

## Introduction to the 2012-13 CSRDE Main Retention Survey for 4-year Institutions

**\* See note below concerning changes to the survey**

This survey workbook consists of eight individual worksheets. Review carefully the Instructions, Definitions, and Documentation tabs before completing the survey. **Note: The Definitions and Documentation tabs are at the end of the workbook.**

**Please complete Section I, Characteristics, and Checklist.**

The "Alert Check" and "Rate Alert Check(Gender)" tabs are for you to use in checking your data. Be sure to review any alert messages that appear on those worksheets and make any necessary corrections to the Section I worksheet. Once you have made your changes, complete the Section I Checklist, then upload the completed survey into your "Drop Box" on the CSRDE secure website by **March 8, 2013**. To get to the secure website, go to <http://csrde.ou.edu> and then click on "members only login" at the top right.

To complete the survey, please begin by reviewing the Instructions, Definitions, and Documentation. Thank you.

## Instructions 2012-13 CSRDE Retention Survey

1. To use this webform, first download the Excel file to your computer, complete the survey, then upload the completed file into the "Drop Box" on the CSRDE secure website.
2. The survey data sheets have been password protected to ensure consistency in column width, data format and other file structures. To unprotect the data entry sheets for Section I, use the password: **csrde**  
( Tools => Protection => Unprotect sheet => Password: csrde )  
Please **DO NOT** change these sheets by inserting rows or changing formats.
3. The descriptions of flagged cells will be displayed in full by placing the cursor over the red triangles.

If you have a flat ASCII file which contains the data, you can easily import it into an Excel spreadsheet and then copy it into Section I. Be sure to use the "paste special" and "paste values" options when pasting into the sheet in order to preserve the formatting. This is critical!

### Tips For Completing CSRDE Main Retention Survey

#### I. Check that all components are completed before submitting to CSRDE:

1. Section I Survey
2. Section I Characteristics
3. Section I Checklist

#### II. Section I Survey

1. Fill in all cells for each cohort year and type if headcount is greater than zero (0). If headcount is zero (0), enter zero (0) in the headcount column, and leave the other cells blank. (Please do not put N/A)
2. For each cohort year, Male Headcount + Female Headcount should equal Total Headcount. If undeclared/unknown gender, please note on Checklist.
3. The sum of ethnic subgroups should be equal to the Total cohorts.
4. Continuation rates should be lower than or equal to the previous year's rates. If it is higher due to stop-outs or other reason such as allowable exclusions, please note on the checklist.
5. Graduation rates are cumulative and should be progressively higher or the same as the previous year's rates.
6. Continuation rates + graduation rates for any given year must be 100% or less. For example: graduated in 4 years + continued to 5th year rates cannot be greater than 100%.
7. A yellow box will appear around any rate that is over 100%. Check for a typo if this occurs.

#### III. Section I Characteristics

1. Enter data for Fall 2006 and Fall 2011.
2. Total Headcount Enrollment includes all students, not just first-time, full-time, degree-seeking freshmen.
3. Total Undergraduates (2.e.) is calculated from the data entered in (a. + b.) and (c. + d.). If total is incorrect, check data in (a. and b.) and (c. and d.). All cells should have an entry, even if it is zero (0).
4. ACT/SAT scores are used to determine institution selectivity. Report the test score that is used by the majority of your freshmen, not just first-time, full-time, degree-seeking freshmen, for purposes of admission. If reporting SAT scores, do not include the Writing score. If both test scores are reported, ACT will be used.
5. If a value is out of range a yellow box will appear around the value. Check for a typo if this occurs.
6. Question #5 should only include federal grants, not all financial aid.
7. Save your file after entering the data to ensure that the values are calculated in # 2 and # 4.

#### IV. Alert Checks

1. After entering all of your data in Section 1 and saving the file, review "Alert Check" and "Rate Alert Check(Gender)" worksheets for possible errors in your Section I data. Make corrections to Section I worksheet as necessary.

#### V. Section I Checklist

1. After reviewing the alert worksheets and making any necessary changes to Section I, please complete the Section I Checklist before uploading the file to the CSRDE website.

2012-13 CSRDE Retention Survey

Institution Name: U of Nevada-Las Vegas

Respondent Name: Kari Coburn

Section I: First-time, Full-time, Baccalaureate Degree-seeking Freshmen  
Institution-wide Rates

Email Address: kari.coburn@unlv.edu

Phone Number: 702-895-3771

**NOTE: Remember to also complete the Characteristics & Checklist Tabs**

[Unprotect sheet](#)

-----Continuation Rates and Cumulative Graduation Rates-----																				
Cohort Type	Cohort Year	Head Count	Average ACT	Average SAT	%Cont to 2nd_Yr	%Cont to 3rd_Yr	%Grad in 4_Yrs	%Cont to 5th_Yr	%Grad in 5_Yrs	%Cont to 6th_Yr	%Grad in 6_Yrs	%Cont to 7th_Yr	%Grad in 7_Yrs	%Cont to 8th_Yr	%Grad in 8_Yrs	%Cont to 9th_Yr	%Grad in 9_Yrs	%Cont to 10th_Yr	%Grad in 10_Yrs	%Cont to 11th_Yr
0851 Total	2002	2371	21.4		72.2%	61.0%	12.4%	41.3%	31.2%	21.0%	40.9%	10.8%	45.5%	5.9%	47.7%	3.9%	49.0%	2.7%	49.8%	1.9%
0851 Total	2003	2819	21.2		73.3%	60.5%	12.0%	42.0%	29.9%	21.0%	39.4%	10.9%	43.7%	6.4%	45.7%	3.6%	46.9%	3.3%		
0851 Total	2004	3096	21.3		72.2%	62.4%	13.8%	41.1%	31.6%	21.3%	40.6%	10.5%	44.2%	6.5%	46.4%	4.3%				
0851 Total	2005	2946	21.2		70.5%	61.3%	13.6%	39.0%	31.4%	18.6%	39.5%	9.2%	42.9%	6.0%						
0851 Total	2006	2527	21.9		74.6%	64.7%	14.6%	41.7%	33.5%	20.1%	41.5%	11.2%								
0851 Total	2007	2775	21.7		75.9%	66.1%	14.6%	41.7%	33.4%	21.0%										
0851 Total	2008	3022	21.7		73.2%	64.3%	13.9%	41.7%												
0851 Total	2009	3079	21.9		77.8%	65.7%														
0851 Total	2010	2920		1022	76.4%	65.7%														
0851 Total	2011	2701		1008	76.3%															
0851 Female	2002	1363	21.3		75.3%	64.1%	15.6%	40.2%	35.1%	19.0%	44.1%	9.4%	48.1%	4.9%	50.3%	3.4%	51.4%	2.8%	52.1%	1.8%
0851 Female	2003	1591	21.0		74.5%	61.7%	14.5%	40.3%	34.1%	18.0%	43.1%	8.8%	47.2%	4.8%	48.8%	2.3%	49.6%	2.4%		
0851 Female	2004	1752	21.0		74.1%	64.3%	16.8%	39.4%	35.2%	19.8%	44.3%	9.0%	47.5%	5.4%	49.4%	3.3%				
0851 Female	2005	1680	20.8		70.3%	60.9%	16.0%	36.5%	34.1%	15.9%	42.0%	7.6%	44.8%	5.3%						
0851 Female	2006	1406	21.7		75.7%	65.6%	16.9%	40.0%	36.9%	17.9%	44.5%	9.9%								
0851 Female	2007	1592	21.3		76.6%	67.4%	18.2%	39.6%	36.7%	19.8%										
0851 Female	2008	1710	21.3		73.7%	65.1%	16.4%	40.5%												
0851 Female	2009	1655	21.5		79.6%	67.1%														
0851 Female	2010	1616		1004	77.5%	66.5%														
0851 Female	2011	1505		981	77.1%															
0851 Male	2002	1008	21.4		68.2%	56.8%	7.9%	42.8%	26.0%	23.8%	36.5%	12.7%	41.9%	7.1%	44.2%	4.7%	45.8%	2.5%	46.6%	2.0%
0851 Male	2003	1228	21.3		71.6%	59.0%	8.7%	44.3%	24.6%	24.8%	34.6%	13.7%	39.3%	8.5%	41.7%	5.2%	43.5%	4.4%		
0851 Male	2004	1344	21.7		69.7%	59.9%	10.0%	43.4%	26.9%	23.3%	35.7%	12.5%	39.8%	8.0%	42.4%	5.7%				
0851 Male	2005	1266	21.9		70.7%	61.8%	10.6%	42.3%	27.7%	22.1%	36.1%	11.3%	40.3%	7.0%						
0851 Male	2006	1121	22.3		73.2%	63.4%	11.6%	43.9%	29.3%	22.7%	37.7%	12.9%								
0851 Male	2007	1183	22.3		75.0%	64.2%	9.9%	44.5%	29.0%	22.6%										
0851 Male	2008	1312	22.3		72.4%	63.3%	10.7%	43.1%												
0851 Male	2009	1424	22.3		75.7%	64.1%														
0851 Male	2010	1304		1044	75.0%	64.6%														
0851 Male	2011	1196		1042	75.3%															

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-----Continuation Rates and Cumulative Graduation Rates-----																				
Cohort Type	Cohort Year	Head Count	Average ACT	Average SAT	%Cont to 2nd_Yr	%Cont to 3rd_Yr	%Grad in_4_Yrs	%Cont to 5th_Yr	%Grad in_5_Yrs	%Cont to 6th_Yr	%Grad in_6_Yrs	%Cont to 7th_Yr	%Grad in_7_Yrs	%Cont to 8th_Yr	%Grad in_8_Yrs	%Cont to 9th_Yr	%Grad in_9_Yrs	%Cont to 10th_Yr	%Grad in_10_Yrs	%Cont to 11th_Yr
0851 Black	2002	202	19.2		64.9%	49.0%	8.9%	34.7%	25.2%	16.3%	32.2%	8.9%	36.1%	4.0%	36.6%	5.0%	37.1%	5.0%	39.1%	1.5%
0851 Black	2003	221	18.8		68.8%	56.1%	5.0%	46.6%	25.3%	22.6%	33.9%	11.8%	38.0%	6.3%	39.4%	3.6%	39.4%	4.1%		
0851 Black	2004	275	18.7		68.0%	58.9%	9.5%	44.0%	22.9%	27.3%	32.7%	13.8%	35.6%	9.5%	38.5%	5.1%				
0851 Black	2005	272	19.2		66.5%	54.4%	10.7%	35.3%	26.5%	16.2%	32.0%	8.8%	34.6%	5.5%						
0851 Black	2006	205	19.9		70.2%	54.1%	8.8%	35.6%	21.5%	22.9%	29.3%	11.2%								
0851 Black	2007	212	19.2		66.5%	54.2%	11.3%	34.4%	27.4%	16.0%										
0851 Black	2008	298	19.3		68.1%	60.4%	10.7%	38.3%												
0851 Black	2009	264	19.0		76.5%	55.3%														
0851 Black	2010	267		930	64.4%	56.9%														
0851 Black	2011	215		914	65.6%															
0851 Hisp	2002	268	20.7		72.4%	64.6%	10.4%	44.4%	29.1%	26.1%	37.3%	14.6%	42.5%	9.3%	46.6%	3.4%	46.6%	3.4%	47.0%	3.0%
0851 Hisp	2003	301	20.0		70.8%	60.8%	6.0%	45.5%	28.2%	21.6%	35.9%	14.0%	39.9%	7.6%	42.2%	4.7%	43.2%	5.0%		
0851 Hisp	2004	384	19.8		73.2%	62.5%	13.0%	40.4%	28.4%	23.2%	35.2%	11.7%	38.8%	6.8%	40.6%	6.0%				
0851 Hisp	2005	415	19.6		68.2%	62.4%	11.1%	40.7%	28.2%	22.7%	38.6%	10.4%	41.9%	7.0%						
0851 Hisp	2006	378	20.9		77.5%	69.0%	11.1%	46.8%	31.5%	24.9%	39.4%	13.8%								
0851 Hisp	2007	438	20.5		75.8%	64.8%	7.3%	49.5%	24.4%	28.8%										
0851 Hisp	2008	506	20.9		75.5%	64.6%	10.7%	46.4%												
0851 Hisp	2009	635	20.7		76.1%	63.6%														
0851 Hisp	2010	643		985	74.8%	62.8%														
0851 Hisp	2011	694		968	78.0%															
0851 Asian	2002	390	20.7		77.9%	67.9%	12.3%	46.4%	34.1%	20.0%	43.1%	11.0%	46.7%	5.9%	49.0%	4.4%	50.5%	2.6%	51.3%	2.8%
0851 Asian	2003	425	20.2		79.3%	67.3%	14.8%	46.6%	31.8%	24.5%	44.9%	12.9%	50.1%	6.8%	51.8%	3.5%	53.9%	2.6%		
0851 Asian	2004	505	21.0		78.4%	67.3%	15.4%	46.1%	33.7%	23.8%	43.0%	12.5%	46.7%	8.1%	49.1%	5.9%				
0851 Asian	2005	533	20.3		75.4%	68.7%	13.7%	41.8%	33.2%	18.4%	40.3%	9.4%	43.7%	6.2%						
0851 Asian	2006	533	21.1		82.2%	74.3%	15.8%	48.2%	39.6%	19.3%	48.4%	10.7%								
0851 Asian	2007	623	21.3		83.0%	75.6%	16.1%	47.7%	39.3%	23.0%										
0851 Asian	2008	682	21.5		78.3%	69.1%	15.0%	46.2%												
0851 Asian	2009	546	22.1		84.4%	75.1%														
0851 Asian	2010	455		1036	84.2%	76.3%														
0851 Asian	2011	417		1036	84.9%															
0851 A I	2002	24	21.1		66.7%	62.5%	8.3%	33.3%	20.8%	16.7%	29.2%	8.3%	33.3%	0.0%	33.3%	4.2%	33.3%	4.2%	33.3%	4.2%
0851 A I	2003	26	21.2		61.5%	61.5%	3.8%	38.5%	11.5%	26.9%	26.9%	11.5%	30.8%	11.5%	34.6%	7.7%	42.3%	3.8%		
0851 A I	2004	26	21.0		69.2%	50.0%	0.0%	38.5%	19.2%	23.1%	30.8%	7.7%	34.6%	11.5%	34.6%	7.7%				
0851 A I	2005	41	21.0		70.7%	48.8%	9.8%	39.0%	26.8%	24.4%	34.1%	12.2%	39.0%	9.8%						
0851 A I	2006	21	20.8		81.0%	66.7%	23.8%	19.0%	33.3%	9.5%	38.1%	9.5%								
0851 A I	2007	20	21.1		55.0%	50.0%	10.0%	35.0%	15.0%	20.0%										
0851 A I	2008	11	21.4		63.6%	45.5%	9.0%	36.4%												
0851 A I	2009	19	22.7		68.4%	42.1%														
0851 A I	2010	7		993	71.4%	42.9%														
0851 A I	2011	10		1040	80.0%															

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-----Continuation Rates and Cumulative Graduation Rates-----																				
Cohort Type	Cohort Year	Head Count	Average ACT	Average SAT	%Cont to 2nd_Yr	%Cont to 3rd_Yr	%Grad in 4_Yrs	%Cont to 5th_Yr	%Grad in 5_Yrs	%Cont to 6th_Yr	%Grad in 6_Yrs	%Cont to 7th_Yr	%Grad in 7_Yrs	%Cont to 8th_Yr	%Grad in 8_Yrs	%Cont to 9th_Yr	%Grad in 9_Yrs	%Cont to 10th_Yr	%Grad in 10_Yrs	%Cont to 11th_Yr
0851 White	2002	1285	21.9		71.1%	59.7%	12.5%	40.6%	30.7%	21.1%	41.4%	10.5%	46.2%	5.7%	48.2%	4.0%	50.0%	2.3%	50.7%	1.6%
0851 White	2003	1492	21.9		72.7%	59.4%	13.5%	39.2%	30.4%	19.6%	39.8%	9.3%	44.0%	5.5%	45.7%	3.2%	46.9%	2.7%		
0851 White	2004	1601	22.1		71.0%	61.6%	13.4%	39.9%	32.2%	19.2%	41.6%	9.2%	45.2%	5.5%	47.2%	3.5%				
0851 White	2005	1134	22.4		68.1%	58.3%	13.5%	38.4%	31.5%	17.7%	40.2%	8.0%	43.7%	4.9%						
0851 White	2006	1224	22.8		70.8%	60.9%	15.9%	38.8%	33.0%	19.1%	40.5%	10.7%								
0851 White	2007	1302	22.6		74.4%	63.8%	15.6%	37.9%	33.9%	18.0%										
0851 White	2008	1318	22.6		70.2%	63.0%	14.8%	38.5%												
0851 White	2009	1306	22.9		75.5%	64.6%														
0851 White	2010	1140		1056	76.7%	66.1%														
0851 White	2011	1006		1042	74.6%															
0851 N R	2002	37	19.5		78.4%	75.7%	24.3%	43.2%	48.6%	18.9%	62.2%	2.7%	67.6%	0.0%	67.6%	2.7%	67.6%	2.7%	67.6%	0.0%
0851 N R	2003	33	18.0		75.8%	66.7%	30.3%	36.4%	48.5%	30.3%	63.6%	9.1%	66.7%	9.1%	72.7%	6.1%	72.7%	6.1%		
0851 N R	2004	41	25.0		87.8%	82.9%	36.6%	43.9%	63.4%	19.5%	68.3%	17.1%	78.0%	7.3%	85.4%	0.0%				
0851 N R	2005	40	16.0		92.5%	92.5%	55.0%	22.5%	65.0%	10.0%	70.0%	7.5%	72.5%	7.5%						
0851 N R	2006	37	18.7		83.8%	81.1%	29.7%	32.4%	56.8%	10.8%	67.6%	5.4%								
0851 N R	2007	52	21.0		76.9%	63.5%	36.5%	32.7%	55.8%	17.3%										
0851 N R	2008	58	19.9		77.6%	65.5%	32.8%	36.2%												
0851 N R	2009	55	19.9		83.6%	70.9%														
0851 N R	2010	65		1021	72.3%	63.1%														
0851 N R	2011	57		1026	68.4%															
0851 Unknown	2002	165	21.4		75.8%	60.6%	17.0%	38.2%	36.4%	21.8%	44.8%	10.9%	49.7%	6.1%	53.3%	2.4%	54.5%	1.8%	55.2%	1.2%
0851 Unknown	2003	321	21.4		73.8%	58.6%	10.3%	43.6%	29.9%	19.6%	35.8%	12.5%	40.5%	8.1%	43.3%	3.7%	44.2%	4.0%		
0851 Unknown	2004	264	21.3		68.2%	59.5%	17.0%	37.1%	33.7%	20.5%	42.8%	8.7%	45.1%	5.7%	47.3%	3.0%				
0851 Unknown	2005	511	21.7		72.8%	61.6%	14.7%	39.5%	32.1%	18.8%	39.7%	10.8%	43.2%	7.4%						
0851 Unknown	2006	129	21.6		74.4%	58.9%	10.1%	43.4%	31.8%	17.8%	40.3%	13.2%								
0851 Unknown	2007	128	22.3		75.8%	69.5%	20.3%	42.2%	35.2%	25.8%										
0851 Unknown	2008	149	22.0		77.2%	62.4%	12.1%	41.6%												
0851 Unknown	2009	49	21.4		79.6%	61.2%														
0851 Unknown	2010	43		1070	81.4%	60.5%														
0851 Unknown	2011	41		1033	80.5%															
<i>2010 and 2011 cohort data for Hawaiian and Multi are required; however, 2008 and 2009 cohorts are optional but not recommended. See definitions for instructions</i>																				
0851 Hawaiian	2008																			
0851 Hawaiian	2009	84	21.0		79.8%	67.9%														
0851 Hawaiian	2010	69		959	76.8%	59.4%														
0851 Hawaiian	2011	48		966	79.2%															
0851 Multi	2008																			
0851 Multi	2009	121	22.9		81.0%	70.2%														
0851 Multi	2010	231		1030	77.9%	65.4%														
0851 Multi	2011	213		1003	73.7%															

**Comments:**

- 1) UNLV implemented the new race/ethnicity definitions beginning with the Fall 2009 cohort. As such, data reported for the Fall 2009 and later cohorts reflect the new definitions.
- 2) Figures previously submitted for the Fall 2006 cohort have been updated to reflect our most current data, as reflected on our system of record.

## 2012-13 CSRDE Institutional and Student Characteristics Survey

Please see Instructions tab in this workbook before completing this section.

**NOTE: This information is required for members to make effective peer comparisons.  
Please complete the following in full.**

Institution: University of Nevada, Las Vegas

		<b>Fall 2006</b>	<b>Fall 2011</b>
1.	Total Headcount Enrollment (includes <u>all</u> students at your institution)	<u>27933</u>	<u>27378</u>
2.	Undergraduate Headcount		
a.	Full-time Undergraduate	<u>15074</u>	<u>16036</u>
b.	Part-time Undergraduate	<u>6779</u>	<u>6102</u>
c.	Degree-seeking Undergraduates	<u>20889</u>	<u>21645</u>
d.	Non-degree-seeking Undergraduates	<u>964</u>	<u>493</u>
e.	<b>Total Undergraduates (Calculated)</b>	<u>21853</u>	<u>22138</u>
	<i>(a + b) must be equal to (c + d); otherwise, "Error" will be displayed.</i>		
3.	Percentage of First-time, Full-time, Baccalaureate Degree-seeking Freshmen		
a.	24 years or older	<u>0.2 %</u>	<u>0.5 %</u>
b.	Living in university housing	<u>26 %</u>	<u>21 %</u>
c.	Black, Hispanic and American Indian	<u>25 %</u>	<u>38 %</u>
4.	Percentage of First-time, Full-time, Baccalaureate Degree-seeking Freshmen with a High School Rank in the		
a.	Top 10%	<u>18 %</u>	<u>24 %</u>
b.	Top 11-25%	<u>32 %</u>	<u>32 %</u>
c.	Top 26-50%	<u>36 %</u>	<u>31 %</u>
	<i>(a + b + c) cannot be &gt;100; otherwise, "Error" will be displayed.</i>		
5.	Percentage of First-time, Full-time, Degree-seeking Undergraduates receiving <b>Federal Grants</b> (not all Aid) as identified in the IPEDS Spring Collection form, "Student Financial Aid".	<u>20 %</u>	<u>42 %</u>
6.	ACT <u>or</u> SAT Scores - Report the test score that is used by the majority of your freshmen for purposes of admission. <i>If both test scores are reported, ACT will be used.</i>		
	Institution Selectivity Scale:	Highly Selective: ACT > 24.0 or SAT > 1100 Selective: ACT 22.5-24.0 or SAT 1045-1100 Moderately Selective: ACT 21.0-22.4 or SAT 990-1044 Less Selective: ACT < 21.0 or SAT < 990	
a.	Average ACT	<u>          </u>	<u>          </u>
b.	Average SAT - Verbal	<u>504</u>	<u>503</u>
c.	Average SAT - Math	<u>522</u>	<u>510</u>
7.	Percentage of First-time, Full-time, Baccalaureate Degree-seeking Freshmen in the Fall cohort that continued to Spring (for institutions with a quarter system, this is the next term):	<u>89.3 %</u>	<u>92.7 %</u>
8.	First Semester GPA of First-time, Full-time, Baccalaureate Degree-seeking Freshmen		
a.	Average GPA	<u>2.75</u>	<u>2.64</u>
b.	Percentage with a GPA below 2.0	<u>17 %</u>	<u>22 %</u>
9.	Mark with an "X" which academic calendar your institution follows: Semester: <u>    X    </u> Quarter: <u>          </u> Trimester: <u>          </u>		

## Definitions

### 2012-13 CSRDE Retention Survey

#### 1. Timing Definition

The definition of "a year" for this survey is the 12-month period from the beginning of a fall term in one year to the beginning of the following fall term. The fall enrollment status is based on the official reporting date for the IPEDS fall enrollment report.

#### 2. First-time Freshman (See IPEDS definition)

"An entering freshman who has never attended any college. Includes students enrolled in the fall term who attended for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school)."  
Report only full-time, baccalaureate degree-seeking, first-time freshmen in this survey.

#### 3. ACT or SAT Columns

For the ACT/SAT columns, report either ACT or SAT score, whichever is used by the majority of freshmen for admission purposes. If reporting SAT, provide composite scores without the Writing score being included.

**4. Ethnic Groups:** The CSRDE office has been closely following the changes on Race and Ethnicity definitions being phased into the IPEDS surveys, and in particular the Fall Enrollment (which contains Retention Reporting) and the GRS. With the assistance of our Advisory Board (who are leaders in IR), consultations with the staff of National Center for Education Statistics-IPEDS, and suggestions from colleagues at the Association for Institutional Research we have identified a methodology which maintains the integrity of our longitudinal data and minimizes conditions which would negatively impact your ability to conduct benchmarking.

**Guidelines:** A student's enrollment and graduation data must be wholly reflected in a single Race/Ethnicity cohort. If a student's R/E status needs to be corrected, the headcount, ACT/SAT, and the retention and graduation rates for both the incorrect and correct sub-cohorts must be recalculated.

**IMPORTANT NOTE:** All cohorts that use the old IPEDS definitions must continue to use the old IPEDS definitions throughout the life of the cohort (through 10th year graduation and 11th year continuation).

[The following section discusses the definitions for race/ethnicity for three separate groups of cohorts: A. Fall 2002 through 2007; B. Fall 2008 and 2009; and C. Fall 2010 and beyond](#)

#### **A. Fall Cohort of 2002 through the Cohort of 2007.**

Please use the historical Race and Ethnicity categories used by IPEDS and the CSRDE as shown below.

##### **Black, Non-Hispanic**

"A person having origins in any of the black racial groups of Africa (except those of Hispanic origin)."

##### **Hispanic**

"A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race."

##### **Asian or Pacific Islander**

"A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands."

##### **American Indian or Alaskan Native**

"A person having origins in any of the original peoples of North America or who maintains cultural identification through tribal affiliation or community recognition."

##### **White, Non-Hispanic**

"A person having origins in any of the original peoples of Europe, North Africa, or the Middle East."

##### **Nonresident Alien**

"A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely."

##### **Unknown/Other**

"Individual who did not respond or whose response does not fit into the categories above."

**B1. Fall Cohorts of 2008 and 2009.** The CSRDE recommends the use of the definitions above for the Fall 2008 and Fall 2009 cohorts.

**B2. Transitional Reporting on Fall 2008 and Fall 2009 Cohorts where new IPEDS R/E has been**

implemented.

IPEDS instructions for reporting race/ethnicity on the Fall 2008 and 2009 Cohorts gave institutions the option of reporting using the "New Definitions".

For the purposes of consistency, we strongly encourage you to report the ethnicity of the Fall 2008 and Fall 2009 Cohorts using the historical definitions listed above.

**However**, if your institution implemented the new definitions with the Fall 2008 or Fall 2009 cohort, and you intend to use those definitions for the Fall 2008 and/or 2009 CSRDE First-time, Full-time Cohort, please make a documentation note in the comments on the checklist tab. Be sure to include data for the Hawaiian and Multi-racial groups (see definitions below). If you have no students in those categories report zero (0) for the headcount. In the row for the Fall 2008 and/or Fall 2009 Asian subcohort, you would report only those students falling into the new Asian grouping (which excludes Hawaiians). The sum of the headcounts for all of your ethnic groups, including Unknown, for the Fall Cohort of 2008 and Fall Cohort of 2009 should equal the Total Cohort headcount for 2008 and 2009.

### C. The new R/E definitions are required for the 2010 and 2011 cohort in the 2012-2013 survey.

**The definitions below should be used for the 2010 and 2011 cohorts, as well as the 2008 and 2009 cohorts IF your institution implemented the new R/E definitions for the 2008 and 2009 cohorts. See B1 and B2 above.**

**Black or African American** - "A person having origins in any of the black racial groups of Africa."

**Hispanic or Latino** - "A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."

**Asian** - "A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam."

**American Indian or Alaska Native** - "A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment."

**White** - "A person having origins in any of the original peoples of Europe, the Middle East, or North Africa."

**Nonresident Alien** - "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely."

**Native Hawaiian or Other Pacific Islander** - "A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands."

**Unknown/Other Ethnicity** - "A person who did not select EITHER a racial or ethnicity designation."

**Multi-racial** - Those individuals that self identify in two or more racial categories. As defined by IPEDS, if an individual chooses Hispanic as their ethnic group, they will not be included in the multi-racial category.

### 5. Continuation Rates

Continuation rate is the percentage of first-time, full-time freshmen in a given fall term who returned to the institution in a subsequent fall term. For example, the "continued to 3rd year" rate for fall 2005 first-time freshmen is the percentage of fall 2005 first-time freshmen who returned for fall 2007. The calculation of continuation rate does not include students who returned to the institution after having graduated from the same institution. For specific time points for reporting, see 2012-13 Survey Documentation Form.

Reminder: As is the convention with IPEDS, data used for these calculations may be adjusted for students who departed for the following reasons: deceased, permanently disabled, or joined the armed forces (including those called to active duty from the Reserves or National Guard) or foreign



aid service of the federal government or official church missions. These are exclusions, and may be subtracted from the cohort prior to calculating the continuation rate. Example: Number in cohort who continued to 3rd year / (cohort headcount - the allowable exclusions).

#### **6. Cumulative Graduation Rates**

Graduation rate is the **cumulative** percentage of first-time, full-time freshmen in a given fall term who graduated within a designated period of time. For example, the "graduated in five years" rate for fall 2005 first-time freshmen is the percentage of fall 2005 first-time freshmen who graduated from the institution by the fall 2010 term, including those students who completed their courses during the summer of 2010. For specific time points for reporting, see 2012-13 Survey Documentation Form.

Reminder: As is the convention with IPEDS, data used for these calculations may be adjusted for students who departed for the following reasons: deceased, permanently disabled, or joined the armed forces (including those called to active duty from the Reserves or National Guard) or foreign aid service of the federal government or official church missions. These are exclusions, and may be subtracted from the cohort prior to calculating the graduation rate. Example: Number in cohort who graduated within 4 years / (cohort headcount - the allowable exclusions). Students who leave for these reasons, but return before the IPEDS status date of August 31 in the year in which the graduation rate is being calculated, may be subtracted from the cohort when calculating the graduation rate.

**Please note: The headcount in Section I column D must stay the same even if a retention or graduation rate is calculated based on exclusions.**

## 2012-13 Survey Documentation Form

The following table provides the point-in-time for reporting each data cell:

Cohort Year	ACT			Continuation Rates and Cumulative Graduation Rates																	
	Head Count	or SAT Average	Cont. to 2nd Yr	Cont. to 3rd Yr	Grad. in 3 Yrs	Cont. to 4th Yr	Grad. in 4 Yrs	Cont. to 5th Yr	Grad. in 5 Yrs	Cont. to 6th Yr	Grad. in 6 Yrs	Cont. to 7th Yr	Grad. in 7 Yrs	Cont. to 8th Yr	Grad. in 8 Yrs	Cont. to 9th Yr	Grad. in 9 Yrs	Cont. to 10th Yr	Grad. in 10 Yrs	Cont. to 11th Yr	
2002	<u>Fall 02</u>	<u>Fall 02</u>	<u>Fall 03</u>	<u>Fall 04</u>	These columns are not included in the survey forms.		<u>by Fall 06</u>	<u>Fall 06</u>	<u>by Fall 07</u>	<u>Fall 07</u>	<u>by Fall 08</u>	<u>Fall 08</u>	<u>by Fall 09</u>	<u>Fall 09</u>	<u>by Fall 10</u>	<u>Fall 10</u>	<u>by Fall 11</u>	<u>Fall 11</u>	<u>by Fall 12</u>	<u>Fall 12</u>	
2003	<u>Fall 03</u>	<u>Fall 03</u>	<u>Fall 04</u>	<u>Fall 05</u>			<u>by Fall 07</u>	<u>Fall 07</u>	<u>by Fall 08</u>	<u>Fall 08</u>	<u>by Fall 09</u>	<u>Fall 09</u>	<u>by Fall 10</u>	<u>Fall 10</u>	<u>by Fall 11</u>	<u>Fall 11</u>	<u>by Fall 12</u>	<u>Fall 12</u>			
2004	<u>Fall 04</u>	<u>Fall 04</u>	<u>Fall 05</u>	<u>Fall 06</u>			<u>by Fall 08</u>	<u>Fall 08</u>	<u>by Fall 09</u>	<u>Fall 09</u>	<u>by Fall 10</u>	<u>Fall 10</u>	<u>by Fall 11</u>	<u>Fall 11</u>	<u>by Fall 12</u>	<u>Fall 12</u>					
2005	<u>Fall 05</u>	<u>Fall 05</u>	<u>Fall 06</u>	<u>Fall 07</u>			<u>by Fall 09</u>	<u>Fall 09</u>	<u>by Fall 10</u>	<u>Fall 10</u>	<u>by Fall 11</u>	<u>Fall 11</u>	<u>by Fall 12</u>	<u>Fall 12</u>							
2006	<u>Fall 06</u>	<u>Fall 06</u>	<u>Fall 07</u>	<u>Fall 08</u>			<u>by Fall 10</u>	<u>Fall 10</u>	<u>by Fall 11</u>	<u>Fall 11</u>	<u>by Fall 12</u>	<u>Fall 12</u>									
2007	<u>Fall 07</u>	<u>Fall 07</u>	<u>Fall 08</u>	<u>Fall 09</u>			<u>by Fall 11</u>	<u>Fall 11</u>	<u>by Fall 12</u>	<u>Fall 12</u>											
2008	<u>Fall 08</u>	<u>Fall 08</u>	<u>Fall 09</u>	<u>Fall 10</u>			<u>by Fall 12</u>	<u>Fall 12</u>													
2009	<u>Fall 09</u>	<u>Fall 09</u>	<u>Fall 10</u>	<u>Fall 11</u>																	
2010	<u>Fall 10</u>	<u>Fall 10</u>	<u>Fall 11</u>	<u>Fall 12</u>																	
2011	<u>Fall 11</u>	<u>Fall 11</u>	<u>Fall 12</u>																		

**This form is for reference only. You will not enter data here. The data is reported on the Section I tab.**