



January 11, 2020

Catalina G. Mistler
Deputy Director
Program Administration & Services Division
California Student Aid Commission
PO Box 419027
Rancho Cordova, CA 95741-9027

Dear Deputy Director Mistler:

This is to confirm that University of the West (UWest) received the letter of Ineligibility for Cal Grant Participation for academic year 2021-2022 from the California Student Aid Commission dated December 2, 2020, and to hereby submit our appeal to this decision.

It is indeed very unfortunate and disappointing news for our institution. As a new President to this nonprofit liberal arts university since July of 2020, I am deeply concerned by this outcome. We are a very small non-profit school that was founded only 30 years ago. While we have experienced enrollment decline over that past few years, at its highest point, in 2017, our total degree program enrollment was only 316, of which 115 were undergraduate students. Thanks to partnerships with local charter schools serving promising but socioeconomically disadvantaged students, UWest has been serving cohorts of domestic first-generation first-time full-time (FTFT) students since 2012 only. Since then, we have worked diligently to assess the needs and support the success of these students who enter with significant academic, financial, and social challenges. In the current year, we are serving 110 undergraduate students, of which 32 are Cal Grant recipients. Additionally, we support many of these students through institutional scholarships based on need and merit. Losing Cal Grant support will certainly devastate these students, the vast majority of whom are first-generation students coming from economically disadvantaged backgrounds in the Greater Los Angeles area.

As the new President of University of the West and on behalf of these vulnerable students, I am therefore compelled to appeal the Cal Grant eligibility decision to the Commission based on the particular circumstances of University of the West as follows:

1. The Commission's eligibility decision is based on a below 30% graduation rate for our 2013 FTFT cohort. Please note that this cohort consisted of only **18 students** and was thus under the 20-student threshold stipulated by California Education code §69432.7 (l)(3)(I)(iv)(II). (See supporting IPEDS data in attachment "IPEDS Graduation Rates Data UWest 2013cohort")
2. The performance of the 2013 FTFT cohort is not representative of our institutional performance. Of the 18 FTFT students, roughly 11% graduated within 6 years (see IPEDS data). The 6-year

graduation rate for the total 2013 undergraduate cohort of 30 students, however, lies at **33%**. Adjusted for students who transferred out, moreover, our overall 2013 graduation rate was **40%**. (See institutional data in attachment “Fall 2013 Cohort Graduation Rate”) These divergent performance rates reflect both the statistical challenges when looking at small cohorts (each student in an 18-person cohort accounts for 5.5% of enrollment) as well as the socio-economic disparity between the University’s FTFT student population and our other undergraduate students.

3. Having admitted our first cohort of FTFT domestic first-generation students in fall 2012, we have only been able to identify, track, and address the particular academic and life challenges for this student demographic from 2013 onward. As a result of our assessments, UWest’s retention committee developed a multi-year action plan focused on the retention and persistence of these at-risk students. The supports we have put in place include:
 - Implementation of an annual summer bridge program for entering first-time domestic students, (including a Math Jam Intensive since 2019)
 - Creation of a required for-credit college success course, which first-time students now take during their first three semesters
 - Development of a peer mentoring program for new students
 - Hiring of a full-time tutorial center coordinator
 - Hiring of an undergraduate student advisor
 - Supports for the development and improvement of undergraduate students’ foundational academic skills
 - Creation of a developmental math program and Individualized Math Plans for each student, designed and implemented by a full-time professor of mathematics, who is the math program coordinator; resulting in a 35% improvement in passing rates for our developmental math courses (2017 to 2018)
 - Internships with community partners
 - Clarifying and communicating curricular and graduation requirements
 - Implementation of an early alert system that identifies and refers academically at-risk students to all necessary academic and personal support on and off campus

Thanks to these efforts, we have seen steady improvements in our student success rates (retention & satisfactory academic performance) since 2015—although it is still too early to report the 6-year graduation rates. Implementing, assessing, revising, and improving such student success measures also takes time so that the earlier cohorts were not impacted by our support measures as much as later ones have been.

4. Early on, we were advising our first-time undergraduates to take 12 units per semester in their first year/s because many of them were entering the University with inadequate academic preparation. This, of course, affected these students’ time to degree. Since then, we have developed clear roadmaps for each of our undergraduate programs to guide students towards graduation in 4 years full-time, 6 years part-time. These roadmaps have been included in our academic catalogs since 2017/2018.

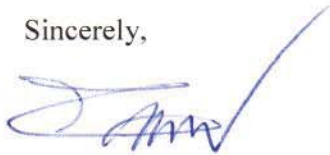
Impact of Cal Grant ineligibility on the students

As noted, currently 32 students receive Cal Grant at UWest. Without Cal Grant support, these students will face significant financial hardships to complete their education. The booming economy, pre-pandemic, together with an increase in housing prices and job prosperity in the last few years resulted in many institutions across the nation facing reductions in enrollment. The pandemic has added additional challenges to both the institutions and the public. Students who have lost their jobs in the last few months would have no means to attend the University without the support of Cal Grant aid. The education of these students will be interrupted, which will harm their future, especially during this time of the pandemic and economic crisis. Moreover, losing these students will depress our university's student success rate since continuing students who would have otherwise graduated within six years will have to either withdraw or reduce to part-time enrollment if they lose their Cal Grant aid.

The University is currently finalizing our next 5-year strategic plan. The plan not only addresses and focuses on increasing campus-wide engagement and enhancing academic quality but also on further strengthening student success. As the President of the University, my goal is to achieve the objectives as detailed in the strategic plan and to ensure that all our faculty and staff members are fully supported with the training, skills and responsibilities they need to carry support the success of all of our students and continue to transform the lives of our first-generation students and their families.

It is my hope that the Commission will consider the small size of our 2013 cohort, our overall higher graduation rates, and the student success supports we have put in place and reconsider the ineligibility decision. I am happy to answer any additional questions you may require. Thank you again.

Sincerely,

A handwritten signature in blue ink, appearing to read "Minh-Hoa Ta", with a large checkmark-like flourish extending from the end.

Minh-Hoa Ta, EdD
President

Graduation Rates 2019-20

Institution: University of the West (449870)

User ID: P4498701


Overview

Graduation Rates Overview

Welcome to the IPEDS Graduation Rates (GR) survey component. The GR component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. This information is collected to assist institutions in complying with the requirements of the Student Right-to-Know Act.

Data Reporting Reminders

Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.

 When reporting award levels for sub-baccalaureate certificates, determine program length by the number of credit or clock hours, NOT the academic year length in parentheses. The academic year length is meant only to provide context.

Changes to reporting for 2019-20

- There are clarifications to the terms "transfer-in student" and "transfer-out student".
- As a clarification to the reporting of transfers-out, if a student transfers out of an institution and goes to another institution within the same coordinated system, they should be counted as a transfer-out student. Since each reporting entity that has an IPEDS UnitID is recognized as an individual reporting institution for Graduation Rates purposes, only report completers if that campus confers the award or degree.
- The term 'contact hour' has been replaced with the term 'clock hour'.
- The term 'formal award' has been replaced with the term 'recognized postsecondary credential'.
- There is a new instruction to exclude students participating in Experimental Pell (See <https://experimentalsites.ed.gov/exp/approved.html>)

Resources:

The survey materials package for this component can be downloaded using the following link: [Survey Materials](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Section I - Establishing cohorts

Based on your institution's response to the predominant calendar system question (B3) on the Institutional Characteristics Header survey component from the IPEDS Fall 2019 data collection, your institution must report graduation rates data using a:

Fall Cohort

A fall cohort is used by institutions with standard academic terms (semester, trimester, quarter, 4-1-4). A full-year cohort is used by institutions offering primarily occupational/vocational programs and operating on a continuous basis.

Establishing cohorts

NOTE: Reporting using the new race/ethnicity categories is now mandatory. On this screen you will need to revise your preloaded 2013 cohort of full-time, first-time degree/certificate-seeking undergraduate students to the new race/ethnicity categories (if applicable). For information and assistance with this, please visit the [IPEDS Race/Ethnicity Information Center](#).

Men

| Screen 1 of 2 | Cohort year 2013 | |
|---|------------------|-------------------------------|
| | Initial cohort | Revised cohort (Column 01) |
| Nonresident alien | 2 | 2 |
| Hispanic/Latino | 7 | 6 |
| American Indian or Alaska Native | 0 | |
| Asian | 1 | 1 |
| Black or African American | 0 | |
| Native Hawaiian or Other Pacific Islander | 0 | |
| White | 0 | |
| Two or more races | 0 | |
| Race and ethnicity unknown | 0 | 2 |
| Total men | 10 | 11 |

Women

| Screen 1 of 2 | Cohort year 2013 | |
|---|------------------|-------------------------------|
| | Initial cohort | Revised cohort (Column 01) |
| Nonresident alien | 1 | 1 |
| Hispanic/Latino | 5 | 5 |
| American Indian or Alaska Native | 0 | |
| Asian | 0 | |
| Black or African American | 1 | 1 |
| Native Hawaiian or Other Pacific Islander | 0 | |
| White | 0 | |
| Two or more races | 0 | |
| Race and ethnicity unknown | 0 | |
| Total women | 7 | 7 |
| Total men + women | 17 | 18 |

Section I - Establishing cohorts

- Incoming students seeking a bachelor's degree should be reported in Column 02. Column 03 will then be generated for you. Column 03 is meant to include any full-time, first-time entering students who were seeking a degree or certificate other than a bachelor's degree, such as an associate's degree or undergraduate certificate.
- If you have no changes to the preloaded data on this screen, click the "Save and Next" button to generate additional screens for reporting completers and transfers/exclusions.

Establishing cohorts

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

| Screen 2 of 2 | Cohort year 2013 | | |
|---|------------------|---|--|
| | Cohort | Bachelor's or equivalent degree-seeking subcohort | Other degree/certificate-seeking subcohort (Cohort minus Bachelor's or equivalent degree-seeking subcohort) |
| | (Column 01) | (Column 02) | (Column 03) |
| Nonresident alien | 2 | 2 | 0 |
| Hispanic/Latino | 6 | 6 | 0 |
| American Indian or Alaska Native | | | 0 |
| Asian | 1 | 1 | 0 |
| Black or African American | | | 0 |
| Native Hawaiian or Other Pacific Islander | | | 0 |
| White | | | 0 |
| Two or more races | | | 0 |
| Race and ethnicity unknown | 2 | 2 | 0 |
| Total men | 11 | 11 | 0 |

Women

| Screen 2 of 2 | Cohort year 2013 | | |
|---|------------------|---|--|
| | Cohort | Bachelor's or equivalent degree-seeking subcohort | Other degree/certificate-seeking subcohort (Cohort minus Bachelor's or equivalent degree-seeking subcohort) |
| | (Column 01) | (Column 02) | (Column 03) |
| Nonresident alien | 1 | 1 | 0 |
| Hispanic/Latino | 5 | 5 | 0 |
| American Indian or Alaska Native | | | 0 |
| Asian | | | 0 |
| Black or African American | 1 | 1 | 0 |
| Native Hawaiian or Other Pacific Islander | | | 0 |
| White | | | 0 |
| Two or more races | | | 0 |
| Race and ethnicity unknown | | | 0 |
| Total women | 7 | 7 | 0 |
| Total men + women | 18 | 18 | 0 |

Section II - Bachelor's or equivalent degree-seeking subcohort - Completers within 150%

- In the columns below, report the status of the bachelor's degree-seeking subcohort of students listed in Column 10.
- Of the students in Column 10, those who attained a degree or certificate OTHER THAN A BACHELOR'S DEGREE within 150% of the normal time to complete the program as of August 31, 2019 should be reported in either Column 11 or 12, depending on the length of the program completed.
- Of the students in Column 10, those who attained a bachelor's degree or equivalent within 150% of normal time should be reported in Column 18.

Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

| Screen 1 of 4 | | Cohort year 2013 | | | |
|--|--|--|--|---|-------------------------------------|
| | <u>Bachelor's or equivalent degree-seeking subcohort</u> | <u>Subcohort students who completed their program within 150% of normal time to completion</u> | | | <u>Total completers within 150%</u> |
| | | <u>Completers of programs of less than 2 academic yrs (or equivalent)</u> | <u>Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)</u> | <u>Completers of bachelor's or equivalent degrees</u> | |
| | (Column 10) | (Column 11) | (Column 12) | (Column 18) | (Column 29) |
| <u>Nonresident alien</u> | 2 | 0 | 0 | 0 | 0 |
| <u>Hispanic/Latino</u> | 6 | 0 | 0 | 1 | 1 |
| <u>American Indian or Alaska Native</u> | | | | | 0 |
| <u>Asian</u> | 1 | 0 | 0 | 1 | 1 |
| <u>Black or African American</u> | | | | | 0 |
| <u>Native Hawaiian or Other Pacific Islander</u> | | | | | 0 |
| <u>White</u> | | | | | 0 |
| <u>Two or more races</u> | | | | | 0 |
| <u>Race and ethnicity unknown</u> | 2 | 0 | 0 | 0 | 0 |
| Total men | 11 | 0 | 0 | 2 | 2 |

Women

| Screen 1 of 4 | | Cohort year 2013 | | | |
|--|--|--|--|---|-------------------------------------|
| | <u>Bachelor's or equivalent degree-seeking subcohort</u> | <u>Subcohort students who completed their program within 150% of normal time to completion</u> | | | <u>Total completers within 150%</u> |
| | | <u>Completers of programs of less than 2 academic yrs (or equivalent)</u> | <u>Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)</u> | <u>Completers of bachelor's or equivalent degrees</u> | |
| | (Column 10) | (Column 11) | (Column 12) | (Column 18) | (Column 29) |
| <u>Nonresident alien</u> | 1 | | | 0 | 0 |
| <u>Hispanic/Latino</u> | 5 | | | 0 | 0 |
| <u>American Indian or Alaska Native</u> | | | | | 0 |
| <u>Asian</u> | | | | | 0 |
| <u>Black or African American</u> | 1 | | | 0 | 0 |
| <u>Native Hawaiian or Other Pacific Islander</u> | | | | | 0 |
| <u>White</u> | | | | | 0 |
| <u>Two or more races</u> | | | | | 0 |
| <u>Race and ethnicity unknown</u> | | | | | 0 |
| Total women | 7 | 0 | 0 | 0 | 0 |

| | | | | | |
|-------------------|----|---|---|---|---|
| | | | | | |
| Total men + women | 18 | 0 | 0 | 2 | 2 |

Section II - Bachelor's completers by length of time to degree

Those students in the bachelor's or equivalent degree-seeking subcohort who attained a bachelor's degree or equivalent within 150% of normal time to completion, as reported on the previous screen, are listed in Column 18. In Column 19, report the number of these students who earned a bachelor's degree in 4 years. In Column 20, report the number of these students who earned a bachelor's degree in 5 years. Column 21 will be calculated for you.

Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

| Screen 2 of 4 | | Cohort year 2013 | | | |
|---|--|---|--|--|--|
| | <u>Bachelor's or equivalent degree-seeking subcohort</u> | Completed bachelor's degree or equivalent within 150% (Column 18) | Subcohort students who attained a <u>bachelor's degree or equivalent</u> | | |
| | (Column 10) | | Completed the program in 4 yrs or less (Column 19) | Completed the program in 5 yrs (Column 20) | Completed the program in 6 yrs (Column 21) |
| Nonresident alien | 2 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 6 | 1 | 0 | 0 | 1 |
| American Indian or Alaska Native | | | | | 0 |
| Asian | 1 | 1 | 0 | 0 | 1 |
| Black or African American | | | | | 0 |
| Native Hawaiian or Other Pacific Islander | | | | | 0 |
| White | | | | | 0 |
| Two or more races | | | | | 0 |
| Race and ethnicity unknown | 2 | 0 | 0 | 0 | 0 |
| Total men | 11 | 2 | 0 | 0 | 2 |

Women

| Screen 2 of 4 | | Cohort year 2013 | | | |
|---|--|---|--|--|--|
| | <u>Bachelor's or equivalent degree-seeking subcohort</u> | Completed bachelor's degree or equivalent within 150% (Column 18) | Subcohort students who attained a <u>bachelor's degree or equivalent</u> | | |
| | (Column 10) | | Completed the program in 4 yrs or less (Column 19) | Completed the program in 5 yrs (Column 20) | Completed the program in 6 yrs (Column 21) |
| Nonresident alien | 1 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 5 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | | | | | 0 |
| Asian | | | | | 0 |
| Black or African American | 1 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | | | | | 0 |
| White | | | | | 0 |
| Two or more races | | | | | 0 |
| Race and ethnicity unknown | | | | | 0 |
| Total women | 7 | 0 | 0 | 0 | 0 |
| Total men + women | 18 | 2 | 0 | 0 | 2 |

Section II - Bachelor's or equivalent degree-seeking subcohort - Transfers/exclusions

- In the columns below, report the status of those students in the BACHELOR'S OR EQUIVALENT DEGREE-SEEKING SUBCOHORT listed in Column 10 who did not complete a program within 150% of normal time to completion.
- Report transfers-out who did not complete a program in Column 30. If the mission of your institution includes providing substantial preparation for students to enroll in another eligible institution WITHOUT having completed a program, you must report transfer-out data in Column 30. A school is required to report only on those students that the school knows have transferred to another eligible institution. A school must document that the student actually transferred. If it is not part of your mission, you may report transfer-out data if you wish.
- Report eligible exclusions from the subcohort in Column 45. The ONLY allowable categories for this column are:
Students who died or became permanently disabled
Students who left school to serve in the armed forces (or have been called up to active duty)
Students who left school to serve with a foreign aid service of the Federal Government
Students who left school to serve on an official church mission
- Column 52 [No longer enrolled] will be calculated for you. This includes students who have dropped out as well as those who completed in greater than 150% of normal time.
- If you do not have any values to report in either Column 30, 45, or 51, you must enter at least one zero in a field on this screen to continue.

Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Screen 3 of 4

| | Cohort year 2013 | | | | | |
|--|--|-------------------------------------|------------------------------------|-------------------------|-----------------------|---------------------------|
| | <u>Bachelor's or equivalent degree-seeking subcohort</u> | <u>Total completers within 150%</u> | <u>Total transfer-out students</u> | <u>Total exclusions</u> | <u>Still enrolled</u> | <u>No longer enrolled</u> |
| | (Column 10) | (Column 29) | (Column 30) | (Column 45) | (Column 51) | (Column 52) |
| <u>Nonresident alien</u> | 2 | 0 | | | 0 | 2 |
| <u>Hispanic/Latino</u> | 6 | 1 | 2 | | | 3 |
| <u>American Indian or Alaska Native</u> | | 0 | | | | 0 |
| <u>Asian</u> | 1 | 1 | | | | 0 |
| <u>Black or African American</u> | | 0 | | | | 0 |
| <u>Native Hawaiian or Other Pacific Islander</u> | | 0 | | | | 0 |
| <u>White</u> | | 0 | | | | 0 |
| <u>Two or more races</u> | | 0 | | | | 0 |
| <u>Race and ethnicity unknown</u> | 2 | 0 | 1 | | | 1 |
| Total men | 11 | 2 | 3 | 0 | 0 | 6 |

Women

Screen 3 of 4

| | Cohort year 2013 | | | | | |
|--|--|-------------------------------------|------------------------------------|-------------------------|-----------------------|---------------------------|
| | <u>Bachelor's or equivalent degree-seeking subcohort</u> | <u>Total completers within 150%</u> | <u>Total transfer-out students</u> | <u>Total exclusions</u> | <u>Still enrolled</u> | <u>No longer enrolled</u> |
| | (Column 10) | (Column 29) | (Column 30) | (Column 45) | (Column 51) | (Column 52) |
| <u>Nonresident alien</u> | 1 | 0 | | | 0 | 1 |
| <u>Hispanic/Latino</u> | 5 | 0 | 1 | | | 4 |
| <u>American Indian or Alaska Native</u> | | 0 | | | | 0 |
| <u>Asian</u> | | 0 | | | | 0 |
| <u>Black or African American</u> | 1 | 0 | | | | 1 |
| <u>Native Hawaiian or Other Pacific Islander</u> | | 0 | | | | 0 |
| <u>White</u> | | 0 | | | | 0 |
| <u>Two or more races</u> | | 0 | | | | 0 |
| <u>Race and ethnicity unknown</u> | | 0 | | | | 0 |
| Total women | 7 | 0 | 1 | 0 | 0 | 6 |

| | | | | | | |
|--------------------------|----|---|---|---|---|----|
| Total men + women | 18 | 2 | 4 | 0 | 0 | 12 |
|--------------------------|----|---|---|---|---|----|

Section II - Bachelor's or equivalent degree-seeking cohort - Pell recipients and a recipients of a subsidized Direct Loan who did not receive a Pell Grant

For each subcohort, report the number of students in the cohort, total exclusions for the cohort, the number of students that completed a bachelor's or equivalent degree within 150% of normal time to completion, and the total completers within 150%.

- Recipients of a Pell Grant and Recipients of a Direct Subsidized Loan that did not receive a Pell Grant are **mutually exclusive**, that is, if a student is in one cohort, they cannot be in the other cohort.

- The total of these 2 subcohorts must be less than the Bachelor's or equivalent degree-seeking cohort

Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

| Screen 4 of 4 | Cohort year 2013 | | | |
|---|------------------------------|-------------------------|---|------------------------------|
| | Number of students in cohort | Total <u>exclusions</u> | Completed bachelor's degree or equivalent within 150% | Total completers within 150% |
| | (Column 10) | (Column 45) | (Column 18) | (Column 29) |
| Bachelor's or equivalent degree-seeking cohort | 18 | 0 | 2 | 2 |
| Recipients of a Pell Grant (within entering year) | 10 | | 1 | 1 |
| Recipients of a Direct Subsidized Loan (within entering year) that did not receive a Pell Grant | 1 | | 0 | 0 |
| Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year) | 7 | 0 | 1 | 1 |

Graduation and transfer-out rates

Calculation of graduation and transfer-out rates

| | | |
|---|------------------|-------------------|
| Screen 1 of 2 | Cohort year 2013 | |
| | Graduation rate | Transfer-out rate |
| Overall Rates (will be displayed on College Navigator) | 11 | 22 |
| Men | 18 | 27 |
| Women | 0 | 14 |

Graduation rates displayed below in bold italics will be displayed on College Navigator

Graduation rates for students pursuing bachelor's or equivalent degrees

| | 4 year graduation rate | 5 year graduation rate | 6 year graduation rate |
|--|------------------------|------------------------|------------------------|
| Men | 0 | 0 | 18 |
| Women | 0 | 0 | 0 |
| Total (men and women) | 0 | 0 | 11 |
| <u>Nonresident alien</u> | 0 | 0 | 0 |
| <u>Hispanic/Latino</u> | 0 | 0 | 9 |
| <u>American Indian or Alaska Native</u> | | | |
| <u>Asian</u> | 0 | 0 | 100 |
| <u>Black or African American</u> | 0 | 0 | 0 |
| <u>Native Hawaiian or Other Pacific Islander</u> | | | |
| <u>White</u> | | | |
| <u>Two or more races</u> | | | |
| <u>Race and ethnicity unknown</u> | 0 | 0 | 0 |

Do you wish to provide additional context notes?



No



Yes



Note that certain information from these worksheets will be displayed on College Navigator, as noted. You may use the space below to provide context for these data. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

University of the West's freshman cohorts are primarily comprised of first-generation college students from low socioeconomic backgrounds, which is a population at great risk for attrition. As University of the West continues to expand support services for students, we anticipate our graduation rates to increase.

4-year average rates

| 4-year average rates | | | | | |
|--|------|------|------|------|--------------|
| Screen 2 of 2 | | | | | |
| Men | | | | | |
| | 2010 | 2011 | 2012 | 2013 | 4-year Total |
| Adjusted cohort | 1 | 2 | 13 | 11 | 27 |
| Total completers within 150% | 0 | 1 | 6 | 2 | 9 |
| Total transfer-out students | 1 | 0 | 2 | 3 | 6 |
| Women | | | | | |
| | 2010 | 2011 | 2012 | 2013 | 4-year Total |
| Adjusted cohort | 1 | 2 | 14 | 7 | 24 |
| Total completers within 150% | 1 | 1 | 7 | 0 | 9 |
| Total transfer-out students | 0 | 0 | 3 | 1 | 4 |
| Total (men and women) | | | | | |
| | 2010 | 2011 | 2012 | 2013 | 4-year Total |
| Adjusted cohort | 2 | 4 | 27 | 18 | 51 |
| Total completers within 150% | 1 | 2 | 13 | 2 | 18 |
| Total transfer-out students | 1 | 0 | 5 | 4 | 10 |
| 4-year average Student Right-to-Know completion or graduation rate calculation (Total Completers within 150% / Adjusted Cohort) | | | | | 35 |
| 4-year average Student Right-to-Know transfer-out rate calculation (Total Transfer-out Students / Adjusted Cohort) | | | | | 20 |

Prepared by

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers. The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

This survey component was prepared by:

| | | |
|--|--|----------------------------------|
| <input checked="" type="radio"/> Keyholder | <input type="radio"/> SFA Contact | <input type="radio"/> HR Contact |
| <input type="radio"/> Finance Contact | <input type="radio"/> Academic Library Contact | <input type="radio"/> Other |
| Name: Jessa Forsythe-Crane | | |
| Email: jessaf@uwest.edu | | |

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

| | |
|------|--------------------------------------|
| 2.00 | Number of Staff (including yourself) |
|------|--------------------------------------|

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component?

Exclude the hours spent collecting data for state and other reporting purposes.

| Staff member | Collecting Data Needed | Revising Data to Match IPEDS Requirements | Entering Data | Revising and Locking Data |
|---------------|------------------------|---|---------------|---------------------------|
| Your office | 0.50 hours | 0.50 hours | 1.00 hours | 0.50 hours |
| Other offices | 0.50 hours | hours | hours | hours |

Summary**2019 IPEDS Graduation Rate Component Data Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2019.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

| Overall Graduation Rate | |
|---|-----|
| Graduation Rate | 11% |
| Total number of students in the Adjusted Cohort | 18 |
| Total number of completers within 150% of normal time | 2 |

| Overall Transfer-out Rate | |
|--|-----|
| Transfer-out Rate | 22% |
| Total number of students in the Adjusted Cohort | 18 |
| Total number of transfers-out within 150% of normal time | 4 |

| Graduation Rate for students pursuing Bachelor's Degrees | |
|---|-----|
| Graduation Rate for Bachelor's Cohort | 11% |
| Total number of students in the Adjusted Cohort | 18 |
| Total number of bachelor's degree completers within 150% of normal time | 2 |

Graduation Rates

University of the West (449870)

| Source | Description | Severity | Resolved | Options |
|------------------------------|---|--------------|----------|---------|
| Global Edits | | | | |
| Perform Edits | The 2014-15 SFA data was reported on the same cohort as the GR component and indicates that 9 students were awarded Pell grants, but in GR you reported 10 students in the Recipients of a Pell Grant subcohort, which is larger than the prior reported SFA value. Please review your data and make any necessary corrections or explain the discrepancy. (Error #4409) | Explanation | Yes | |
| Reason: | This cohort has been revised to include one more student than originally reported. | | | |
| Perform Edits | The calculated graduation rate based on the numbers entered this year (11.11) is outside the expected range when compared with the prior year graduation rate. The expected range is between 39 and 57. Please correct your data and click Perform Edits on the Surveys page to update the calculations; or provide an explanation if these data are correct. (Error #4404) | Explanation | Yes | |
| Reason: | The 2013 freshman cohort was primarily comprised of first-generation students from low socioeconomic backgrounds, which are major contributing factors contributing to the low graduation rate of this cohort. | | | |
| Related Screens: | Cohort, part 1, Cohort, part 2, Completers 150%, Transfers/exclusions | | | |
| Screen: Cohort, part 2 | | | | |
| Perform Edits | Your institution indicated that it offered other undergraduate degrees or certificates besides a bachelor's or equivalent degree in the IC Header survey, but you did not report an Other degree/certificate-seeking subcohort in Section I of this survey. Please correct your data or explain. (Error #4210) | Explanation | Yes | |
| Reason: | No undergraduate students in this cohort enrolled in an undergraduate certificate program. | | | |
| Related Screens: | Cohort, part 2 | | | |
| Screen: Bach 4-5-6 yrs | | | | |
| Screen Entry | The number of students in the bachelor's or equivalent degree-seeking subcohort who completed their program in 4 years or less is expected to be greater than zero. Please correct your data or explain. (Error #4103) | Explanation | Yes | |
| Reason: | This was a very small cohort, primarily composed of minority students from low socioeconomic backgrounds. While unfortunate, it is not entirely unexpected that none of these students completed within 4 years, especially as this was UWest's second sizable undergraduate cohort. | | | |
| Screen: Transfers/exclusions | | | | |
| Screen Entry | The total number of students (men+women) in the Still Enrolled (Column 51) is zero. Please confirm that the data reported are correct. (Error #4347) | Confirmation | Yes | |



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Office of the Registrar

January 7, 2021

RE: Fall 2013 Cohort Graduation Rate

Calculated/Verified by: Jeanette M. Anderson, University Registrar

The fall 2013 cohort of full-time first-time degree seeking students [FTFT] includes a total of 18 students. The total fall 2013 undergraduate cohort includes a total of 30 students.

The FTFT cohort (18 students) has a 6-year graduation rate of 11% (two students). When adjusted to account for students who transferred to other institutions to complete their degrees, the 6-year graduate rate is 14%.

The total cohort (30 students) has a 6-year graduation rate of 33%. When adjusted for transfers out, the 6-year graduation rate is 40%.

The FTFT cohort includes undergraduates with no prior college credit who enrolled full time the first term of attendance.

The total cohort includes all undergraduates, including FTFT and transfer students admitted prior college credit. Students are admitted as transfer students if they have completed any prior college credit, regardless of the amount of credit earned or transferred.

This data is stored in and extracted from the university's student information system.

| FALL 2013 | Fall Starts | Graduated w/in 6 yrs | %6-YR | Transferred Out | %6-YR Adjusted for transfer | Active |
|-----------|-------------|----------------------|-------|-----------------|-----------------------------|--------|
| FTFT | 18 | 2 | 11% | 4 | 14% | 0 |
| Total | 30 | 10 | 33% | 5 | 40% | 0 |

Prepared by: Jeanette M. Anderson

A handwritten signature in black ink, appearing to read "J. Anderson", with a long horizontal flourish extending to the right.

University of the West is a private, nonprofit, non-sectarian university offering undergraduate, graduate, certificate, & continuing education programs, and has been accredited by WASC Senior College and University Commission since 2006.