100%	50%	72%
Arizona	0%	0%	81%	91%
Arkansas	90%	94%	95%	99%
California	81%	67%	97%	97%
Colorado	62%	58%	100%	100%
Connecticut	56%	55%	100%	100%
Delaware	0%	0%	0%	0%
District of Columbia	0%	0%	NA	NA
Florida	100%	100%	55%	74%
Georgia	96%	91%	22%	40%
Hawaii	33%	12%	100%	100%
Idaho	75%	73%	33%	45%
Illinois	64%	49%	100%	100%
Indiana	33%	52%	93%	100%
Iowa	67%	63%	63%	74%
Kansas	75%	91%	59%	71%
Kentucky	0%	0%	100%	100%
Louisiana	29%	23%	13%	38%
Maine	25%	28%	86%	95%
Maryland	92%	92%	100%	100%
Massachusetts	21%	12%	94%	96%
Michigan	20%	38%	68%	67%
Minnesota	64%	51%	97%	100%
Mississippi	0%	0%	65%	79%
Missouri	38%	36%	75%	94%
Montana	50%	19%	75%	81%
Nebraska	83%	52%	63%	90%
Nevada	40%	15%	100%	100%
New Hampshire	0%	0%	0%	0%
New Jersey	100%	100%	100%	100%
New Mexico	25%	2%	90%	93%
New York	95%	97%	100%	100%
North Carolina	100%	100%	45%	48%
North Dakota	71%	53%	57%	18%
Ohio	46%	49%	53%	62%
Oklahoma	87%	73%	47%	79%
Oregon	100%	100%	94%	95%
Pennsylvania	2%	8%	90%	92%
Rhode Island	0%	0%	100%	100%
South Carolina	83%	91%	100%	100%
South Dakota	57%	48%	20%	2%
Tennessee	67%	61%	42%	74%
Texas	60%	53%	89%	93%
Utah	57%	71%	33%	76%
Vermont	0%	0%	100%	100%
Virginia	73%	73%	100%	100%
Washington	36%	7%	100%	100%
West Virginia	100%	100%	67%	78%
Wisconsin	14%	31%	47%	62%
Wyoming	100%	100%	100%	100%

NA = Not Applicable

NOTE: Institutions are weighted by Adjusted Cohort Size.

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2007, Graduation Rate component.

Transfer-out reporting by institutional size. Another factor considered in the TTRS was the relationship between institutional size and transfer-out reporting. Table 16 compares the percentage of institutions reporting by control and institutional size; Table 17 includes institutional level. Among public institutions, there is a clear increase in the percentage reporting as institutional size increases. However, the trend in private institutions is not so clear due to the large number of small institutions: approximately 90% of private, not-for-profit institutions have fewer than 5,000 students, while only 57% of public institutions have fewer than 5,000 students. These tables are a reminder that any recommendations for improving the reporting of transfers-out must consider that smaller institutions might not have the institutional research capacity found in larger universities and that private institutions are not usually part of state student unit record systems.

Table 16. Number and Percentage of Institutions Reporting the Number of Transfers-out, by Control and Institutional Size: TTRS-Eligible Institutions, 2007

	Number Reporting	Percentage Reporting	Total Institutions
Public	1,211	62.6%	1,935
Under 1,000	100	23.3%	429
1,000 - 4,999	479	70.0%	684
5,000 - 9,999	303	78.1%	388
10,000 - 19,999	208	78.2%	266
20,000 and above	121	72.0%	168
Private, not-for-profit	391	26.7%	1,462
Under 1,000	203	30.5%	666
1,000 - 4,999	146	22.9%	638
5,000 - 9,999	29	29.6%	98
10,000 - 19,999	7	15.6%	45
20,000 and above	6	40.0%	15
Private, for-profit	413	17.1%	2,419
Under 1,000	398	17.8%	2,234
1,000 - 4,999	14	8.4%	167
5,000 - 9,999	0	0.0%	7
10,000 - 19,999	0	0.0%	7
20,000 and above	1	25.0%	4

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2007, Graduation Rate component.

Table 17. Number and Percentage of Institutions Reporting the Number of Transfers-out, by Sector and Institutional Size: TTRS-Eligible Institutions, 2007

	Number Reporting	Percentage Reporting	Total Institutions
Public			
Four or more years			
Under 1,000	9	37.5%	24
1,000 - 4,999	98	56.3%	174
5,000 - 9,999	85	57.8%	147
10,000 - 19,999	83	61.0%	136
20,000 and above	72	61.5%	117
At least 2 but less than 4 years			
Under 1,000	62	30.5%	203
1,000 - 4,999	379	75.8%	500
5,000 - 9,999	218	90.5%	241
10,000 - 19,999	125	96.2%	130
20,000 and above	49	96.1%	51
Less than 2 years			
Under 1,000	29	14.4%	202
1,000 - 4,999	2	20.0%	10
Private, not-for-profit			
Four or more years			
Under 1,000	147	34.5%	426
1,000 - 4,999	146	23.1%	633
5,000 - 9,999	29	29.6%	98
10,000 - 19,999	7	15.6%	45
20,000 and above	6	40.0%	15
At least 2 but less than 4 years			
Under 1,000	49	30.8%	159
1,000 - 4,999	0	0.0%	5
Less than 2 years			
Under 1,000	7	8.6%	81
Private, for-profit			
Four or more years			
Under 1,000	19	8.7%	218
1,000 - 4,999	11	11.0%	100
5,000 - 9,999	0	0.0%	7
10,000 - 19,999	0	0.0%	7
20,000 and above	1	25.0%	4
At least 2 but less than 4 years			
Under 1,000	139	18.6%	749
1,000 - 4,999	3	5.9%	51
Less than 2 years			
Under 1,000	240	18.9%	1267
1,000 - 4,999	0	0.0%	16

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2007, Graduation Rate component.

Transfer-out reporting by graduation rate. The final factor considered in the TTRS was the relationship between institutional size and total cohort graduation rate. Total cohort graduation rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions. Institutions were grouped into quintiles based on the total cohort graduation rate. Institutions in the lowest fifth have the lowest total cohort graduation rates. If total cohort graduation rates had no effect on reporting the number of transfers-out then the percentage reporting should be approximately the same across quintiles; however, in general, institutions with higher total cohort graduation rates are less likely to report the number of transfers-out than institutions with lower total cohort graduation rates.

Table 18a. Number and Percentage of Institutions Reporting the Number of Transfers-out, by Sector and Graduation Rate Quintile: TTRS-Eligible Institutions, 2007

	Number Reporting	Percentage Reporting	Total Institutions
Public			
Four or more years	347	58.0%	598
Lowest fifth	87	69.1%	126
Second fifth	73	60.9%	120
Middle fifth	67	55.4%	121
Fourth fifth	55	49.1%	112
Highest fifth	65	54.6%	119
At least 2 but less than 4 years	833	74.0%	1,125
Lowest fifth	197	84.6%	233
Second fifth	214	83.6%	256
Middle fifth	180	87.4%	206
Fourth fifth	154	73.0%	211
Highest fifth	88	40.2%	219
Less than 2 years ²	31	14.6%	212
Lowest fifth	7	15.9%	44
Second fifth	10	24.4%	41
Middle fifth	6	13.3%	45
Fourth fifth	5	12.5%	40
Highest fifth	3	7.3%	41

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

² One institution did not report a graduation rate.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2007, Graduation Rate component.

Table 18b. Number and Percentage of Institutions Reporting the Number of Transfers-out, by Sector and Graduation Rate Quintile: TTRS-Eligible Institutions, 2007

	Number Reporting	Percentage Reporting	Total Institutions
Private, not-for-profit			
Four or more years ²	335	27.5%	1,217
Lowest fifth	99	39.4%	251
Second fifth	60	24.4%	246
Middle fifth	55	23.3%	236
Fourth fifth	69	28.4%	243
Highest fifth	52	21.8%	239
At least 2 but less than 4 years	49	29.9%	164
Lowest fifth	19	55.9%	34
Second fifth	11	34.4%	32
Middle fifth	11	30.6%	36
Fourth fifth	7	22.6%	31
Highest fifth	1	3.2%	31
Less than 2 years ²	7	8.64%	81
Lowest fifth	6	37.5%	16
Second fifth	0	0.0%	16
Middle fifth	1	5.9%	17
Fourth fifth	0	0.0%	15
Highest fifth	0	0.0%	15
Private, for-profit			
Four or more years	31	9.23%	336
Lowest fifth	2	2.9%	68
Second fifth	7	10.0%	70
Middle fifth	7	10.9%	64
Fourth fifth	7	10.0%	70
Highest fifth	8	12.5%	64
At least 2 but less than 4 years ²	658	17.8%	800
Lowest fifth	36	21.8%	165
Second fifth	29	17.8%	163
Middle fifth	16	10.7%	149
Fourth fifth	29	18.4%	158
Highest fifth	32	20.3%	7
Less than 2 years ²	240	18.7%	1,283
Lowest fifth	85	32.6%	261
Second fifth	50	19.2%	260
Middle fifth	45	17.1%	264
Fourth fifth	33	13.2%	251
Highest fifth	27	11.5%	235

¹ TTRS-Eligible Institutions are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, and (6) enrolled full-time, first-time students in the cohort year.

² Among private, not-for-profit institutions, 2 "Four or more years" and 2 "At Least 2 but less than 4 years" did not report a total cohort graduation rate. Among private, not-for-profit institutions, 7 "At Least 2 but less than 4 years" and 12 "Less than 2 years" did not report a total cohort graduation rate.

SOURCE: Author's calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2007, Graduation Rate component.

Findings: The Online Survey of Institutions

The goals established for the OSI included:

- (a) examining the prevalence of different methods for tracking transfer-out students used for reporting on the GRS,
- (b) identifying barriers to tracking transfer-out students, and
- (c) estimating the number of institutions tracking transfers for internal reporting, but not reporting the results in IPEDS.

Survey sample. The sample universe consisted of postsecondary degree-granting institutions participating in federal financial aid programs during the 2007 IPEDS data collection cycle. A lack of accurate contact information for for-profit institutions and institutions that are less than 2 years necessitated excluding these institutions from the sample.¹⁴ A simple random sample of 1,500 institutions was drawn from all institutions with contact information listed in the *Higher Education Directory* (n = 2,516), of which 814 responded (54.3%).

Identifying IPEDS keyholders. A keyholder is the person designated by an institution to be responsible for providing data to IPEDS. Keyholder contact information is not made public by NCES. Contact information for the most likely keyholder (e.g., the director of institutional research or the registrar) was gathered from college websites and the *Higher Education Directory*. In this study, 76% of respondents identified themselves as the institution's keyholder.

Working knowledge of the IPEDS Graduation Rate Survey. All respondents were asked if they had working knowledge of the institution's process for completing the IPEDS Graduation Rate Survey (GRS). If respondents lacked working knowledge of the process, they were asked to provide the contact information of the most appropriate individual at the institution for completing the survey. The contact information for the institution was updated and a link to the survey was then sent to the new contact.

¹⁴ There were 2,712 less than 2 year and/or for-profit institutions excluded from the sample universe.

Response rates. Response rates varied among sectors, ranging from 35.6% to 70.8%. The initial sample size was based on a $\pm 3\%$ confidence interval, a 95% confidence level, and a 50% nonresponse rate. Since surveys were sent by email to unverified email addresses, the majority of the nonresponse is likely due to email delivery problems. A personalized memo was faxed to nonresponding institutions announcing the launch of the study and asking participants to either check their inbox and spam folder for the survey link or request a resend of the original email. The email/fax combination proved to be an extremely efficient way to identify replacement and temporary IPEDS keyholders. Poststratification was used to mitigate differences in response rates by sector.

Table 19. Overall Survey Response Rates, by Sector

Sector	Sample Universe ¹	Higher Education Directory ²	Sampled	Responded	Response Rate	% w/ Contact Information Available
Number of Institutions						
Public, Four or more years	598	562	325	179	55.1%	94.0%
Private not-for-profit, Four or more years	1,217	1,083	614	435	70.8%	89.0%
Public, At least 2 years	1,125	830	526	187	35.6%	73.8%
Private not-for-profit, At least 2 years	164	41	35	13	37.1%	25.0%
Total	3,104	2,516	1,500	814	54.3%	81.1%
Percentage of Institutions						
Public, Four or more years	19.3%	22.3%	21.7%	22.0%		
Private not-for-profit, Four or more years	39.2%	43.0%	40.9%	53.4%		
Public, At least 2 years	36.2%	33.0%	35.1%	23.0%		
Private not-for-profit, At least 2 years	5.3%	1.6%	2.3%	1.6%		
Total	100.0%	100.0%	100.0%	100.0%		

¹ Institutions in the sample universe are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, (6) control is public or private, not-for-profit, (7) institutional level is at least 2 years, and (8) enrolled full-time, first-time students in the cohort year.

² Higher Education Directory institutions are those that had contact information for either a Director of Institutional Research or Registrar listed in the *Higher Education Directory*.

SOURCE: Author's calculations based on the OSI and U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2007, Institutional Characteristics and Graduation Rate components.

Institutional mission. Reporting the number of transfers-out of an institution is required for institutions whose mission includes, “Providing substantial preparation for students to enroll in another institution without completing a program.” For all other institutions, reporting the number of transfers-out is optional. Respondents were asked the same screening question which last appeared on the GRS in 2002. Of those institutions that reported on transfer mission in 2002 (n = 797), 77% reported having the same transfer mission on this survey, 7.7% added a transfer mission, 4.5% no longer have a transfer mission, and 10.9% reported being unsure of their transfer mission.

Table 20. Unweighted Comparison of Transfer Mission Reporting on the 2002 IPEDS GRS with the 2009 Online Survey of Institutions

Transfer Mission (2002 IPEDS GRS)	Transfer Mission (2009 OSI)			Total
	No	Yes	Unsure	
Total (n = 797)¹	67.3%	21.8%	10.9%	100.0%
No	62.7%	7.7%	8.0%	78.4%
Yes	4.5%	14.2%	2.9%	21.6%

¹ Transfer mission information was not available for 17 institutions.

SOURCE: Author’s calculations based on the OSI and U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002, Graduation Rate component.

Part A: Institutions that reported the number of transfers-out in 2007.

Institutions that reported a non-zero, non-missing number of the 2007 IPEDS GRS were asked to complete Part A of the OSI. Part A consisted of questions on previously used data sources and plans to change data sources in the 2008 GRS collection cycle.

Survey respondents. Approximately 50% of the sample universe reported the number of transfers-out on the 2007 IPEDS GRS. Reporters represent 48.8% of the sample, of which 48.4% responded to the survey.

Table 21. Survey Response Rates for Institutions Reporting Transfers, by Sector

Sector	Sample Universe ¹	Higher Education Directory ²	Sampled	Responded	Response Rate	% w/ Contact Information Available
Number of Institutions						
Public, Four or more years	344	326	188	107	56.9%	94.8%
Private not-for-profit, Four or more years	335	271	154	101	65.6%	80.9%
Public, At least 2 years	833	685	381	142	37.3%	82.2%
Private not-for-profit, At least 2 years	49	15	10	5	50.0%	30.6%
Total	1,561	1,297	733	355	48.4%	83.1%
Percentage of Institutions						
Public, Four or more years	22.0%	25.1%	25.6%	30.1%		
Private not-for-profit, Four or more years	21.5%	20.9%	21.0%	28.5%		
Public, At least 2 years	53.4%	52.8%	52.0%	40.0%		
Private not-for-profit, At least 2 years	3.1%	1.2%	1.4%	1.4%		
Total	100.0%	100.0%	100.0%	100.0%		

¹ Institutions in the sample universe are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, (6) control is public or private, not-for-profit, (7) institutional level is at least 2 years, and (8) enrolled full-time, first-time students in the cohort year.

² Higher Education Directory institutions are those that had contact information for either a Director of Institutional Research or Registrar listed in the *Higher Education Directory*.

SOURCE: Author's calculations based on the OSI and U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2007, Institutional Characteristics and Graduation Rate components.

Institutional mission. Comparing the transfer mission reported in 2002 with the mission reported on the 2009 OSI showed that 67.1% of institutions reported having the same transfer mission, 14.2% added a transfer mission, 6.4% no longer have a transfer mission, and 12.3% reported being unsure of their transfer mission.

Table 22. Comparison of Transfer Mission Reporting on the 2002 IPEDS GRS with the 2009 Online Survey of Institutions

Transfer Mission (2002 IPEDS GRS)	Transfer Mission (2009 OSI)			Total
	No	Yes	Unsure	
Total	37.4%	50.3%	12.3%	100.0%
No	31.0%	14.2%	5.8%	51.0%
Yes	6.4%	36.1%	6.5%	49.0%

Note: Poststratification weights applied.

SOURCE: Author's calculations based on the OSI and U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002, Graduation Rate component.

Primary source of 2008 IPEDS GRS data. The most commonly used source of data on transfers-out of an institution on the 2008 IPEDS GRS component was the National Student Clearinghouse (46.6%). However, state and system student unit record systems were used by 40.9% of institutions. Interestingly, 1% reported using transcript requests, which is not acceptable evidence of transfer under the current regulations. Exit and/or follow-up surveys of departing students are used by about 6.3% of institutions.

Table 23. Primary Source of Transfer-out Data on the 2008 IPEDS GRS

Primary Source, 2008 IPEDS GRS (n = 1,561)	Percent
Student Unit Record Systems	40.9%
State-based	29.2%
System-based	11.7%
National Student Clearinghouse	46.6%
Feedback from receiving institutions	1.6%
Formal data sharing agreements	0.8%
Non-formal, intermittent feedback	0.8%
Non-returning student survey	6.3%
Transcript requests¹	1.0%
Other²	3.6%

¹ The original survey question did not include transcript requests as an option; however, it was the most common answer in the "other" category.

² When appropriate, "other" responses were recoded to fit with the standard options. The remaining responses were either too idiosyncratic to be analytically useful or could not be accurately recoded.

SOURCE: Author's calculations based on the OSI.

Changes in primary source from 2007 IPEDS GRS data. Overwhelmingly (90.4%), respondents reported using the same source of data in 2008 that they had used in 2007. Among the institutions that reported a change, 9 out of 12 had not reported transfers-out in 2007.

Table 24. Percentage of Institutions Reporting Having Changed Data Sources between the 2007 and 2008 Data Collections

	Percent
No Change	90.4%
Change	3.4%
Unsure	6.2%

SOURCE: Author's calculations based on the OSI.

Responses to individual data source questions. After selecting a primary source of data, respondents were asked if they used specific data sources. Over 60% of institutions reported using the National Student Clearinghouse, which is a 17 percentage point increase over the percentage using it as their primary source of data. There is a strong overlap (26.8%) between institutions that use the National Student Clearinghouse and a Student Unit Record System. There are two possible explanations for this phenomenon: (1) respondents reported using the National Student Clearinghouse if they knew a particular student unit record system matched the records against the Clearinghouse (e.g., California) or (2) respondents used the National Student Clearinghouse to supplement transfer-out data from a state or system student unit record system to eliminate gaps in tracking. The percent reporting using student unit record systems increased by 7 percentage points.

The large increase in the use of non-returning student surveys from 6.3% reporting using an exit or follow-up survey as the primary source to 40.4% reporting using an exit or follow-up survey as a source is largely due to question wording. The screening question asked, “Does your institution conduct surveys of non-returning students?” It is reasonable for institutions to survey former students for many reasons. However, when asked if these surveys were used for IPEDS reporting only 4.3% reported using exit surveys and 4.2% reported using follow-up surveys.

Transcript and withdrawal requests are used by 1.7% of institutions; however, a transcript or withdrawal request is not verifiable proof of having transferred. An interesting use of administrative records was cross-checking the GRS cohort against applications for graduate school. One institution reported that because of the small size of the institution, transfers were tracked by word of mouth.

Table 25. Source of Transfer-out Data

Sources	Percent
Student Unit Record Systems	47.6%
National Student Clearinghouse	63.4%
Non-returning student survey	40.4%
Transcript and/or withdrawal requests ¹	1.7%
Administrative records ²	0.5%

¹ “Transcript and/or withdrawal requests” was created based on fill-in responses to the “other” category.

² “Administrative records” was created based on fill-in responses to the “other” category. For example, two institutions reported using graduate admissions records. These institutions assumed the student must have transferred and received a bachelor’s degree at another institution if they were applying for graduate school.

SOURCE: Author’s calculations based on the OSI.

State or system student unit record systems. Respondents indicating that a state or system student unit record database was used were asked about the kinds of institutions included in the database. The majority (57.3%) of student unit record systems, as reported by respondents, focus exclusively on public institutions at the state or system level. Approximately one-quarter report on public institutions and some private institutions. Almost 9% were unsure which kinds of institutions were included. It is likely that the results reflect the amount of keyholder knowledge about the purpose and scope of state databases than accurate descriptions of the actual purpose and scope. At the time of this report's writing, SHEEO (State Higher Education Executive Officers) is conducting a study of state student unit record systems for NCES, which will update the Ewell and Boeke (2007) report on student unit record databases. Additional questions on tracking transfers were added to that survey as a result of this research; however, the results are not available at this time.

Table 26. Knowledge of the Control of Institutions with State or System Student Unit Record Database

Type of Institutions in System	Percent
All public and private institutions within the state	7.9%
Only public institutions within the same state	36.3%
Only public institutions within the same system	21.0%
Public institutions within the same state and some private institutions	25.9%
Unsure	8.9%

SOURCE: Author's calculations based on the OSI.

National Student Clearinghouse. Respondents that indicated using the National Student Clearinghouse were asked two additional follow-up questions. The first question asked about using a Cohort Query to determine the number of transfers-out. Institutional representatives can access Clearinghouse data in one of two ways: (1) by looking up individual student records or (2) by uploading a list of all students in a cohort and receiving a matched list back. In telephone conversations, many smaller schools indicated looking up individual student records using the Clearinghouse's online system—an error-prone and time-consuming process. While it may take some time to developing a query to properly create the Cohort Query submission file, it only needs to be done once. Approximately 40% of institutions reported using the file upload option for matching.

The second question asked about tracking international students. The design of National Student Clearinghouse database makes it impossible to track international students. Only 6.1% of respondents reported using alternative methods to track international students.

Changes for 2009 IPEDS GRS. The final question asked if there were any planned changes to the method of reporting transfers-out during the next collection cycle. Only 5.4% indicated planning to change data sources. Of the 20 write-in responses, 16 (80%) planned on using or expanding the use of National Student Clearinghouse data.

Table 27. Planning to Change Data Sources for Next IPEDS GRS Data Collection

	Percent
No Change	84.2%
Planned Change	5.4%
Unsure	10.4%

SOURCE: Author's calculations based on the OSI.

Part B: Institutions that did not report the number of transfers in 2007

Institutions that did not report the number transfers-out on the 2007 IPEDS GRS were asked to complete Part B of the OSI. Part B consisted of questions on institutional mission, reasons for not reporting transfers-out if transfer was part of the institution's mission, and the tracking of transfers-out for internal reporting.

Survey respondents. Approximately 50% of the sample universe did not report the number of transfers-out on the 2007 IPEDS GRS. Reporters represent 51.1% of the sample, of which 59.8% responded to the survey. This is in large part because Part B was significantly shorter than Part A. It was easy to convert nonrespondents when they asked to be removed from the study because the questions could be easily asked on the phone or in the email response.

Table 28. Survey Response Rates for Institutions Reporting Transfers, by Sector

Sector	Sample Universe¹	Higher Education Directory²	Sampled	Responded	Response Rate	% w/ Contact Information Available
Number of Institutions						
Public, Four or more years	254	236	137	72	52.5%	92.9%
Private not-for-profit, Four or more years	882	812	460	334	72.6%	92.1%
Public, At least 2 years	292	145	145	45	31.0%	49.7%
Private not-for-profit, At least 2 years	115	26	25	8	32.0%	22.6%
Total	1,543	1,219	767	459	59.8%	79.0%
Percentage of Institutions						
Public, Four or more years	16.5%	19.4%	17.9%	15.7%		
Private not-for-profit, Four or more years	57.1%	66.6%	60.2%	72.8%		
Public, At least 2 years	19.0%	11.9%	18.9%	9.8%		
Private not-for-profit, At least 2 years	7.5%	2.1%	3.3%	1.7%		
Total	100.0%	100.0%	100.0%	100.0%		

¹ Institutions in the sample universe are (1) currently in the IPEDS universe, (2) open to the public, (3) a participant in federal financial aid programs, (4) are a primarily postsecondary institution, (5) U.S. only, (6) control is public or private, not-for-profit, (7) institutional level is at least 2 years, and (8) enrolled full-time, first-time students in the cohort year.

² Higher Education Directory institutions are those that had contact information for either a Director of Institutional Research or Registrar listed in the *Higher Education Directory*.

SOURCE: Author's calculations based on the OSI and U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2007, Institutional Characteristics and Graduation Rate components.

Institutional mission. Comparing the transfer mission reported in 2002 with the mission reported on the 2009 OSI showed that 77.8% of institutions reported having the same transfer mission, 6.7% added a transfer mission, 2.8% no longer have a transfer mission, and 12.8% reported being unsure of their transfer mission. The majority (71.9%) of institutions reported not having a transfer mission in both years.

Table 29. Comparison of Transfer Mission Reporting on the 2002 IPEDS GRS with the 2009 Online Survey of Institutions

Transfer Mission (2002 IPEDS GRS)	Transfer Mission (2009 OSI)			Total
	No	Yes	Unsure	
Total (n = 797)¹	74.6%	12.6%	12.8%	100.0%
No	71.9%	6.7%	11.2%	89.7%
Yes	2.8%	5.9%	1.6%	10.3%

¹ Transfer mission information was not available for 17 institutions.

SOURCE: Author's calculations based on the OSI and U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2002, Graduation Rate component.

Internal reporting. Respondents that stated their institution did not have a transfer mission or they were unsure about their mission were asked about the tracking of transfer-out students for internal reporting. Approximately one-fifth of the institutions reported tracking transfers-out internally. Slightly over 80 percent of institutions tracking transfers-out internally used the National Student Clearinghouse.

Table 30. Percentage of Institutions without a Transfer Mission that Track Transfers-Out for Internal Reporting

	Percent
No	75.1%
Yes	21.7%
Unsure	3.2%

SOURCE: Author's calculations based on the OSI.

Reasons for not reporting number of transfers-out. Thirty-one respondents at institutions that did not report transfers-out on the 2007 IPEDS GRS reported having a transfer mission. As would be expected, the most common responses included lack of data, staff, and time. Two respondents mentioned FERPA as a barrier to sharing data on transfers. One respondent mentioned that the institution did not have an institutional researcher on staff during the data collection. Four institutions mentioned the National Student Clearinghouse. One has access, but no time to use it; the other three are planning on using it next year. Given the limitations expressed, institutions appear to want a simple, timely, standard method for tracking transfers-out.

Conclusion

The current regulations for the Student Right to Know Act were developed at a time when IPEDS was still being collected by paper surveys and institutions did not have access to national enrollment and degree databases. While the currently available databases do not have perfect coverage of the postsecondary universe, results will still be the most comprehensive data available in most cases. Assuming ongoing institutional confidence in the benefit, security, and convenience of national enrollment and degree databases, enrollment and degree coverage should only increase. However, it must be noted, that as institutions become more sensitive to the risks associated with the release of personally identifiable information, a data breach by a national enrollment and degree databases could undermine confidence in the entire system. These fears are bolstered by news reports of data breaches and overly-cautious interpretation of privacy legislation like the Family Educational Rights and Privacy Act (FERPA).¹⁵

While data is essential for good public policy, the presence of data itself does not on its own lead to good public policy. The data must be comprehensive, consistent, and reliable if it is to inform public policy and research. Of course, the desire for accuracy is always tempered by the desire to reduce burden. The currently collected data on the number of transfers-out lacks these three essential qualities. The optional nature of reporting combined with imprecise definitions of terms, like “substantial” and “subsequent enrollment”, result in the inability to make clear sense of what the data represent.

The results of the two studies described in this report, personal experiences using the data, and conversations with data providers and users have led to a number of observations with implications for data collection, data dissemination, and public policy and research. These observations are as follows:

Implications for Data Collection

- Require institutions to select from one of predefined set of reporting methods and collect which one was used. Currently, IPEDS training recommends certain sources of data (e.g., a student unit record system) and recommends against the use of others (e.g., transcript requests). Furthermore, even though two institutions use the same source, they might use the same source differently. The standard methods would provide a clear, step-by-step procedure for going from initial cohort selection through reporting outcomes. Ideally, the number of methods should be the minimum number needed to allow institutions of different sizes and institutional research capacity to report without being too burdensome. Sample standard methods could include matching the cohort against a state student unit record system or the National Student Clearinghouse using established best processes.

¹⁵ See for example: GAO, *Personal Information: Data Breaches are Frequent, but Evidence of Resulting Identify Theft is Limited; However, the Full Extent is Unknown*, GAO-07-737 (Washington, DC: June 2007).

- Encourage state and system databases to link with other data sources. Linking with other databases at the state and system level reduced burden for institutions and ensures consistency of reporting. This could be implemented through funding mechanisms for data systems.
- Rephrase mission language. Approximately 10% of OSI survey respondents were unsure if their institution's mission included transfer preparation. It would be clearer and less ambiguous if this language was replaced with clear characteristics of transfer programs. For example, participation in articulation agreements where other institutions agree to accept the origin institution's courses.

Implications for Data Dissemination

- Pre-allocate data for institutions in parent/child relationships. Parent/child relationships are probably one of the least understood aspects of IPEDS. Whenever possible, publically-released IPEDS data should provide pre-allocated data for children.
- Storage of Zero Values. Preallocation would also help with zero values in IPEDS data. To save space, IPEDS does not store observations without data unless the institution explicitly enters a zero. In many cases, it is acceptable to fill-in these missing rows with zero. However, for institutions with a parent/child relationship, automatically filling in zeros for child institutions would usually be incorrect
- IPEDS Value Coding. For indicator variables, coding "no" as zero and "yes" as one would make it easier to use the data. As an added benefit, taking the mean of the variable would give the percentage for that variable.

Implications for Research and Public Policy

- Refrain from aggregating the number of transfers-out beyond the institutional level. Optional reporting combined with different methods of calculation result in the total number of transfers-out being significantly underestimated in IPEDS when compared with BPS.

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Legend

- # Question required a response.
- * Question could be skipped based on response to previous question.

Please note: Percentages may not sum to 100 due to rounding.

Long-form for institutions that reported transfers-out. The long-form was administered to schools that reported the number of transfers-out during the spring 2008 IPEDS collection.

Introductory Text

The Association for Institutional Research (AIR) and the Department of Education's National Center for Education Statistics (NCES) are interested in better understanding how institutions track the number of transfer-out students for reporting on the Integrated Postsecondary Education Data System's (IPEDS) Graduation Rate Survey (GRS).

We appreciate your participation in this survey; the aggregate results of this survey will be shared with respondents and the broader postsecondary education community.

This survey is designed to be completed by respondents with a working knowledge of their institution's IPEDS Graduation Rate Survey reporting, and should take no more than 10 minutes.

If you have any questions regarding this study, please do not hesitate to contact the principal investigator, Allan Medwick. Again, thank you very much for your participation.

Allan Joseph Medwick
AIR/NCES Policy Fellow
Telephone: 202.502.7367
Email: amedwick@airweb2.org

#Q01. Are you the IPEDS keyholder for your institution?

- R1. Yes (77.5%)
- R2. No (22.5%)

#Q02. Do you have a working knowledge of your institution's process for completing the IPEDS Graduation Rate Survey?

- R1. Yes (100%)
- R2. No (0%)¹⁶

¹⁶ Respondents that responded “no” were asked to provide the contact information for someone at the institution familiar with the IPEDS GRS.

#Q03. Does your institution's mission include providing substantial preparation for students to enroll in another institution without completing a program?

- R1. Yes (42.3%)
- R2. No (47.6%)
- R3. Unsure (12.1%)

#Q04. For the SPRING 2008 IPEDS collection, what was your institution's primary source of data on the enrollment of non-completers at other institutions?

- R1. State student unit record system (29.9%)
- R2. System student unit record system (12.6%)
- R3. National Student Clearinghouse (46.3%)
- R4. Data consortium (0.0%)
- R5. Non-returning student survey (7.9%)
- R6. Data sharing agreements with other institutions (1.2%)
- R7. Intermittent feedback from receiving institutions (0.9%)
- R8. Other (please specify): [Free Response] (1.2%)

#Q05. For the SPRING 2007 IPEDS collection, did your institution use the same primary source of data?

- R1. No (3.4%)
- R2. Yes (90.4%) → Skip to Q07.
- R3. Unsure (6.2%) → Skip to Q07.

**Q06. For the SPRING 2007 IPEDS collection, what was your institution's primary source of data on the enrollment of non-completers at other institutions?*

- R1. Did not report the number of transfer-out students in spring 2007 (75.0%)
- R2. State student unit record system (8.3%)
- R3. System student unit record system (0.0%)
- R4. National Student Clearinghouse (8.33%)
- R5. Non-returning student survey (8.3%)
- R6. Data sharing agreements with other institutions (0.0%)
- R7. Intermittent feedback from receiving institutions (0.0%)
- R8. Other (please specify): [Free Response] (0.0%)

#Q07. Does your institution receive information from a state or system student unit record system about the enrollment of non-completers at other institutions?

- R1. No (54.7%) → Skip to Q10.
- R2. Yes (45.3%)

**Q08. What kinds of institutions are included in the student unit record system?*

- R1. Only institutions within the same system. (19.9%)
- R2. Only public institutions within the state. (42.9%)
- R3. Public institutions and some private institutions within the state. (23.0%)
- R4. All public and private institutions within the state. (6.2%)
- R5. Unsure (8.0%)

**Q09. Does the state or system office supplement this data with information from the National Student Clearinghouse?*

- R1. No (50.3%)
- R2. Yes (18.6%)
- R3. Unsure (31.1%)

#Q10. Does your institution use the National Student Clearinghouse's StudentTracker system to determine the enrollment of non-completers at other institutions?

- R1. No (39.1%) → Skip to Q13.
- R2. Yes (60.9%)

**Q11. Do you use the StudentTracker Cohort (CO) Query feature?*

- R1. No (58.5%)
- R2. Yes (41.5%)

**Q12. StudentTracker only counts domestic students because the database does not contain international student information. Does your institution determine the enrollment of non-completing international students at other institutions? If yes, please specify how.*

- R1. No (94.0%)
- R2. Yes (6.0%)

If yes, please specify how: [Free Response]

#Q13. Does your institution use information from one or more data consortia to determine the enrollment of non-completers at other institutions?

- R1. No (95.2%) → Skip to Q15.
- R2. Yes (4.8%)

**Q14. Please list the data consortia from which you receive information on the enrollment of non-completers at other institutions.*

[Free Response]

#Q15. *Does your institution conduct surveys of non-returning students?*

R1. No (50.4%) → Skip to Q22.

R2. Yes (40.0%)

R3. Unsure (9.6%) → Skip to Q22.

*Q16. *Is the survey administered as an exit survey or a follow-up survey?*

R1. Exit survey only (27.5%) → Answer Q17 and Q18 then skip to Q22.

R2. Follow-up survey only (48.6%) → Skip to Q19.

R3. Both exit and follow-up surveys (19.0%)

R4. Neither (1.4%) → Skip to Q22.

R5. Unsure (3.5%) → Skip to Q22.

*Q17. *What percentage of exiting students generally complete the exit survey?*

R1. Less than 10% (7.6%)

R2. 10% to 25% (13.6%)

R3. 25% to 50% (22.7%)

R4. Over 50% (25.8%)

R5. Unsure (30.3%)

*Q18. *Do you use the results of the exit survey to calculate the number of transfer-out students reported on the IPEDS Graduation Rate Survey? If yes, please specify how.*

R1. No (81.8%)

R2. Unsure (6.0%)

R3. Yes (12.1%)

If yes, please specify how: [Free Response]

*Q19. *Which of the following best describes the administration of your institution's follow-up survey?*

R1. Ad hoc (53.1%)

R2. Scheduled (for example, every semester) (40.6%)

R3. Unsure (6.3%)

*Q20. *What response rate do you generally obtain on this survey?*

R1. Less than 10% (9.4%)

R2. 10% to 25% (47.9%)

R3. 25% to 50% (20.8%)

R4. Over 50% (3.1%)

R5. Unsure (18.8%)

**Q21. Do you use the results of this survey to calculate the number of transfer-out students reported on the IPEDS Graduation Rate Survey? If yes, please specify how.*

R1. No (93.8%)

R2. Unsure (2.0%)

R3. Yes (4.2%)

If yes, please specify how: [Free Response]

#Q22. Do you use any other method to determine the enrollment of non-completers at other institutions? If yes, please specify how.

R1. No (94.0%)

R2. Yes (6.0%)

If yes, please specify how: [Free Response]

**Q23. We would appreciate your providing your contact information below in case we have questions about your responses.*

Name:

Email Address:

Title:

Phone Number:

Address:

City/State/ZIP:

#Q24. An intended outcome of this project is to identify "best practices" for reporting the number of transfer out students. Does AIR have your permission to associate your organization's name with the responses you have just provided?

R1. No (47.0%)

R2. Yes (53.0%)

Closing Text

To submit your responses, click "Done" below.

Thank you for taking the time to respond to this survey. Results will be made available to all respondents in late July.

For more information, contact this study's Principal Investigator, Allan Joseph Medwick, at amedwick@airweb2.org.

Short-form for institutions that did not report transfers-out. The short-form was administered to schools that did not report the number of transfers-out during the spring 2008 IPEDS collection.

Introductory Text

The Association for Institutional Research (AIR) and the Department of Education's National Center for Education Statistics (NCES) are interested in better understanding how institutions track the number of transfer-out students for reporting on the Integrated Postsecondary Education Data System's (IPEDS) Graduation Rate Survey (GRS).

We appreciate your participation in this survey; the aggregate results of this survey will be shared with respondents and the broader postsecondary education community.

This survey is designed to be completed by respondents with a working knowledge of their institution's IPEDS Graduation Rate Survey reporting, and should take no more than 10 minutes.

If you have any questions regarding this study, please do not hesitate to contact the principal investigator, Allan Medwick. Again, thank you very much for your participation.

Allan Joseph Medwick
AIR/NCES Policy Fellow
Telephone: 202.502.7367
Email: amedwick@airweb2.org

#Q01. Are you the IPEDS keyholder for your institution?

- R1. Yes (74.7%)
- R2. No (25.3%)

#Q02. Do you have a working knowledge of your institution's process for completing the IPEDS Graduation Rate Survey?

- R1. Yes (100.0%)¹⁷
- R2. No (0.0%)

#Q03. Does your institution's mission include providing substantial preparation for students to enroll in another institution without completing a program?

- R1. Yes (7.2%)
- R2. No (83.0%) → Skip to Q06.
- R3. Unsure (9.8%) → Skip to Q06.

¹⁷ Respondents that responded “no” were asked to provide the contact information for someone at the institution familiar with the IPEDS GRS.

**Q04. For the spring 2008 IPEDS collection, our records indicate that your institution did not have any transfers. Please select the description that best describes your institution.*

- R1. TRUE ZERO: None of the non-completers were subsequently enrolled at another institution. (0.0%)
- R2. REPORTED NOT ZERO: We reported a number other than zero. (6.0%)
- R3. NO INFORMATION: We do not have any information on the subsequent enrollment of non-completers at other institutions. (94.0%)

**Q05. Institutions that include as part of its mission providing substantial preparation for students to enroll in another institution without completing a program are asked to report the number of transfer-out students on the IPEDS Graduation Rate Survey. What barriers have prevented your institution from tracking the enrollment of non-completers at other institutions?*

[Free Response]

**Q06. Does your institution collect data on the enrollment of non-completers at other institutions for internal reporting?*

- R1. No (72.3%)
- R2. Yes (24.4%)
- R3. Unsure (3.3%)

**Q07. Which sources of data on the enrollment of non-completers at other institutions were used by your institution for internal reporting?*

- R1. State student unit record system (2.0%)
- R2. System student unit record system (0.7%)
- R3. National Student Clearinghouse (23.7%)
- R4. Data consortium (0.0%)
- R5. Non-returning student survey (5.4%)
- R6. Data sharing agreements with other institutions (0.0%)
- R7. Other (please specify): [Free Response] (3.2%)

**Q08. We would appreciate your providing your contact information below in case we have questions about your responses.*

Name:

Email Address:

Title:

Phone Number:

Address:

City/State/ZIP:

#Q09. An intended outcome of this project is to identify "best practices" for reporting the number of transfer out students. Does AIR have your permission to associate your organization's name with the responses you have just provided?

R1. No (47.7%)

R2. Yes (52.3%)

Closing Text

To submit your responses, click "Done" below.

Thank you for taking the time to respond to this survey. Results will be made available to all respondents in late July.

For more information, contact this study's Principal Investigator, Allan Joseph Medwick, at amedwick@airweb2.org.

Appendix B: National Student Clearinghouse's StudentTracker Service

The National Student Clearinghouse began in 1993 as the National Student Loan Clearinghouse to facilitate information exchange between higher education institutions, guarantors, and lenders/servicers. Enrollment analysis services have been provided for over a decade.¹⁸ By 2003, the current cohort year for 4-year institutions on the IPEDS GRS, Clearinghouse participation increased to more than 2,700 schools and 91% of enrollment. Currently, over 3,300 institutions participate. Institutions that participate in the DegreeVerify service also receive data on any degrees received at other institutions participating in DegreeVerify (over 1,400 participate).

Sample Subsequent Enrollment Detail Report¹⁹

Your Unique Identifier	First Name	Middle Initial	Last Name	Name Suffix	Requester Return Field	Record Found Y/N	Search Date	College Code	College Branch	College Name	College State	2-year/4-year	Public/Private	Enrollment Begin	Enrollment End	Enrollment Status	Graduated?	Graduation Date	Degree Title	Major	College Sequence	
JANE	T		DOE		881-97037_Y	Y	20000703	000134-00	NORTH POLE UNIVERSITY	CO	4	Public	20010828	20011215	F	N					1	
JANE	T		DOE		881-97037_Y	N	20000703	000134-00	NORTH POLE UNIVERSITY	CO	4	Public	20010116	20010511	F	N						
JANE	T		DOE		881-97037_Y	Y	20000703	000134-00	NORTH POLE UNIVERSITY	CO	4	Public	20010514	20010810	H	N						2
JANE	T		DOE		881-97037_Y	N	20000703	001360-00	COSMOPOLITAN COLLEGE	CO	4	Public	20010820	20011215	F	N						
JANE	T		DOE		881-97037_Y	N	20000703	001360-00	COSMOPOLITAN COLLEGE	CO	4	Public	20010123	20010519	F	N						
JANE	T		DOE		881-97037_Y	Y	20000703	001360-00	COSMOPOLITAN COLLEGE	CO	4	Public	20020819	20021214	F	N						1
JOHN	S		DOE	JR	881-92282_Y	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20000828	20012114	F	N						
JOHN	S		DOE	JR	881-92282_Y	N	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20010108	20010503	F	N						
JOHN	S		DOE	JR	881-92282_Y	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20010827	20011213	F	N						
JOHN	S		DOE	JR	881-92282_Y	N	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20020167	20020502	F	N						
JOHN	S		DOE	JR	881-92282_Y	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20020826	20021212	F	N						
JOHN	S		DOE	JR	881-92282_Y	N	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20030106	20030501	F	N						
JOHN	S		DOE	JR	881-92282_Y	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20030825	20031211	F	N						
JOHN	S		DOE	JR	881-92282_Y	N	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20040112	20040506	F	N						
CARMEN	A		JONES		002-61778_Y	Y	20020129	001234-00	HOMETOWN UNIVERSITY	ID	4	Public	20020114	20020305	W	N		20040606				1
CARMEN	A		JONES		002-61778_Y	N	20020129	001261-00	TASADENA CITY COLLEGE	CA	2	Public	20020114	20020525	N	N						2
CARMEN	A		JONES		002-61778_Y	Y	20020129	001261-00	TASADENA CITY COLLEGE	CA	2	Public	20020528	20020817	N	N						3
CARMEN	A		JONES		002-61778_Y	N	20020129	001208-00	BROSSMONT COLLEGE	CA	2	Public	20040126	20040422	N	N						4
CARMEN	A		JONES		002-61778_Y	Y	20020129	001238-00	SANTA LISA COLLEGE	CA	2	Public	20040830	20041201	N	N						1
REBECCA	R		WILSON		881-99178_Y	Y	20010910	001234-00	HOMETOWN UNIVERSITY	ID	4	Public	20010827	20011017	W	N						4
LANCE	C		SMITH		881-92631_Y	Y	20000703	000178-00	ASTER UNIVERSITY	NV	4	Public	20010827	20011219	F	N						1
LANCE	C		SMITH		881-92631_Y	N	20000703	000178-00	ASTER UNIVERSITY	NV	4	Public	20020122	20020514	W	N						2
LANCE	C		SMITH		881-92631_Y	Y	20000703	001198-00	SUNSET UNIVERSITY	CA	4	Private	20030825	20031206	F	N						
LANCE	C		SMITH		881-92631_Y	N	20000703	001198-00	SUNSET UNIVERSITY	CA	4	Private	20040120	20040510	F	N						
LANCE	C		SMITH		881-92631_Y	Y	20000703	001198-00	SUNSET UNIVERSITY	CA	4	Private	20040823	20041205	F	N						
LANCE	C		SMITH		881-92631_Y	N	20000703	001198-00	SUNSET UNIVERSITY	CA	4	Private	20050118	20050503	F	N						
JOHN	B		GRAY		881-95813_Y	Y	20000907	001198-00	SUNSET UNIVERSITY	CA	4	Private	20000925	20010215	F	N		20051203				1
JOHN	B		GRAY		881-95813_Y	N	20000907	000189-00	LARKSPUR UNIVERSITY	WA	2	Public	20010102	20010320	F	N						
JOHN	B		GRAY		881-95813_Y	Y	20000907	000189-00	LARKSPUR UNIVERSITY	WA	2	Public	20010402	20010615	F	N						
JOHN	B		GRAY		881-95813_Y	N	20000907	000189-00	LARKSPUR UNIVERSITY	WA	2	Public	20010917	20011211	H	N						
JOHN	B		GRAY		881-95813_Y	Y	20000907	000189-00	LARKSPUR UNIVERSITY	WA	2	Public	20020401	20020524	W	N						
ERIC	J		WONG		001-56000_Y	Y	20010704	000123-00	SOUTH POLE UNIVERSITY	FL	4	Public	20010827	20011214	N	N						1
ERIC	J		WONG		001-56000_Y	N	20010704	000123-00	SOUTH POLE UNIVERSITY	FL	4	Public	20020107	20020428	N	N						
ERIC	J		WONG		001-56000_Y	Y	20010704	000123-00	SOUTH POLE UNIVERSITY	FL	4	Public	20020826	20021213	N	N						
ERIC	J		WONG		001-56000_Y	N	20010704	000123-00	SOUTH POLE UNIVERSITY	FL	4	Public	20030106	20030425	N	N						
RAY	S		WILSON		881-99191_N	N	20010903															1
INA			JONES		882-93366_Y	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20020122	20020803	H	N						1
INA			JONES		882-93366_Y	N	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20010109	20010323	F	N						
INA			JONES		882-93366_Y	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20010403	20010615	F	N						
INA			JONES		882-93366_Y	N	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20010926	20011214	F	N						
INA			JONES		882-93366_Y	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20020103	20020322	F	N						
INA			JONES		882-93366_Y	N	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20020402	20020814	F	N						
INA			JONES		882-93366_Y	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20020925	20031213	F	N						
INA			JONES		882-93366_Y	N	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20030107	20030321	F	N						
INA			JONES		882-93366_Y	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20030401	20030813	F	N						
INA			JONES		882-93366_Y	N	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20030804	20031212	F	N						
INA			JONES		882-93366_Y	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20040106	20040519	H	N						
INA			JONES		882-93366_Y	N	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20040330	20040811	H	N						
INA			JONES		882-93366_Y	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20040822	20041210	H	N						
INA			JONES		882-93366_Y	N	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public										
INA			JONES		882-93366_Y	Y	20010131	010384-00	TECH UNIVERSITY	WA	2	Public	20060404	20060817	N	N		20031212	BACHELOR OF ARTS	ENGLISH		2
INA			JONES		882-93366_Y	N	20010131	003769-00	WELLEVUE COLLEGE	WA	2	Public	20050919	20051006	W	N						3

¹⁸ StudentTracker was previously called EnrollmentSearch, which was originally called Transfer Track.

¹⁹ http://www.studentclearinghouse.org/colleges/Tracker/pdfs/STC&U_sample%20report.pdf

Sample Subsequent Enrollment Aggregate Report²⁰

Date: 11/17/2008

NATIONAL STUDENT CLEARINGHOUSE
STUDENTTRACKER AGGREGATE REPORT : *Initial Transfers (Inquiry Type = SE)*
FOR ABC UNIVERSITY (001234-00)
REPORT # 65432

SCHOOL CODE	SCHOOL NAME	SCHL TYPE	PUB/ PVT	ST	% OF STUDENTS	# OF STUDENTS	# RECORDS BLOCKED BY SCHOOL	# RECORDS BLOCKED BY STUDENTS	# STUDENTS ON DETAIL REPORT	# STUDENTS AWARDED DEGREES BY SCHOOL (Column B)	# STUDENTS AWARDED DEGREES BY Other SCHOOLS
001234-00	Eastern States University	4	Private	NY	16.65%	1,044	0	0	1,044	62	2
004567-00	Technical Community College	4	Private	MA	14.03%	879	2	0	879	345	0
005432-00	Pilot University	4	Private	DC	10.83%	679	0	0	679	52	0
005678-00	All States Community College	4	Public	MA	10.59%	664	0	0	664	25	1
006798-00	Western States University	4	Private	NY	8.89%	557	0	52	557	11	0
007980-00	Way Community College	4	Private	MA	7.55%	474	0	0	474	5	0
009801-00	Cosmopolitan College	4	Public	NJ	7.52%	472	0	0	472	15	0
003333-00	Larkspur University	4	Public	PA	6.91%	434	0	0	434	5	10
004444-00	North Pole University	4	Public	CT	6.42%	403	1	0	403	67	0
005555-00	Wellness Community College	4	Private	DC	5.32%	334	0	10	334	6	1
008888-00	Sunset University	4	Private	NY	5.29%	332	0	0	332	1	0
TOTAL:					100.00%	6,272	3	62	6,272	0	0

Sample Longitudinal Cohort Report²¹

Date: 08/29/2008

LONGITUDINAL COHORT REPORT

National Student Clearinghouse
Cosmopolitan College (009801-00)
Search date provided in request File : 09/15/2001

Table 1: Enrollment and Graduation Summary
(Student enrollment and degree counts)

Description	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
4-year degree from your institution	0	0	25	821	496	90	23
2-year degree from your institution	0	0	0	0	0	0	0
4-year degree from other institution	0	0	2	82	113	67	21
2-year degree from other institution	0	1	6	16	15	10	5
Retained at your institution	2,264	1,884	1,624	743	193	74	51
Retained at other 4-year institution	5	200	320	237	147	84	60
Retained at other 2-year institution	11	90	127	101	82	78	63

Note: Student enrollment and degree counts are included through the first four-year degree only. Subsequent enrollment and degrees earned by four-year graduates are not counted.

Students completing two-year degrees are not counted until they receive a four-year degree. Subsequent enrollment and degrees earned by two-year graduates are counted.

Table 2: Subsequent Enrollment and Graduation Summary for 2-Year Graduates
(Counts for 2-Year graduates who subsequently enrolled or completed at another institution that participates with the National Student Clearinghouse)

Description	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
4-year degree from your institution	0	0	0	0	0	1	0
2-year degree from your institution	0	0	0	0	0	0	0
4-year degree from other institution	0	0	0	0	1	3	3
2-year degree from other institution	0	0	0	0	1	0	1
Retained at your institution	0	0	0	1	1	0	1
Retained at other 4-year institution	0	0	1	1	5	7	3
Retained at other 2-year institution	0	0	0	1	2	5	2

IMPORTANT: Institutions including both two- and four-year graduates in their graduation rates must use Table 2 to remove two-year students who subsequently complete their degrees at a four-year institution.

Data generated using the National Student Clearinghouse's StudentTracker service. Depending on the cohort size and student characteristics, the counts in this table may be small enough to enable individual students to be identified.

²⁰ http://research.studentclearinghouse.org/content/sample_reports/Aggregate%20SE%20sample.pdf

²¹ http://research.studentclearinghouse.org/content/sample_reports/Aggregate%20CO%20sample.pdf