

# Student Achievement Measure Report

January 4, 2016

Fall 2009 Cohort

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## Introduction

In December 2013, Lake Region State College signed up to participate in the Student Achievement Measure (SAM). SAM is a web-based, voluntary reporting tool that enables LRSC to measure and show publicly the graduation rates of students who each year either go uncounted or are wrongly characterized as having dropped out of college under the federal graduation rate. Unlike the federal graduation rate, which only tracks full-time students who start and finish at LRSC, SAM also tracks the progress and completion of transfer students and part-time students.

## What is SAM?

“SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution. It tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM is an improved way to report undergraduate student progress and completion by including a greater proportion of students as well as tracking students who enroll in multiple higher education institutions. Usual measures of student progress and completion, including government-led efforts, usually underreport student achievement because they do not account for an increasingly mobile student population.

Nationally, more than one in five students who complete a degree do so at an institution other than the one where they started, according to a recent study by the National Student Clearinghouse Research Center. Yet the typical method for calculating graduation rates, as stipulated by federal legislation, counts only those students who enroll full-time and then start and finish at their first college or university. SAM better accounts for the success of these students.

SAM is a collaborative effort of the six national presidential higher education associations and has been endorsed by nine prominent national higher education organizations. Funding for SAM is provided in large part by the Bill & Melinda Gates Foundations with additional support from the Carnegie Corporation, the Association of Public and Land-grant Universities, and the American Association of State Colleges and Universities.”

[www.studentachievementmeasure.org](http://www.studentachievementmeasure.org)

## Why is SAM Important?

In August 2013, the Department of Education (DOE) proposed the Post-Secondary Rating System (PIRS). The PIRS would compare colleges with similar missions and rank their effectiveness to help students from disadvantaged and underrepresented backgrounds, as well as colleges that are improving their performance, based on graduation rate, retention rate, percent of students receiving need-based financial aid, loan repayment rates, employment rates, etc. In August 2015, the DOE changed its focus from the PIRS to the development of consumer-focused tools that would assist students and their families to choose an institution of higher education. The initial plan was to use IPEDS data as a tool. The DOE has recently publically announced that it might allow institutions to include data from SAM.

## Reporting Guidelines

Model: Associates

Cohort: Full-Time

Start Year: Fall 2009

End Year: Summer 2015

Model: Associates

Cohort: Part-Time

Start Year: Fall 2009

End Year: Summer 2015

All students included in each cohort are tracked for six years, with the six-year outcomes measures reported at the end of the sixth year (summer 2015). Outcomes are non-duplicative and mutually exclusive; each student appears in only one of the following groups. Student are counted in the highest outcome category they are qualified for (e.g., if a student earned both a certificate and an associate's degree from LRSC with later transferring to another institution, they would be counted in Associates degree from LRSC but not Certificate award from LRSC).

## Outcomes Measures

**Cohort Size** - Enter the number of Full-Time and Part-Time associates or certificate seeking students who have earned a high school diploma or equivalent, who entered LRSC for the first-time during the fall 2009 term. For purposes of SAM, credential seeking students are defined as students who have earned 12 credit hours (or the equivalent) of course work by the end of their second year (summer 2011). The earned credits hours are inclusive of developmental education and college-level course credits and cumulative, either awarded by LRSC or another institution, if you are aware of the credits awarded by another institution.

**Exclusions** - Enter the number of students who meet the criteria for being excluded from the total cohort. Exclusions are students who may be removed from a cohort if they left the institution for one of the following reasons:

1. death or total and permanent disability;
2. service in the armed forces (including those called to active duty);
3. service with a foreign aid service of the federal government, such as the Peace Corps; or
4. service on official church missions.

**Associate degree from LRSC** - Enter the number of students who earned an associate's degree from LRSC without later transfer to another institution.

**Associate degree from LRSC with transfer to another institution** - Enter the number of students who earned an associate's degree from LRSC who later transferred to another institution.

**Certificate award from LRSC** - Enter the number of students who earned a certificate from LRSC without later transfer to another institution.

**Certificate award from LRSC with transfer to another institution** - Enter the number of students who earned a certificate from LRSC who later transferred to another institution.

**Transferred with no degree or certification from LRSC** - Enter the number of students who transferred to another post-secondary institution, with no degree or certificate.

**Enrolled at LRSC** - Enter the number of students who were still enrolled at LRSC during the sixth academic year, and who have not previously earned a credential.

**Unknown**

### SAM vs. IPEDS

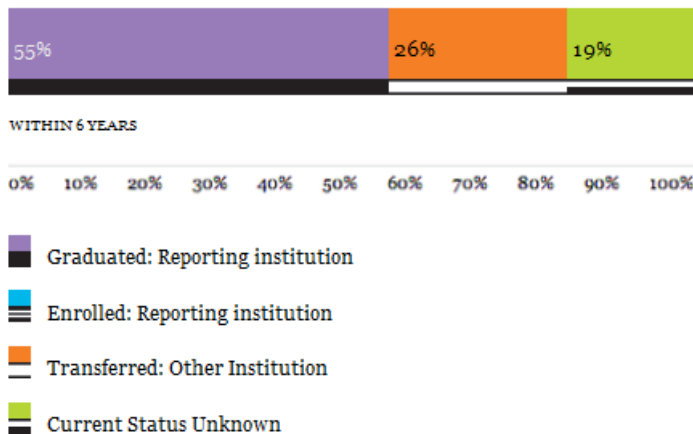
LRSC's graduation rate for the 2009 cohort as calculated by IPEDS guidelines was 40%. LRSC's graduate rate for the 2009 cohort as calculated by SAM guidelines was 55%. The difference is due to the variances in reporting guidelines of the cohort, allowable exclusions, and time to complete as detailed in the chart below.

Definition	IPEDS	SAM
<i>Cohort:</i> Specific group of students established for tracking purposes	<ul style="list-style-type: none"> <li>• First-time, full-time</li> </ul>	<ul style="list-style-type: none"> <li>• First-time, full-time</li> <li>• <b>First-time, part-time</b></li> <li>• <b>Transfer, full-time</b></li> <li>• <b>Transfer, part-time</b></li> </ul>
<i>Allowable Exclusions:</i> Students removed from the cohort	<ul style="list-style-type: none"> <li>• Death</li> <li>• Total and permanent disability</li> <li>• Left school to serve in the armed forces</li> <li>• Left school to serve with a foreign service of the federal government</li> <li>• Left school to serve on official church mission</li> </ul>	<ul style="list-style-type: none"> <li>• Death</li> <li>• Total and permanent disability</li> <li>• Left school to serve in the armed forces</li> <li>• Left school to serve with a foreign service of the federal government</li> <li>• Left school to serve on official church mission</li> <li>• <b>Students who have not earned 12 credit hours by the end of their second year</b></li> </ul>
<i>Time to Complete:</i> The amount of time necessary for students to complete all requirements of a degree of certificate	<ul style="list-style-type: none"> <li>• 3 years</li> </ul>	<ul style="list-style-type: none"> <li>• 6 years</li> </ul>

### SAM Results

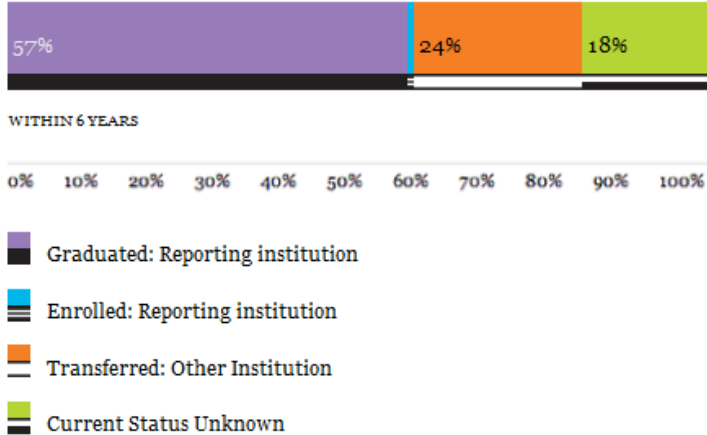
#### All students

LRSC reported 235 students in this cohort. Of those 235 students, 130 graduated, 1 was still enrolled, 60 transferred with no degree from LRSC, and 44 did not persist (current status unknown).



### Full-time students

LRSC reported 199 students in this cohort. Of those 199 students, 114 graduated, 1 was still enrolled, 47 transferred with no degree from LRSC, and 37 did not persist (current status unknown).



### Part-time students

LRSC reported 36 students in this cohort. Of those 36 students, 16 graduated, 13 transferred with no degree from LRSC, and 7 did not persist (current status unknown).

