



## Transparency by Design – College Choices for Adults

### Data Items and Definitions



#### Institutional Information:

This information is used to help learners understand the institution in mission, scope and by institutional demographics.

Data Item Title	Data Item Definition as it appears on the website	Directions For Providing the Data for the College Choices for Adults website
Regional Accreditation	<p>Accreditation is a process whereby educational institutions are recognized by an association of similar colleges. Accreditation indicates that the institution is a viable teaching and learning establishment based on a set of rigorous educational standards. Accreditation means that an institution has been recognized as meeting educational standards and requirements established by both the U.S. Department of Education (DOE) and the Council for Higher Education Accreditation. There are eight regional accreditation agencies that accredit higher education institutions in the U.S. The U.S. DOE publishes an extensive online list &lt; <a href="http://www.ed.gov/admins/finaid/accred/accreditation_pg7.html">http://www.ed.gov/admins/finaid/accred/accreditation_pg7.html</a>&gt; of accredited institutions. Institutions listed on this website are all regionally accredited.</p> <p>Why is this important? There are both national and regional accrediting agencies. To offer federally-funded financial aid to their students, an institution must be either nationally or regionally accredited. If you wish to transfer from one institution to another, credits earned from</p>	<p>List the institution's regional accrediting agency along with any requirements from your 'accreditation statement'. You may list additional information on your accreditation in the “more information button”.</p>

	regionally accredited higher education institutions can usually be transferred between each other. Students with credits from nationally accredited institutions may experience difficulty in transferring their courses.	
Institutional Academic Model	Institutions on this site vary greatly in the academic experience that they offer their students and the type of students they typically serve. For example, some institutions best serve those who seek to complete a degree started elsewhere. Some institutions focus on demonstrated competency instead of the traditional credit hours. The institutions provide brief descriptions of their academic focus and priorities to help users of this site better understand how they differ.	Describe the institution's "academic model" in terms understandable to the adult learner. Statements cannot exceed 200 words.
Institutional Mission Statement	No definition on the website.	Please provide the institution's mission statement. Statements cannot exceed 200 words.
Degree/Certificates Offered	<p>Online higher education programs offer a variety of education credentials in many disciplines, ranging from undergraduate-level associate and bachelor degrees to graduate-level master and doctoral degrees. Many institutions also offer undergraduate- and graduate-level certificate programs for credit, which are usually more specialized in focus and require less time to complete. In this item, institutions have indicated all the degrees and certificates offered by this institution.</p> <p>Why is this important? Many employers require job applicants to have earned some form of a higher education degree or credit certificate. You need to have a clear understanding of what type of degree or certificate is being offered and how it might apply to your career or goals.</p>	<p><b>Data Item Instructions:</b> Give the name of the degrees and certificates that your institution offers, even if they aren't featured on this website. This is an open text box - you may enter the exact names of the degrees or certificates that you are approved to offer.</p> <p>Use the format of the degree or certificate's initials, a dash, followed by the name of the degree or certificate fully spelled out. Examples: MBA-Master of Business Administration MIT-Master of Information Technology Ph.D.-Doctor of Philosophy.</p> <p><b>Additional Information Instructions:</b></p>

		<p>Although we do not recommend this, if you would like to list the programs you offer within each degree or certificate offered, this is the appropriate place to do this. Example:</p> <p>Programs which result in a Bachelor of Arts include:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• History</li> <li>• Business</li> <li>• Etc.</li> </ul> <p>Programs which result in a Bachelor of Science include:</p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Mathematics</li> <li>• Civil Engineering</li> <li>• Mechanical Engineering</li> </ul>
<p>Online vs. Face-to-Face</p>	<p>All of the institutions participating in this website offer programs online, at a distance, or through other methods. Online programs mean that students can earn a degree or certificate through the Internet and a wide variety of educational technologies that connect students with their faculty and fellow students. A “fully online” course means that students are never required to attend class on campus to participate in the course. A “hybrid” course means that there is a combination of online and face-to-face sessions or experiences required to participate in the course.</p> <p>This item provides the percentage of courses in online, hybrid, and face-to-face teaching modes at each institution.</p> <p>Why is this important? In particular, you will want to know if a program (and its courses) has any face-to-face requirements as opposed to being fully online.</p>	<p>Of the courses taught at your institution, please provide the percentage of them (as a whole number) which are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 100% Online/Distance Learning</li> <li><input type="checkbox"/> 100% Face-to-Face</li> </ul> <p>Hybrid (a combination of online/distance learning and face-to-face)</p>

## Learner Demographics

This section helps learners understand whether students at this institution are like them – it helps them determine ‘fit’ with an institution.

Data Item Title	Data Item Definition as it appears on the website	Directions For Providing the Data for the College Choices for Adults website
Headcount Enrollment	How many students attend this institution? This item uses “headcount” numbers reported by the institution to the U.S. Department of Education.	Use the IPEDS fall enrollment number for the previous fall. (Example: if you are entering in 2011, use fall 2010 and so forth) (NOTE: All remaining learner demographics should utilize the same fall date.)
Full-Time Equivalency	<p>The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full time and part time students. The number of FTE students is calculated based on fall student headcounts of full-time and part-time students. The full-time equivalent of an institution's part-time enrollment is estimated by a formula developed by the National Center for Educational Statistics &lt;<a href="http://nces.ed.gov/">http://nces.ed.gov/</a>&gt;and then added to their full time student headcount to determine their entire FTE for the Fall semester.</p> <p>College Choices for Adults institutions used the Fall 2009 cohort of students to report this data.</p> <p>Why Is This Important? Many institutions have programs that allow students to attend part-time to earn their certificate or degree, which is not reflected in a standard headcount. The full-time equivalency measurement can be helpful to you in determining how much of the student population is full-time. For instance, if an institution has a headcount of 30,000 but an FTE</p>	<p>Use IPEDS Fall enrollments methodology to report FTE. Full methodology available at: <a href="http://nces.ed.gov/ipeds/glossary/index.asp?id=854">http://nces.ed.gov/ipeds/glossary/index.asp?id=854</a> Please report as a whole number (i.e. 10,000 or 9,998 not 9,997.5).</p>

	of 16,500, you can determine that many of the students are attending less than full time.	
Full-Time / Part-Time	<p>What is the percentage of students enrolled in the institution who are enrolled full-time and who are enrolled part-time? The definition of full- and part-time enrollment may vary by institution. For a typical institution, full-time is often 12 or more semester credits for an undergraduate student and 6 or more semester credits for a graduate student.</p> <p>Why is this important? You will want to find an institution that is experienced with serving your needs as a part-time or a full-time student.</p>	<p>Percentage of all enrolled learners (in whole numbers) who are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Full-time learners</li> <li><input type="checkbox"/> Part-time learners</li> </ul> <p>Report the percentage to one decimal place (i.e., 48.6%).</p>
Average Age	<p>What is the average age (in years) of students enrolled in the institution?</p>	<p>Mean age (in years) of learners enrolled in your institution. Report the percentage to one decimal place (i.e., 29.4).</p>
Age	<p>What is the percentage of enrolled students in each age category? This item lists a compilation of categories used by the institution to report student ages to the U.S. Department of Education.</p> <p>Why is this important? As an adult, you will want to find an institution that has experience serving the needs of adult learners.</p>	<p>Use IPEDS categories for percentages of enrolled learners in each age distribution category:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Under 18</li> <li><input type="checkbox"/> 18-19</li> <li><input type="checkbox"/> 20-21</li> <li><input type="checkbox"/> 22-24</li> <li><input type="checkbox"/> 25-29</li> <li><input type="checkbox"/> 30-34</li> <li><input type="checkbox"/> 35-39</li> <li><input type="checkbox"/> 40-49</li> <li><input type="checkbox"/> 50-64</li> <li><input type="checkbox"/> 65 and over</li> <li><input type="checkbox"/> Age unknown/unreported</li> </ul> <p>Report the percentage to one decimal place (i.e., 28.6%)</p>
Race and Ethnicity	<p>What is the percentage of enrolled students in each race / ethnicity category? This item lists categories used by the institution to report race and ethnicity</p>	<p>Use IPEDS categories for percentages of enrolled learners:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Black or African American</li> <li><input type="checkbox"/> American Indian or Alaskan Native</li> </ul>

	to the U.S. Department of Education.	<input type="checkbox"/> Asian <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> White <input type="checkbox"/> Race/ethnicity unknown <input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> Two or more races <input type="checkbox"/> Non-resident alien Report the percentage to one decimal place (i.e., 28.6%).
Percent employed at time of admission.	<p>The percentage employed at time of admission reflects the number of students who answered yes on an entering student survey or admissions application that they were employed. At some institutions this data is voluntarily reported, and therefore may not reflect the entire student population at the institution.</p> <p><b>Why Is this Important?</b> This item tells you about other students at the institution. It can help you determine if other students are similar to you in terms of employment status.</p>	<p><b>Data Item Instructions:</b> Report the percentage to one decimal place (i.e., 28.6%).</p> <p><b>More Information Instructions:</b> Please include the methodology by which you collect this data and the time of last collection.</p>
Net Price (Cost) Calculator	This item is just a direct link to the institution's Net Price (Cost) Calculator.	This item is just a direct link to the institution's Net Price (Cost) Calculator.
Learner Retention	<p><b>Definition</b></p> <p>Learner retention is a measure designed to inform prospective learners and others about the percentage of learners who return to the institution from their first year of enrollment to their second year of enrollment, or who have completed their program during their first year</p>	<p>Each institution will report the percentage of students for each identified cohort year by each degree level that has either:</p> <p>i. Enrolled during the fall following entrance in the cohort (that is, Cohort Year +1, with "fall" defined as below), or</p> <p>ii. Completed a certificate or degree between entering the cohort and the following fall (that is, Cohort Year +1, with "fall" defined as above).</p>

	<p>of enrollment.</p> <p>Transparency by Design institutions created this metric based on the federal guidelines for reporting retention however expanded its definition and cohort to be more reflective of the experience of adult learners.</p> <p><b>Why Is this Important?</b></p> <p>Learner retention is an important metric to consider because it shows that students are progressing toward, or earning, the credential they are pursuing.</p>	<p>iii. Each institution will report in their methodology section on College Choices for Adults when the determination of enrollment for the second year was made.</p> <p>iv. Each institution will report in their methodology section the actual N for the cohort of students (highly encouraged for transparency’s sake) –OR– The cohort contained (select one of the following options): 25 or fewer students; 26-100 students; 101-1000 students; more than 1000 students</p> <p>Transparency by Design will utilize the IPEDS Graduation Rate Survey (GRS) (<a href="https://surveys.nces.ed.gov/ipeds/VisInstructions.aspx?survey=4&amp;id=493&amp;show=part#chunk_1105">https://surveys.nces.ed.gov/ipeds/VisInstructions.aspx?survey=4&amp;id=493&amp;show=part#chunk_1105</a>) definition for the timeframe for student enrolled either:</p> <p>i. As of October 15 of the cohort year, or</p> <p>ii. During the period between September 1 of the cohort year and August 31 of the following year.</p> <p>b. TbD institutions will utilize the above definition based on what they currently use or would use (if they do not report the GRS to IPEDS) to report the GRS to IPEDS. If the TbD institution has an official IPEDS-approved alternate census date for the GRS, they may use that census date and must report it in</p>
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		<p>the methodology section of this data item.</p> <p><b><u>Creating Student Cohorts</u></b></p> <p>To measure ‘learner progress’, TBD institutions identify a set (or ‘cohort’) of students that are chosen because they possess a common set of characteristics. Note that this methodology is based on a consistently drawn sample of students and might not include the entire student population at an institution.</p> <ol style="list-style-type: none"> <li>1. Cohort Period Covered:       <ol style="list-style-type: none"> <li>1. Transparency by Design will utilize the IPEDS <a href="#">Graduation Rate Survey (GRS) definition</a> for the timeframe for student enrolled either:           <ol style="list-style-type: none"> <li>i. As of October 15 of the cohort year, or</li> <li>ii. During the period between September 1 of the cohort year and August 31 of the following year.</li> </ol> </li> <li>2. TbD institutions will utilize the above definition based on what they <i>currently use or would use</i> (if they do not report the GRS to IPEDS) to report the GRS to IPEDS. If the TbD institution has an official IPEDS-approved alternate census date for the GRS, they may use that census date and must report it in the methodology</li> </ol> </li> </ol>
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		<p>section of this data item.</p> <ol style="list-style-type: none"> <li>3. TBD institutions will identify which of the above timeframes it used in creating its cohort in the methodology section of this data item on the <i>College Choices for Adults</i> website.</li> <li>4. TBD Cohorts will be collected in the fall of even numbered years (I.e., 2000, 2002, 2004, etc.).</li> </ol> <p>2. Who to Include:</p> <ol style="list-style-type: none"> <li>1. Adapted from the IPEDS <a href="#">Graduation Rate Survey definition</a> (italics indicates changes from the original text, which can be found in the footnotes): <ol style="list-style-type: none"> <li>i. Include <i>full-time and part-time degree -seeking students entering the institution or the degree-level for the first time (including both true first-time students and transfer-in students) either during the fall term or during the 12-month period as described above<sup>1</sup>.</i></li> <li>ii. Include students enrolled in the fall term who <i>were new to the institution or the degree-level for the prior summer term<sup>2</sup>.</i></li> <li>iii. <i>Students sitting for their first competency assessment.</i></li> <li>iv. <i>Students assembling, submitting, and receiving a final assessment of a prior</i></li> </ol> </li> </ol>
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		<p><i>learning portfolio for the first time at this institution or degree-level.</i></p> <p>2. Unchanged from IPEDS <a href="#">Graduation Rate Survey definition</a>:</p> <ol style="list-style-type: none"> <li>i. Students must be enrolled in courses creditable toward a degree, diploma, certificate, or other formal award.</li> <li>ii. Include students enrolled in courses that are part of a vocational or occupational program, INCLUDING those enrolled in off-campus centers and those enrolled in distance learning/home study programs.</li> <li>iii. Be sure to include full-time students taking remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination.</li> <li>iv. A student who is designated as a member of the cohort remains in the cohort, even if the student: <ul style="list-style-type: none"> <li>▪ Becomes a part-time student.</li> <li>▪ Transfers to another institution.</li> <li>▪ Drops out of the institution<sup>3</sup>.</li> </ul> </li> </ol>
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		<ul style="list-style-type: none"> <li>▪ Stops out of the institution.</li> <li>▪ Has not fulfilled the institutions requirements to receive a degree or certificate.</li> </ul> <p>3. Who to Exclude<sup>4</sup>:</p> <ol style="list-style-type: none"> <li>1. Adapted from the IPEDS <a href="#">Graduation Rate Survey definition</a> (italics indicates changes from the original text):       <ol style="list-style-type: none"> <li>i. <i>Do NOT exclude students who are part-time or have transferred into the institution.</i></li> </ol> </li> <li>2. Unchanged from IPEDS <a href="#">Graduation Rate Survey definition</a>:       <ol style="list-style-type: none"> <li>i. Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., nondegree seeking).</li> <li>ii. Taking CEUs unless they are also enrolled full time in courses creditable toward a degree or other formal award.</li> <li>iii. Exclusively auditing classes.</li> <li>iv. Studying abroad (e.g., at a foreign university) if their enrollment at this institution is only an administrative record and the fee is only nominal.</li> </ol> </li> </ol>
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		<p style="text-align: right;">v. In any branch campus located in a foreign country</p> <p>This replaces the IPEDS definition of “include all full-time, first-time degree/certificate-seeking undergraduates students entering the institution either during the fall term or during the 12-month period as described above.”</p> <p>2 The replaces the IPEDS definition of “include students enrolled in the fall term who attended college for the first time in the prior summer term.</p> <p>3 A student who withdraws from the institution PRIOR to the institutions’ 100% refund period does NOT count in this category. This category only counts students who remain enrolled AFTER the 100% refund period and subsequently withdraw before the close of the term or cohort period.</p> <p><b>4 The original IPEDS definition: Who to Exclude from the Cohort</b></p> <p>DO NOT include students in the cohort who are:</p> <ul style="list-style-type: none"> <li>• Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., nondegree seeking).</li> <li>• Taking CEUs unless they are also enrolled full time in courses creditable toward a degree or other formal award.</li> <li>• Exclusively auditing classes.</li> <li>• Studying abroad (e.g., at a foreign university) if their enrollment at this institution is only an administrative record and the fee is only nominal.</li> <li>• In any branch campus located in a foreign country.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Part time.</li> <li>• Transfers into the institution.</li> </ul>																				
Learner Completion	<p><b>Definition</b></p> <p>Learner Completion is a measure designed to inform prospective learners and others about the percentage of learners who persist to completion/graduation at an institution within a specific amount of time after enrolling in the institution. The "normal" time to completion is defined by the US Department of Education. Here we report, per the chart below, 150% and 200% of 'normal' time to completion. Please note, when considering these data, that they are cumulative at 200%. If an institution reports 42% completion in the 150% normal time to completion and 46% completion in the 200% normal time to completion, they are only showing that 4% more students graduated between the two time points. Their total completion is 46% NOT 88%.</p> <p>Below is a chart which shows the time frames for reporting (from enrollment) for each degree level.</p> <table border="1" data-bbox="562 1349 1188 1425"> <thead> <tr> <th></th> <th>Percent of Normal Time to Completion</th> </tr> </thead> </table>		Percent of Normal Time to Completion	<p>1. Time to Completion. Completions will be reported at 150% and 200% of "Normal Time to Completion as defined in the following chart.</p> <table border="1" data-bbox="1226 727 1860 1268"> <thead> <tr> <th></th> <th colspan="2">Percent of Normal Time to Completion</th> </tr> <tr> <th></th> <th>150%</th> <th>200%</th> </tr> </thead> <tbody> <tr> <td><b>Associate's Degree</b></td> <td>3 years</td> <td>4 years</td> </tr> <tr> <td><b>Bachelor's Degree</b></td> <td>6 years</td> <td>8 years</td> </tr> <tr> <td><b>Master's Degree</b></td> <td>3 years</td> <td>4 years</td> </tr> <tr> <td><b>Doctoral Degree</b></td> <td>6 years</td> <td>8 years</td> </tr> </tbody> </table> <p>2. Who to Count as a Completer.</p>		Percent of Normal Time to Completion			150%	200%	<b>Associate's Degree</b>	3 years	4 years	<b>Bachelor's Degree</b>	6 years	8 years	<b>Master's Degree</b>	3 years	4 years	<b>Doctoral Degree</b>	6 years	8 years
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		<b>150%</b>	<b>200%</b>	
	<b>Associate's Degree (2 years)</b>	3 years	4 years	
	<b>Bachelor's Degree (4 years)</b>	6 years	8 years	
	<b>Master's Degree (2 years)</b>	3 years	4 years	
	<b>Doctoral Degree (4 years)</b>	6 years	8 years	
	<p>Transparency by Design institutions created this metric based on the federal guidelines for reporting graduation however expanded its definition and cohort to be more reflective of the experience of adult learners to include part-time and transfer-in students.</p>			
				<ul style="list-style-type: none"> <li>i. Changed From the Graduation Rate Survey: “Count completers only once at either the undergraduate or graduate level. For those entering at the undergraduate level, indicate the highest undergraduate degree attained. For those entering at the graduate level, indicate the highest graduate degree attained.</li> <li>ii. From the Graduation Rate Survey: “Institutions can count as completers only those students who received their degree/certificate (or completed a transfer-preparatory program) within 150% of normal program time...Do not count as completers students who get their degree from another institution.”</li> <li>iii. Allowable Exclusions from the Cohort. From the Graduation Rate Survey: “Indicate the total number of students who left your institution (and have neither graduated nor transferred to another institution) because of one of the following documented reasons:</li> </ul>

		<ol style="list-style-type: none"> <li>1. The student is deceased or is totally and permanently disabled and thus unable to return to school.</li> <li>2. The student left school to serve in the armed forces or was called to active duty. (DO NOT include students already in the military who transfer to another duty station.)</li> <li>3. The student left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps.</li> <li>4. The student left school to serve on an official church mission.</li> </ol> <ol style="list-style-type: none"> <li>3. Reporting Date. Report the status of each cohort degree-seeking students <b>as of August 31</b> of the reporting year. Example: For the cohort of bachelor's degree-seeking students that is created or begins in fall 2004, completers will be reported as of August 31, 2010.</li> <li>4. Reporting Transfers. From the Graduation Rate Survey: "If the mission of your institution includes providing substantial preparation for</li> </ol>
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		<p>students to enroll in another eligible institution without having completed their program, report the total number of students who transferred out of your institution (without a degree/award) within 150% of normal time to completion. Include students who transferred out of your institution and subsequently re-enrolled. If it is not part of your mission, you may still report transfer-out data if you wish.” Transfer-out percentage will be reported in a separate line from the percentage of completers for the cohort as an element of the overall learner completion.</p> <p>5. “Too few” students. If there are fewer than 25 students in a reporting cell, the institution may elect not to report the percentages in that cell. If no value is entered, a standard symbol with the definition of ‘too few students to report’ will appear in that data item. Institutions electing not to report, may include additional description of the reason for not reporting in the “Methodology” and “Why We’re Different” sections if they wish.</p> <p><b><u>Creating Student Cohorts</u></b></p>
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		<p>To measure ‘learner progress’, TBD institutions identify a set (or ‘cohort’) of students that are chosen because they possess a common set of characteristics. Note that this methodology is based on a consistently drawn sample of students and might not include the entire student population at an institution.</p> <p>2. Cohort Period Covered:</p> <ol style="list-style-type: none"> <li>1. Transparency by Design will utilize the IPEDS <a href="#">Graduation Rate Survey (GRS) definition</a> for the timeframe for student enrolled either: <ol style="list-style-type: none"> <li>i. As of October 15 of the cohort year, or</li> <li>ii. During the period between September 1 of the cohort year and August 31 of the following year.</li> </ol> </li> <li>2. TbD institutions will utilize the above definition based on what they <i>currently use or would use</i> (if they do not report the GRS to IPEDS) to report the GRS to IPEDS. If the TbD institution has an official IPEDS-approved alternate census date for the GRS, they may use that census date and must report it in the methodology section of this data item.</li> <li>3. TBD institutions will identify which of the above timeframes it used in creating its cohort in the methodology section of this data item on the <i>College Choices for Adults</i> website.</li> </ol>
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		<p>courses creditable toward a degree, diploma, certificate, or other formal award.</p> <p>ii. Include students enrolled in courses that are part of a vocational or occupational program, INCLUDING those enrolled in off-campus centers and those enrolled in distance learning/home study programs.</p> <p>iii. Be sure to include full-time students taking remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination.</p> <p>iv. A student who is designated as a member of the cohort remains in the cohort, even if the student:</p> <ul style="list-style-type: none"> <li>▪ Becomes a part-time student.</li> <li>▪ Transfers to another institution.</li> <li>▪ Drops out of the institution<sup>3</sup>.</li> <li>▪ Stops out of the institution.</li> <li>▪ Has not fulfilled the institutions requirements to receive a degree or certificate.</li> </ul>
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		<p>4. Who to Exclude<sup>4</sup>:</p> <ol style="list-style-type: none"> <li>1. Adapted from the IPEDS <a href="#">Graduation Rate Survey definition</a> (italics indicates changes from the original text):       <ol style="list-style-type: none"> <li>i. <i>Do NOT exclude students who are part-time or have transferred into the institution.</i></li> </ol> </li> <li>2. Unchanged from IPEDS <a href="#">Graduation Rate Survey definition</a>:       <ol style="list-style-type: none"> <li>i. Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., nondegree seeking).</li> <li>ii. Taking CEUs unless they are also enrolled full time in courses creditable toward a degree or other formal award.</li> <li>iii. Exclusively auditing classes.</li> <li>iv. Studying abroad (e.g., at a foreign university) if their enrollment at this institution is only an administrative record and the fee is only nominal.</li> <li>v. In any branch campus located in a foreign country</li> </ol> </li> </ol> <p>This replaces the IPEDS definition of “include all full-time, first-time degree/certificate-seeking undergraduates students entering the institution either</p>
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		<p>during the fall term of during the 12-month period as described above.”</p> <p><sup>2</sup> The replaces the IPEDS definition of “include students enrolled in the fall term who attended college for the first time in the prior summer term.</p> <p><sup>3</sup> A student who withdraws from the institution PRIOR to the institutions’ 100% refund period does NOT count in this category. This category only counts students who remain enrolled AFTER the 100% refund period and subsequently withdraw before the close of the term or cohort period.</p> <p><sup>4</sup> <b>The original IPEDS definition: Who to Exclude from the Cohort</b></p> <p>DO NOT include students in the cohort who are:</p> <ul style="list-style-type: none"> <li>• Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., nondegree seeking).</li> <li>• Taking CEUs unless they are also enrolled full time in courses creditable toward a degree or other formal award.</li> <li>• Exclusively auditing classes.</li> <li>• Studying abroad (e.g., at a foreign university) if their enrollment at this institution is only an administrative record and the fee is only nominal.</li> <li>• In any branch campus located in a foreign country.</li> <li>• Part time.</li> <li>• Transfers into the institution.</li> </ul> <p><b><u>Methodology Section:</u></b></p>
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		<p>Report the actual N for the cohort (highly encouraged for transparency's sake)</p> <p>--OR--</p> <p>The cohort contained (select one of the following options):</p> <p>-25 or fewer students</p> <p>-26 – 100 students</p> <p>-101 – 1000 students</p> <p>-More than 1000 students.</p>
<p><b>National Survey of Student Engagement Data: Questions reported below:</b></p>	<p><b>Definition</b></p> <p><a href="#">The National Survey of Student Engagement (NSSE)</a> is used by faculty and administrators to assess and improve the collegiate experiences of undergraduates. Students from hundreds of colleges and universities are asked the same questions about their participation in educationally purposeful activities and their interaction with faculty and other students. Students voluntarily participate in NSSE.</p> <p>Transparency by Design institutions have chosen to utilize this tool based on its</p>	<p><b>Data Item Instructions:</b> Please report on the following questions for the population you have collected NSSE data from currently.</p> <p><b>More Information Instructions:</b> BE SURE TO INCLUDE INFORMATION ON THE POPULATION SURVEYED IN THE METHODOLOGY SECTION, using the following format:</p> <p>Survey Administration: -Date survey administered: -How students were selected to be surveyed: - Number of students completing the survey or whether the population completing the survey represents 1-20 students or More than 20 students:</p>

	<p>widespread use and acceptance. The data presented here were gathered from senior-level learners at each institution. Institutions have reported the top two positive answers in this section (quite a bit and very much) as a single whole percentage. For example, if 30% answered quite a bit and 40% answered very much, then the institution has reported 70% here.</p> <p><b>Why Is this Important?</b></p> <p>Studies have shown that students who are engaged in good educational practices better achieve the desired learning and personal development outcomes of college. Also, students' answers to these questions also give you insight into the culture of the institution and therefore can help you determine if this institution is a good fit for you.</p>	<p>-Other survey considerations:</p> <p>NOTE: This data item will not be considered complete and publishable without the methodology information.</p> <p><b>Report all percentages to the nearest whole number (i.e., 28%). Report only the total percentage for the combined categories.</b></p>
11b Acquiring job or work-related knowledge and skills.		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
11c Writing clearly and effectively.		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
11e Thinking critically and analytically.		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)

11 g Using computing and information technology		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
11 h Working effectively with others.		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
11m Solving complex real-world problems.		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
6f Learned something that changed the way you understand an issue or concept.		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
1q Received prompt written or oral feedback from faculty on your academic performance.		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
1r Worked harder than you thought you could to meet an instructor's standards or expectations.		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
8a Quality of relationships with other students.		Top 3 positive answers (5, 6, 7) as a whole number (Ex. 5 (20%) + 6 (40%) + 7 (10%) = Report 70)
8b Quality of relationships with faculty members.		Top 3 positive answers (5, 6, 7) as a whole number (Ex. 5 (20%) + 6 (40%) + 7 (10%) = Report 70)
8c Quality of relationships with administrative personnel and offices.		Top 3 positive answers (5, 6, 7) as a whole number (Ex. 5 (20%) + 6 (40%) + 7 (10%) = Report 70)
10b Providing the support you need to help you succeed academically.		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)

<p>13 How would you evaluate your entire educational experience at this institution?</p>		<p>Top 2 positive answers (quite a bit &amp; very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)</p>
<p>14 If you could start over again, would you go to the same institution you are now attending?</p>		<p>Top 2 positive answers (quite a bit &amp; very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)</p>
<p>Community College Survey of Student Engagement Data: Questions reported below:</p>	<p><b>Definition</b></p> <p>The <a href="#">Community College Survey of Student Engagement (CCSSE)</a> is used by faculty and administrators at community colleges to assess and improve the collegiate experiences of undergraduates. Students from hundreds of community colleges are asked the same questions about their participation in educationally purposeful activities and their interaction with faculty and other students. Students voluntarily participate in CCSSE. Transparency by Design institutions have chosen to utilize this tool based on its widespread use and acceptance. The data presented here were gathered from a random selection of students enrolled in credit-bearing courses at the community college represented. Institutions have reported the top two positive answers in this section (quite a bit and very much) as a single whole percentage. For</p>	<p>Data Item Instructions: Please report on the following questions for the population you have collected CCSSE data from currently.</p> <p>More Information Instructions: BE SURE TO INCLUDE INFORMATION ON THE POPULATION SURVEYED IN THE METHODOLOGY SECTION, using the following format:</p> <p>Survey Administration: -Date survey administered: -How students were selected to be surveyed: -Number of students completing the survey or whether the population completing the survey represents 1-20 students or More than 20 students: -Other survey considerations:</p> <p>NOTE: This data item will not be considered complete and publishable without the methodology information.</p> <p>Report all percentages to the nearest whole number (i.e., 28%). Report only the total percentage for the combined categories.</p>

	<p>example, if 30% answered quite a bit and 40% answered very much, then the institution has reported 70% here.</p> <p><b>Why Is this Important?</b></p> <p>Studies have shown that students who are engaged in good educational practices better achieve the desired learning and personal development outcomes of college. Also, students' answers to these questions give you insight into the culture of the institution and therefore can help you determine if this institution is a good fit for you.</p>	
Acquire job or work-related knowledge and skills		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
Write clearly and effectively		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
Think critically and analytically		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
Use computing and information technology		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)

Work effectively with others		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
Received prompt feedback (written or oral) from instructors on your performance.		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
Worked harder than you thought you could to meet an instructor's standards or expectations		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
Supportiveness of other students		Top 3 positive answers (5, 6, 7) as a whole number (Ex. 5 (20%) + 6 (40%) + 7 (10%) = Report 70)
Supportiveness of instructors		Top 3 positive answers (5, 6, 7) as a whole number (Ex. 5 (20%) + 6 (40%) + 7 (10%) = Report 70)
Supportiveness of administrative personnel and offices		Top 3 positive answers (5, 6, 7) as a whole number (Ex. 5 (20%) + 6 (40%) + 7 (10%) = Report 70)
Providing the support you need to help you succeed at this college.		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
How would you evaluate your entire educational experience at this college?		Top 2 positive answers (quite a bit & very much) as a whole number (Ex. Quite a bit 30% + Very Much 40% = Report 70)
Priorities Survey of Online Learners Elements Reported below by degree level	<b>Definition</b>	<b>Data Item Instructions:</b> Please report on the following questions for the population you have collected PSOL data from currently.

<p>(undergraduate/graduate)</p>	<p>The Priorities Survey for Online Learners (PSOL) is used to measure the satisfaction levels of online learners. As online learning programs have gained popularity, higher education has realized that students in these programs also have different needs, expectations, and priorities than on-campus students.</p> <p>The first survey of its kind designed specifically for online students, the PSOL helps higher education institutions understand how satisfied students are and what issues are really important to them.</p> <p>Transparency by Design institutions have chosen to utilize this tool as it directly addresses the needs of adult distance learners. A random sample of learners was used to report these satisfaction items on a scale of 1 (not satisfied at all) to 7 (very satisfied).</p> <p><b>Why Is this Important?</b></p> <p>It is important for you to understand how satisfied online students are at an institution you are considering because it may be one reflection of the experience you could have at that institution.</p>	<p><b>More Information Instructions:</b>  BE SURE TO INCLUDE INFORMATION ON THE POPULATION SURVEYED IN THE METHODOLOGY SECTION, using the following format:</p> <p>Survey Administration:  -Date survey administered:  -How students were selected to be surveyed:  - Number of students completing the survey or whether the population completing the survey represents 1-20 students or More than 20 students:</p> <p>-Other survey considerations:</p> <p>NOTE: This data item will not be considered complete and publishable without the methodology information. Report your Scale score (satisfaction only, not importance) for all items, out to two decimal points (ex. 5.21) (Scale is 0-7).</p>
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<b>Undergraduate</b> Instructional Services		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Undergraduate</b> Academic Services		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Undergraduate</b> Institutional Perceptions		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Undergraduate</b> Student Services		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Undergraduate</b> Enrollment Services		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Undergraduate</b> So far, how has your college experience met your expectations?		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Undergraduate</b> Rate your overall satisfaction with your experience here thus far.		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Undergraduate</b> All in all, if you had to do it over, would you enroll again?		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Graduate</b> Instructional Services		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Graduate</b> Academic Services		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)

<b>Graduate</b> Institutional Perceptions		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Graduate</b> Student Services		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Graduate</b> Enrollment Services		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Graduate</b> So far, how has your college experience met your expectations?		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Graduate</b> Rate your overall satisfaction with your experience here thus far.		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>Graduate</b> All in all, if you had to do it over, would you enroll again?		Report your Scale score (satisfaction only, not importance) for this item, out to two decimal points (ex. 5.21)
<b>ETS Proficiency Profile</b>	<p><b>Definition</b></p> <p>The <a href="#">ETS Proficiency Profile</a> (formerly named the Measure of Academic Proficiency and Progress or MAPP) measures academic skills developed in general education courses. It assesses proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences.</p> <p>Transparency by Design institutions have</p>	<p><b>Data Item Instructions:</b></p> <ol style="list-style-type: none"> <li>1. TbD institutions will take a random sample of their graduating undergraduate students (as close to graduation as possible). ETS requires at least fifty valid results to generate aggregate reports, TbD institutions will be mindful of this and generate a random sample large enough to guarantee fifty responses. Review of the sample should representative of appropriateness of indicators such as program of study, age, gender, ethnicity and GPA levels for the graduating</li> </ol>

	<p>chosen to utilize this tool to take a 'snapshot' of how graduating undergraduate students perform on measures of general education academic skills. The data presented here were gathered from a random selection of graduating undergraduate students as close to graduation as possible and represent the percentage of students who scored a Proficient.</p>	<p>undergraduate student cohort.</p> <ol style="list-style-type: none"> <li>2. TbD institutions will initially report new data each year.</li> <li>3. TbD institutions will utilize the abbreviated version of the ETS Proficiency Profile.             <ol style="list-style-type: none"> <li>a. All skill proficiencies will be reported in aggregate form.                 <ol style="list-style-type: none"> <li>1. Total Score</li> <li>2. Skills subscores (critical thinking, reading, writing and mathematics)</li> <li>3. Context subscores (humanities, social sciences and natural sciences)</li> </ol> </li> </ol> </li> <li>4. As the ETS Proficiency Profile is not required to be administered at a specific time by ETS, TbD institutions will administer the assessment to graduating undergraduate students as close to graduation as possible.</li> </ol> <p><b>More Information Instructions:</b>          BE SURE TO INCLUDE INFORMATION ON THE POPULATION SURVEYED IN THE METHODOLOGY SECTION, using the following format:</p> <p>Survey Administration:          -Date survey administered:          -How students were selected to be surveyed:          - Number of students completing the survey or whether the population completing the survey represents 1-20 students or More than 20 students</p>
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		<p>-Other survey considerations:</p> <p>NOTE: This data item will not be considered complete and publishable without the methodology information.</p>
Total Score		Report the percentage of students tested who scored a Proficient as a whole number (Ex. 79% scored proficient enter 79)
Critical Thinking		Report the percentage of students tested who scored a Proficient as a whole number (Ex. 79% scored proficient enter 79)
Reading		Report the percentage of students tested who scored a Proficient as a whole number (Ex. 79% scored proficient enter 79)
Writing		Report the percentage of students tested who scored a Proficient as a whole number (Ex. 79% scored proficient enter 79)
Mathematics		Report the percentage of students tested who scored a Proficient as a whole number (Ex. 79% scored proficient enter 79)
Humanities		Report the percentage of students tested who scored a Proficient as a whole number (Ex. 79% scored proficient enter 79)
Social Sciences		Report the percentage of students tested who scored a Proficient as a whole number (Ex. 79% scored proficient enter 79)
Natural Sciences		Report the percentage of students tested who scored a Proficient as a whole number (Ex. 79% scored proficient enter 79)

## Alumni Satisfaction Information:

This information helps potential learners understand how satisfied with their degree and experience an institution's alumni are.

Data Item Title	Data Item Definition as it appears on the website	Directions For Providing the Data for the College Choices for Adults website
<p><b>Alumni Outcomes by Degree Level (where applicable)</b></p> <p><b>Showing percentage of students who responded positively</b></p> <p><i>Questions reported Below By Degree Level:</i></p>	<p>This section presents the results of surveys that asked alumni to describe their overall satisfaction with their institution. The percentage of students giving a positive response to this item is reported.</p> <p>If an institution does not display results for a given degree level (ex. Associate), it is because they either do not offer that degree at their institution or have not yet collected data on these questions from their alumni.</p> <p>Why Is this Important?</p> <p>Alumni are excellent sources for testimonials about how an entire program may or may not be built and organized to achieve the desired results they sought, both academically and professionally.</p>	<p><b>Directions For Providing the Data for the College Choices for Adults website</b></p> <p><b>Data Item Reporting Instructions:</b></p> <p>Alumni levels should be based on a Likert scale (1 lowest score/5 highest score or 1 lowest score/7 highest score), with the reporting of the percentage of positive respondents (4 or 5 for 5-point scale or 5,6, or 7 for a 7-point scale) reported.</p> <p>Data will be collected by the following degree levels: Associate, Baccalaureate, Master's, and Doctoral.</p> <p><b>More Information Reporting Instructions:</b></p> <p>Each institution will clearly define the Methodology used to collect the data reported for each of the following questions/dimensions, using the following format:</p> <p>Survey Administration:</p> <ul style="list-style-type: none"> <li>-Date survey administered:</li> <li>-Question used: (if you did not use the exact question, please list the question that appeared on your survey.)</li> <li>-Number of students completing the survey:</li> <li>-Other survey considerations:</li> </ul>

		<p>Report all percentages to the nearest whole number (i.e., 28%). Report only the total percentage for the combined categories.</p> <p><b><i>This data item will not be considered completed until the methodology is reported.</i></b></p>
Associate		Standard Reporting Dimensions:
Describe your overall satisfaction with your experiences at YOUR INSTITUTION.		Very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, very dissatisfied
Associate		Standard Reporting Dimensions:
Is the education you received at YOUR INSTITUTION relevant to your current goals?		Yes, highly relevant; Yes, somewhat relevant; No, not relevant
Associate		Standard Reporting Dimensions:
Would you recommend YOUR INSTITUTION to others?		Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Associate		Standard Reporting Dimensions:
How satisfied are you that YOUR INSTITUTION helped you meet your program outcomes?		Very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, very dissatisfied
Bachelors		Standard Reporting Dimensions:
Describe your overall satisfaction		Very satisfied, somewhat satisfied, neutral,

with your experiences at YOUR INSTITUTION.		somewhat dissatisfied, very dissatisfied
Bachelors Is the education you received at YOUR INSTITUTION relevant to your current goals?		Standard Reporting Dimensions: Yes, highly relevant; Yes, somewhat relevant; No, not relevant
Bachelors Would you recommend YOUR INSTITUTION to others?		Standard Reporting Dimensions: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Bachelors How satisfied are you that YOUR INSTITUTION helped you meet your program outcomes?		Standard Reporting Dimensions: Very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, very dissatisfied
Masters Describe your overall satisfaction with your experiences at YOUR INSTITUTION.		Standard Reporting Dimensions: Very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, very dissatisfied
Masters Is the education you received at YOUR INSTITUTION relevant to your current goals?		Standard Reporting Dimensions: Yes, highly relevant; Yes, somewhat relevant; No, not relevant
Masters		Standard Reporting Dimensions:

Would you recommend YOUR INSTITUTION to others?		Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Masters  How satisfied are you that YOUR INSTITUTION helped you meet your program outcomes?		Standard Reporting Dimensions:  Very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, very dissatisfied
Doctoral  Describe your overall satisfaction with your experiences at YOUR INSTITUTION.		Standard Reporting Dimensions:  Very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, very dissatisfied
Doctoral  Is the education you received at YOUR INSTITUTION relevant to your current goals?		Standard Reporting Dimensions:  Yes, highly relevant; Yes, somewhat relevant; No, not relevant
Doctoral  Would you recommend YOUR INSTITUTION to others?		Standard Reporting Dimensions:  Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Doctoral  How satisfied are you that YOUR INSTITUTION helped you meet your program outcomes?		Standard Reporting Dimensions:  Very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, very dissatisfied



**Program Information:**

This information is used to help learners understand the program they are investigating including what the program learning outcomes are, how they will be measured and how current/past students have performed on those measures. This will allow the learner to match their professional and personal goals with a program that will help them reach those goals.



Data Item Title	Data Item Definition as it appears on the website	Directions For Providing the Data for the College Choices for Adults website
<b>School / College / Department</b>	College, school or department within the institution that is offering the program, as applicable.	Give the name of the school, college, or department within the institution that is offering the program.
<b>Program</b>	The name of the academic program being offered by the institution.	Give the name of the program. (Do not include the degree level in this name)
<b>Degree/Certificate Awarded</b>	<p>Online higher education programs offer a variety of education credentials in many disciplines, ranging from undergraduate-level associate and bachelor degrees to graduate-level master and doctoral degrees. Many institutions also offer undergraduate- and graduate-level certificate programs for credit, which are usually more specialized in focus and require less time to complete.</p> <p>In this item, institutions have indicated the degree or certificate awarded for this program.</p> <p>Why is this important?</p> <p>Many employers require job applicants to have earned some form of a higher education degree or credit certificate. You need to have a clear</p>	<p>This is an open text box - you may enter the exact name of the degree you are approved to offer.</p> <p>Use the format of the degree or certificate’s initials, a dash, followed by the name of the degree or certificate fully spelled out.</p> <p>Examples:            MBA-Master of Business Administration,            MIT-Master of Information Technology            Ph.D.-Doctor of Philosophy</p>

	understanding of what type of degree or certificate is being offered and how it might apply to your career or goals.	
<b>Degree / Certificate Level</b>	No definition on site as these are only used for search	Choose a degree or certificate level for the above program from the list below. Place an X next to the appropriate response. This answer will not be displayed on the College Choices for Adults website but will determine how you program is found in the search function.
<b>Classification of Instruction Programs (CIP) Code</b>	No definition on site as this is only used for search.	Please enter the 6 digit CIP code for the above program from the list found at: <a href="http://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55">http://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55</a> This answer will not appear on the College Choices for Adults website, but will determine how your program is found in the search function. <b>Only one CIP Code per program is allowed.</b>
<b>Program Website</b>	The institution's website provides additional information about the program.	Provide the URL that will take the learner directly to more information about the program on your institution's website.
<b>Program's Specializations</b>	Within a degree or certificate program, an institution may provide optional sets of courses from which a student may choose. Each program specialization allows students to obtain acknowledgement of their knowledge, skills and abilities. Institutions may call these "specializations," "concentrations," or "emphases". A response of "Not Applicable" indicates that the program has no specializations.	If there are further specializations or emphases within this degree / certificate program, list them here. For example, the Certificate in Accounting may have emphases in Small Business or in Audit Preparation.
<b>Program Mission</b>	The program mission reflects the philosophy of the institution and of the department's faculty. The philosophy is further expressed in the Program Learning Outcomes.	Program's mission statement. Alternatively, substitute goals and objectives, effectiveness statements, etc.

<p><b>Professional Accreditation</b></p>	<p>Accreditation is a process whereby educational programs are recognized by an association of colleges offering the same program. Accreditation indicates that the program meets a set of rigorous educational standards. While Regional Accreditation applies to the entire institution, Professional Accreditation, is awarded for a specific academic discipline.</p> <p>Note: The importance of professional accreditation varies by degree or certificate program. For some it is not available, for some it is very important and for some it is optional.</p> <p>Why is this important? Students may wish to talk to employers about the importance of Professional Accreditation for any degree or certificate that you are considering. The importance of Professional Accreditation differs among programs.</p>	<p>List the professional accreditation(s) earned by this program, if applicable.</p> <p>Note: You may wish to use the Context section of the “More information” button if the program has no professional accreditation. It would be helpful to explain if there is no accreditation for this discipline or why your program is not accredited.</p>
<p><b>Test(s) Required for Program Admission</b></p>	<p><b>Definition</b> Some academic programs may require a potential learner to pass a test or examination prior to enrolling in the program. This data item will explain</p> <ul style="list-style-type: none"> <li>• What test(s) are required for admission to this program?</li> <li>• What the cut-off score for successful admissions is for</li> </ul>	<p>For each academic program, specify any admissions tests required and cut-off scores for admission to the program. The answer to this data item will encompass the following questions to be considered complete:</p> <ul style="list-style-type: none"> <li>• a. What test(s) are required for admissions to this program?</li> <li>• b. What is the cut-off score for successful admissions for each test?</li> </ul>

	<p>each test.</p> <ul style="list-style-type: none"> <li>• Where can you can find more information.</li> </ul> <p><b>Why is this important?</b></p> <p>When you are considering different programs, if a program requires a test for admission you'll want to consider your ability to take the test. This ability includes not only academic performance on the test but where it has to be taken, what the costs associated are and how well you must perform to be admitted. If you have test anxiety, it may prove beneficial for you to consider a program that does not require a test.</p>	<ul style="list-style-type: none"> <li>• c. Where can I get more information?</li> </ul>
	<p><b>Definition</b></p> <p>Some programs, though primarily at a distance or online, may require periodic face-to-face meetings, colloquia, residencies or testing at a testing center. It is important to understand how many and where these may occur as they may add to the cost of your education and will need to be considered in your schedule as well.</p>	<p>Please describe any expectations for a student to attend meeting(s)/training(s)/class(es)/symposium(s)/orientation(s) in-person as a requirement for this program including any requirements in specific courses within the program.</p>
<b>Face-to-Face Requirements</b>		
<b>Program Credits/Units to Graduation</b>	<b>Definition</b>	For each academic program, specify the number of credits/units necessary to graduate. If your institution does not use credits/units,

	<p>This data item will explain the specific number of credits or units which are necessary to graduate with a degree or certificate from this program. It will include any additional graduation requirements, including any requirements for completing credits at this institution.</p> <p><b>Why is this important?</b></p> <p>You'll want to fully understand all the requirements before you enroll in a program. If your questions are not answered in this data item, don't be shy – be sure to ask your admission counselor so you go into your program well informed.</p>	<p>please explain briefly for students. List other graduation requirements, including any requirements for completing credits from that institution.</p>
<p><b>Program Learning Outcomes</b></p>	<p>Program learning outcomes are a set of the knowledge and skills that students are expected to acquire and demonstrate as they move through their degree or certificate program. Program learning outcomes answer the question—what will I learn? Usually there are outcomes for the degree or certificate program and separate outcomes for general education.</p> <p>Note: It is difficult to compare program learning outcomes for several reasons including:</p> <ul style="list-style-type: none"> <li>• Differences in academic programs – a practical program might have more</li> </ul>	<p>List the intended learning outcomes for students who complete the program.</p> <p>Note: Learning outcomes are required. Please use complete sentences. Use bullets for lists of items.</p>

	<p>explicit outcomes statements than is possible for a program that is more theory-based.</p> <ul style="list-style-type: none"> <li>• Differences in institutional requirements for program learning outcomes statements – institutions will vary in the length, detail, and components of their outcomes statements</li> <li>• Differences in philosophy – even in the same academic field, programs at different colleges will vary in the learning outcomes they consider important.</li> </ul> <p>Why is this important? A program’s statement of its learning outcomes should match your needs and desires for both personal and career growth.</p>	
<p><b>Evidence of Student Learning – Internal: How will the program measure what I have learned?</b></p>	<p>This item shows how well students have met the Program Learning Outcomes. Included are:</p> <p>a) How are the outcomes measured? – this may include course- and program-related tests, projects, and other assignments, such as competency exams, capstone projects, or other demonstrations of the knowledge and skills that are listed in the Program Learning Outcomes.</p> <p>b) How did the students perform? – the results of how well students</p>	<p>This item includes two parts:</p> <ol style="list-style-type: none"> <li>1) How are the outcomes measured? Describe any internal assessments used to measure your program's learning outcomes, and</li> <li>2) How did the students perform? Describe your program's most recent results on those assessments, including the cohort assessed, date of assessment and any other relevant methodological information.</li> </ol> <p><b>This data item will not be considered complete and publishable until both of these parts have been fulfilled satisfactorily.</b></p> <p>Please use complete sentences. Please use the following headers: How are the outcomes measured? How did the students perform?</p>

	<p>performed.</p> <p>Note: It is difficult to compare measurements of learning outcomes for several reasons including:</p> <ul style="list-style-type: none"> <li>• Differences in academic programs – a practical program might have more explicit outcomes statements than is possible for a program that is more theory-based.</li> <li>• Differences in institutional requirements for program learning outcomes statements – institutions will vary in the length, detail, and components of their outcomes statements</li> <li>• Differences in philosophy – even in the same academic field, programs at different colleges will vary in the learning outcomes they consider important.</li> </ul>	
<p><b>Results of External Exams/Assessments: What third-party assessments will measure what I have learned?</b></p>	<p>An external exam is a test given by a third-party (outside of the institution) that measures selected knowledge, skills, and abilities. There are two different types of external exams - exams required for licensure in certain professions and exams that measure student learning. This section lists the external exams students took for this program and how well they performed on these exams.</p> <p>When comparing institutions, please</p>	<p>This item includes two parts:</p> <ol style="list-style-type: none"> <li>1) What third-party measures are used? Describe any third party exams, assessments, or certification exams (e.g. MAPP, CLA, Major Field Test, Praxis, etc.), and</li> <li>2) How did students perform? Describe your program's most results on those assessments, including the cohort assessed, date of assessment and any other relevant methodological information.</li> </ol> <p><b>This data item will not be considered complete and publishable until both of these parts have been fulfilled satisfactorily.</b></p> <p>Please use complete sentences. Please use the following headers: What third-party measures are used?</p>

	<p>note that if they do not offer the same exam you will not be able to compare the results.</p> <p>Why is this important?</p> <p>An external exam also allows you to see how the institution's students performed compared to students from other institutions on the same exam. Third-party examinations are mandatory to obtain certification for certain occupations, such as nursing. For some occupations, the external exam is all that is required for certification. For other occupations, there may be additional state or local certification requirements. Check to see if an external validation exam is the case for the career path that you have chosen.</p>	<p>How did students perform?</p>
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