



**MAPS INSTITUTIONAL  
EQUITY OUTCOMES  
DASHBOARD METHODOLOGY**

# OVERVIEW

The MAPS Institutional Equity Outcomes Dashboard displays data from the US Department of Education Integrated Postsecondary Education Data System (IPEDS) and the US Census Bureau to provide a way of measuring equity across student experience and outcomes at more than 3,000 colleges and universities in the US. This dashboard was developed by a team of data scientists and social impact consultants at the Sorenson Impact Center at the University of Utah. The dashboard displays IPEDS data at the institution level and US Census Bureau data at the state level. Data are disaggregated by race, Pell recipient status, and other characteristics when available from these two data sources. This work is a part of the MAPS Project (Model, Analyze, Prototype, Share) created by the Sorenson Impact Center at the University of Utah and supported by the Bill and Melinda Gates Foundation.

## Institution Inclusion / Exclusion

The MAPS project makes a concerted effort to maintain data consistency. To that end, data is selected for inclusion contingent on usability across the three core MAPS dashboards (STEP, Financial Health, Institutional Equity Outcomes). For various reasons, an institution's data may have been excluded, for example:

- Merger and acquisition may have obscured the identity of an institution
- Multi-campus organizations could have compromised the identification process
- Complicated organizational structures can confuse the sector association process
- Omission of data reported to IPEDS, especially with regard to financials, will remove an organization from inclusion

# EQUITY VARIABLES

Variables Included in the MAPS Institutional Equity Outcomes Dashboard		
IPEDS Variable number	Variable name	IPEDS Definition
<b>School Profile</b>		
10166	Tribal college	A code to indicate whether the institution is one of the Tribal Colleges and Universities. These institutions, with few exceptions, are tribally controlled and located on reservations. They are all members of the American Indian Higher Education Consortium.
10151	Historically Black College or University	A code to indicate whether the institution is one of the Historically Black College or University (HBCU) institutions. The Higher Education Act of 1965, as amended, defines an HBCU as: "...any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of

		Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation."
15225	Land Grant Institution	A land-grant college or university is an institution that has been designated by its state legislature or Congress to receive the benefits of the Morrill Acts of 1862 and 1890. The original mission of these institutions, as set forth in the first Morrill Act, was to teach agriculture, military tactics, and the mechanic arts as well as classical studies so that members of the working classes could obtain a liberal, practical education.
See description	Selectivity	Admissions total (Var# 11021) divided by Applicants total (Var# 11016)
<b>Services</b>		
15426	Undergraduate level distance education programs offered	Distance education course - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education. Distance education program - A program for which all the required coursework for program completion is able to be completed via distance education courses.
10801	On-campus day care for students' children	A student service designed to provide appropriate care and protection of infants, preschool, and school-age children so their parents can participate in postsecondary education programs.
10796	Placement services for completers	Assistance for students in evaluating their career alternatives as well as in obtaining full-time employment upon leaving the institution.
10791	Employment services for students	Activities intended to assist students in obtaining part-time employment as a means of defraying part of the cost of their education.
10781	Remedial services	Instructional activities designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.
10786	Academic/Career Counseling service	Activities designed to assist students in making plans and decisions related to their education, career, or personal development.
10746	Weekend/evening college	A program that allows students to take a complete course of study and attend classes only on weekends or only in the evenings.
10686	Credit for life experiences	Credit earned by students for what they have learned through independent study, noncredit adult courses, work experience, portfolio demonstration, previous licensure or certification, or completion of other learning opportunities (military, government, or professional). Credit may also be awarded through credit by examination program

<b>Retention and Graduation</b>		
21021	Part-time retention rate	The part-time retention rate is the percent of the (fall part-time cohort from the prior year minus exclusions from the fall part-time cohort) that re-enrolled at the institution as either full- or part-time in the current year
21016	Full-time retention rate	The full-time retention rate is the percent of the (fall full-time cohort from the prior year minus exclusions from the fall full-time cohort) that re-enrolled at the institution as either full- or part-time in the current year
81311	6-year Graduation rate - bachelor's degree within 150% of normal time	6-year Graduation rate - bachelor's degree within 150% of normal time The number of students from the adjusted bachelor's degree-seeking cohort, who completed a bachelor's degree within 150 percent of normal time (6-years) divided by the adjusted cohort. Note: Adjusted Cohort is the revised cohort minus exclusions as reported by the institution as of 150 percent of normal time. (6-years).
80296 filtered by 80176 (cohort type)	Transfer out rate - within 150% time	Total number of students from the cohort or subcohort who transferred out at any time within 150% of normal time to completion. A transfer-out student is a student who has not completed or graduated from the program in which he or she was enrolled, but who has subsequently enrolled at another eligible institution in any program for which the reporting institution provided substantial preparation.
<b>Outcomes</b>		
83035	Percent of adjusted cohort receiving an award at 8 years	Award and enrollment data at four, six and eight years of entering degree/certificate-seeking undergraduate cohorts at degree-granting institutions, by Pell status
83081	Percent of adjusted cohort still enrolled at your institution at 8 years	Award and enrollment data at four, six and eight years of entering degree/certificate-seeking undergraduate cohorts at degree-granting institutions, by Pell status
83086	Percent of adjusted cohort enrolled subsequently at another institution at 8 years	Award and enrollment data at four, six and eight years of entering degree/certificate-seeking undergraduate cohorts at degree-granting institutions, by Pell status
83091	Percent of adjusted cohort enrollment status unknown at 8 years	Award and enrollment data at four, six and eight years of entering degree/certificate-seeking undergraduate cohorts at degree-granting institutions, by Pell status
83001	Cohort category	Award and enrollment data at four, six and eight years of entering degree/certificate-seeking undergraduate cohorts at degree-granting institutions, by Pell status

## Supplemental Definitions

### Race/ethnicity categories

#### **American Indian or Alaska Native (AIAN)**

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.

#### **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.

#### **Black or African American**

A person having origins in any of the black racial groups of Africa.

#### **Hispanic/Latino**

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

#### **Native Hawaiian or Other Pacific Islander**

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

#### **Race and ethnicity unknown**

The category used to report students or employees whose race and ethnicity are not known.

#### **White**

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

### Additional definitions

#### **Pell student**

Undergraduate student awarded a Federal Pell Grant during the year or years institutional data is reported to IPEDS; Pell Grants provide grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses.

#### **Non-Pell student**

Undergraduate student that has not received Federal Pell Grant funding during the year or years institutional data is reported to IPEDS

#### **Part-time student**

Undergraduate: A student enrolled for fewer than 12 semester or quarter credits, or fewer than 24 clock hours a week each term. Graduate: A student enrolled for fewer than 9 semester or quarter credits.

#### **Full-time student**

Undergraduate: A student enrolled for 12+ semester or quarter credits, or 24+ clock hours a week each term. Graduate: A student enrolled for 9+ semester or quarter credits.