



# Instructions for Data Submissions

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*Prepared by JBL Associates, Inc.  
for the Lumina Foundation for Education*

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Welcome new and returning participants.

Thank you for your participation in Achieving the Dream: Community Colleges Count. Your participation in the Achieving the Dream initiative will help facilitate understanding of the persistence patterns of different types of students, and identify which interventions increase students' chances for success.

Institutional data are the key to reaching the projects' goals. JBL Associates, Inc. (JBLA) is coordinating the data collection effort for the Achieving the Dream initiative. The attached document outlines the methods for submitting your data. The format in which the data are to be submitted, the submission schedules, and the data definitions are all important—everything you need to know to create your files for this analysis is included in this document. This initiative continues to be a "work in progress." Changes made to this Data Submission Guide since the July 2006 version are marked with an underline and scored on the side of the document to make them easily identifiable. Please note: there are data elements requested from colleges participating in the DreamKeepers project that are optional for other colleges, and data elements that are specific only to 4-year colleges. These data elements are indicated as such in their descriptions. Also, there are other optional data elements for all institutions that have been reported in the past by several colleges, and, for consistency's sake, we are including them in the data dictionary so others may use the same definitions and values. Please provide these optional items if you have them available.

This year data submissions will be conducted through the Achieving the Dream website using our new on-line submission tool. We developed this tool in the hopes of making your data submissions easier and faster.

If at any time you have any questions or concerns, please do not hesitate to contact the JBLA staff at 301-654-5154, or:

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Thank you for your time, and for your participation in this project.

Sincerely,

A handwritten signature in black ink that reads "John B. Lee". The signature is written in a cursive style with a light grey background behind it.

John B. Lee  
President  
JBL Associates, Inc.

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## **Achieving the Dream**

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### **Goals**

*Achieving the Dream* (AtD) addresses a national imperative: to increase success for the growing number of students for whom community colleges are the point of entry into higher education. The initiative is particularly focused on improving success rates among low-income students and students of color, including degree and certificate attainment, and transfer to four-year colleges.

### **The Data Collection Effort**

Data-driven decision-making is key to attaining the AtD project goals. Achieving the Dream colleges will use data on student outcomes to diagnose areas that need improvement, generate the institutional will for change, and assess the impact of the changes on students.

All participating colleges are required to provide certain data for each cohort and each semester, for six years. Currently, required data include items that are mainly available from existing administrative records, including transcripts. Optional data items are being added to the data collection this year to expand the information available on students' demographics and finances.

Finally, you can include additional variables of your own choosing for any term. If you have data you would like to add to your database, please provide the data elements' definitions and valid values along with your submission. When your institution's longitudinal file is constructed, any custom data elements you submit will be included with the database.



## **Files to be Submitted**

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[Two types of](#) data files are to be submitted each year. A brief description of [both](#) files follows. The list of variables to be included in [the files](#), along with their definitions, is in [\*Data Elements Requested for Submission\*](#)<sup>1</sup>.

### **Student: General Record**

This file is submitted once for each student; [the student general file contains all credential-seeking students entering your institution for the first time](#) during the fall term. The general record contains student-specific data that need to be collected only once; i.e., student demographics, high school information, application data, etc.

### **Student: Term Record**

This file is submitted for each term. The term record contains data reflecting students' activities for the reporting term: grade point average, credits attempted, credits earned, etc. The term record also contains data requested for the [DreamKeeper](#) project. Term Record submissions for other than the first academic year [reported](#) will include several cohorts in one file. For example, [if you are reporting](#) for your [third](#) year [in the initiative, the file](#) will contain [term](#) data [for Cohorts 1, 2](#) and 3.

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<sup>1</sup>This text (and other underlined text throughout the document) is hyperlinked to the appropriate section of the document.



## Submission Schedule & Naming Files

This section provides details on how to name the files you are submitting, and which files need to be submitted at each academic term.

### **Naming Files**

Proper naming of the files is important for project management purposes. The naming convention for files is:

**FILE\_YEAR\_TERM\_UNITID**

where:

- FILE is the type of file
  - Student: general record is named **Stu\_Gen**
  - Student: term record is named **Stu\_Term**
- YEAR is the academic year<sup>2</sup>
- TERM is the current reporting term (see Terms in the General Information section of this document)
- UNITID is your institution's ID as assigned by the U.S. Department of Education (see Institution ID section for details).

For example, the Student: General record being submitted for the fall term (first term) of the 2003-04 academic year, for an institution with a UNITID of 999999 would be named:

**Stu\_Gen\_0304\_01\_999999**

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<sup>2</sup> [Academic year is defined as: July 1 through June 30 \(same as the Federal financial aid academic year\).](#)

**When Do I Submit Which File?**

Achieving the Dream data are collected on an annual basis. [Historical cohort data](#) (for the [2004 and 2005 cohorts](#)) are due [from Round 4 colleges by September 15, 2007](#). [By November 15, 2007](#), the [student general file for the 2006 cohort and term data for all cohorts for 2006-07 are due from all colleges – Rounds 1, 2, 3 and 4](#).

This section describes the files to be submitted for each of the academic terms. The files to be submitted and their frequency are as follows: [\(1\) the Student: Term Record](#) file is submitted to reflect each term; [and \(2\) the Student: General Record](#) file is submitted once per year, with the first data submission for a new cohort, reflecting students in the fall cohort.

Table 1 provides sample naming conventions for an institution with ID 123456 for the [2006-07](#) academic year. Please follow this naming structure when you are creating your files. [For example, for 2006-07, the Student Term file for term 1 would be named Stu\\_Term\\_0607\\_01\\_123456](#). Other years are to follow the same naming conventions—simply change the year on the filename. The sample in table 1 assumes the institution is on a semester basis, with two summer sessions, and therefore reports for four terms. The number of terms your institution reports may be different.

**Table 1.—File naming conventions for Achieving the Dream data submissions, sample for Round 4 institutions on semesters, data submitted for academic year 2006-07**

Term <sup>1</sup>	File to be Submitted	Sample Filename (Academic Year <a href="#">2006-07</a> , Institution Unitid = 123456)
1	Student: general record ( <a href="#">2006</a> cohort only) Student: term record (2004, <a href="#">2005</a> , and <a href="#">2006</a> cohorts)	<a href="#">Stu_Gen_0607_01_123456</a> <a href="#">Stu_Term_0607_01_123456</a>
2	Student: general record Student: term record (2004, <a href="#">2005</a> , and <a href="#">2006</a> cohorts)	Not required Not required
3	Student: general record Student: term record (2004, <a href="#">2005</a> , and <a href="#">2006</a> cohorts)	Not required <a href="#">Stu_Term_0607_03_123456</a>
4	Student: general record Student: term record (2004, <a href="#">2005</a> , and <a href="#">2006</a> cohorts)	Not required Not required
5	Student: general record Student: term record (2004, <a href="#">2005</a> , and <a href="#">2006</a> cohorts)	Not required Not required
6	Student: general record Student: term record (2004, <a href="#">2005</a> , and <a href="#">2006</a> cohorts)	Not required <a href="#">Stu_Term_0607_06_123456</a>
7	Student: general record Student: term record (2004, <a href="#">2005</a> , and <a href="#">2006</a> cohorts)	Not required <a href="#">Stu_Term_0607_07_123456</a>

<sup>1</sup>In this example, term 1 is synonymous with the fall semester; term 3, spring semester; term 6, first summer session; term 7, second summer session. Please refer to the [Data Submission Schedule](#) for term definitions.

### **Term Definitions**

Term 1: The part of the academic year that starts between August 1 and September 30.

Term 2: The part of the academic year that starts between October 1 and October 31.

Term 3: The part of the academic year that starts between January 1 and February 28.

Term 4: The part of the academic year that starts between March 1 and April 15.

Term 5: The part of the academic year that starts between May 1 and May 14.

Term 6: The part of the academic year that starts between May 15 and June 15.

Term 7: The part of the academic year that starts between June 16 and July 17.



## **File Format**

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When creating your files, format them as follows:

- Follow the format requirements for all data elements as specified in *Data Elements Requested for Submission*.
- Prepare files in comma-separated value format (CSV files). Place quotes around text in a text field that contains a comma or a quote, but not around numbers (numbers should not contain commas). Typically, if you export data from your system in CSV format, the system will insert quotes as needed.
- Do not put commas in numeric data. For example, 18,383 should be included in the database as 18383, not 18,383.
- One record only per line. Records do not wrap over multiple lines.
- CR/LF indicates the end of a record.
- Include the variable names indicated in *Data Elements Requested for Submission* at the top of the file.
- Student Social Security number (SSN) is the FIRST variable on the student files. The *Student ID Encryption Program* requires the SSN to be the first field on the record. [For colleges that do not use SSN, this variable is equivalent to your student unit identification number.](#)
- The specific data elements requested as part of the AtD project are provided in the *Data Elements Requested for Submission* section of this document. If there are data elements requested that your institution cannot provide, include the variable in the dataset with a -1 (missing code) for each record. It is very important that you include all requested variables with your files, whether or not you are able to provide the data.

- Carefully check the spelling of the field names on your files—misspelled fields result in errors during the analysis process. Please note: the character indicating the I, II and III in the remedial variable field names is an uppercase i, not a 1 or a lowercase L.
- [Include all variables listed in the \*Data Elements Requested for Submission\* section. Populate all unused variables with -1 \(missing\) or -2 \(not applicable\).](#)



## Institution IDs (UNITID)

Proper institutional identification is important for this project. Each filename must include the institutional ID (see the *Naming Files* section of the document) for proper processing. Your institution ID (UNITID) is the one assigned to your institution by the U.S. Department of Education for their Integrated Postsecondary Education Data System (IPEDS). Refer to Table 2 for the list of AtD institutions and corresponding UNITIDs. The table indicates the “Round” during which each college became an initiative participant, and whether the institution is a “DreamKeeper” participant.

**Table 2.—AtD institutions and corresponding UNITIDs, [all Rounds](#)**

UNITID	Institution	Round	DreamKeeper?
<b>Arkansas</b>			
106980	NATIONAL PARK COMMUNITY COLLEGE	4	
107521	OUACHITA TECHNICAL COLLEGE	4	
107619	PHILLIPS COMMUNITY COLLEGE	4	
107664	PULASKI TECHNICAL COLLEGE	4	
<b>Connecticut</b>			
129367	CAPITAL COMMUNITY COLLEGE	2	
129543	HOUSATONIC COMMUNITY COLLEGE	2	
130004	NORWALK COMMUNITY COLLEGE	2	
<b>Florida</b>			
132709	BROWARD COMMUNITY COLLEGE	1	Yes
134495	HILLSBOROUGH COMMUNITY COLLEGE	1	Yes
137759	TALLAHASSEE COMMUNITY COLLEGE	1	
138187	VALENCIA COMMUNITY COLLEGE	1	
<b>Hawaii</b>			
383190	HAWAII COMMUNITY COLLEGE	4	
141680	HONOLULU COMMUNITY COLLEGE	4	
141796	KAPIOLANI COMMUNITY COLLEGE	4	
141802	KAUAI COMMUNITY COLLEGE	4	
141811	LEEWARD COMMUNITY COLLEGE	4	
141839	MAUI COMMUNITY COLLEGE	4	
141990	WINDWARD COMMUNITY COLLEGE	4	

Table 2.—AtD institutions and corresponding UNITIDs, all Rounds—Continued

UNITID	Institution	Round	DreamKeeper?
<b>Massachusetts</b>			
165112	BUNKER HILL COMMUNITY COLLEGE	4	
167376	NORTHERN ESSEX COMMUNITY COLLEGE	4	
167631	ROXBURY COMMUNITY COLLEGE	4	
167905	SPRINGFIELD TECHNICAL COMMUNITY COLLEGE	4	
<b>Michigan</b>			
168883	BAY DE NOC COMMUNITY COLLEGE	4	
170240	HENRY FORD COMMUNITY COLLEGE	4	
170444	JACKSON COMMUNITY COLLEGE	4	
170620	LAKE MICHIGAN COLLEGE	4	
171395	NORTH CENTRAL MICHIGAN COLLEGE	4	
172635	WAYNE COUNTY COMMUNITY COLLEGE DISTRICT	4	
<b>New Mexico</b>			
187532	CENTRAL NEW MEXICO CC (Albq-TVI)	1	Yes
187620	NEW MEXICO STATE UNIVERSITY-DONA ANA	1	
188100	SAN JUAN COLLEGE	1	
188137	SANTA FE COMMUNITY COLLEGE	1	Yes
188216	SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE	1	
187958	UNIVERSITY OF NEW MEXICO-GALLUP CAMPUS	1	
<b>North Carolina</b>			
198455	DURHAM TECHNICAL COMMUNITY COLLEGE	1	Yes
198622	GUILFORD TECHNICAL COMMUNITY COLLEGE	1	
198905	MARTIN COMMUNITY COLLEGE	1	Yes
199892	WAYNE COMMUNITY COLLEGE	1	Yes
<b>Ohio</b>			
202356	CUYAHOGA COMMUNITY COLLEGE DISTRICT	2	
203331	JEFFERSON COMMUNITY COLLEGE	2	
204422	NORTH CENTRAL STATE COLLEGE	2	
205470	SINCLAIR COMMUNITY COLLEGE	2	
204255	ZANE STATE COLLEGE	2	
<b>Oklahoma</b>			
207449	OKLAHOMA CITY COMMUNITY COLLEGE	4	
207670	ROSE STATE COLLEGE	4	
207935	TULSA COMMUNITY COLLEGE	4	

Table 2.—AtD institutions and corresponding UNITIDs, all Rounds—Continued

UNITID	Institution	Round	DreamKeeper?
<b>Pennsylvania</b>			
210605	COMMUNITY COLLEGE OF ALLEGHENY COUNTY	3	
211079	COMMUNITY COLLEGE OF BEAVER COUNTY	3	
215239	COMMUNITY COLLEGE OF PHILADELPHIA	3	
211927	DELAWARE COUNTY COMMUNITY COLLEGE	3	
214111	MONTGOMERY COUNTY COMMUNITY COLLEGE	3	
214379	NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE	3	
216825	WESTMORELAND COUNTY COMMUNITY COLLEGE	3	
<b>South Carolina</b>			
217615	AIKEN TECHNICAL COLLEGE	4	
218487	ORANGEBURG-CALHOUN TECHNICAL COLLEGE	4	
217712	TECHNICAL COLLEGE OF THE LOWCOUNTRY	4	
218894	TRIDENT TECHNICAL COLLEGE	4	
<b>Texas</b>			
222567	ALVIN COMMUNITY COLLEGE	3	
223506	BRAZOSPORT COLLEGE	3	
223524	BROOKHAVEN COLLEGE	1	
223320	COASTAL BEND COLLEGE	1	Yes
226408	COLLEGE OF THE MAINLAND	3	
224642	EL PASO COMMUNITY COLLEGE	1	
224961	GALVESTON COLLEGE	1	Yes
225423	HOUSTON COMMUNITY COLLEGE SYSTEM	1	
226204	LEE COLLEGE	3	
227182	NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT	3	
420398	NORTHWEST VISTA COLLEGE	1	
246354	PALO ALTO COLLEGE	1	
227401	PARIS JUNIOR COLLEGE	4	
227526	PRAIRIE VIEW A & M UNIVERSITY	3	
227924	SAN ANTONIO COLLEGE	1	
227979	SAN JACINTO COLLEGE-CENTRAL CAMPUS	3	
409315	SOUTH TEXAS COMMUNITY COLLEGE	1	
228316	SOUTHWEST TEXAS JUNIOR COLLEGE	1	
227854	ST. PHILIPS COLLEGE	1	
229063	TEXAS SOUTHERN UNIVERSITY	3	
225432	UNIVERSITY OF HOUSTON-DOWNTOWN	3	
225511	UNIVERSITY OF HOUSTON-HOUSTON	4	
229540	VICTORIA COLLEGE	4	
229841	WHARTON COUNTY JUNIOR COLLEGE	3	

Table 2.—AtD institutions and corresponding UNITIDs, all Rounds—Continued

UNITID	Institution	Round	DreamKeeper?
<b>Virginia</b>			
231882	DANVILLE COMMUNITY COLLEGE	1	
232788	MOUNTAIN EMPIRE COMMUNITY COLLEGE	1	Yes
233019	PATRICK HENRY COMMUNITY COLLEGE	1	Yes
233037	PAUL D. CAMP COMMUNITY COLLEGE	1	
233772	TIDEWATER COMMUNITY COLLEGE	1	
232946	NORTHERN VIRGINIA COMMUNITY COLLEGE	4	
<b>Washington</b>			
234711	BIG BEND COMMUNITY COLLEGE	3	
235431	HIGHLINE COMMUNITY COLLEGE	3	
236382	RENTON TECHNICAL COLLEGE	3	
236513	SEATTLE COMMUNITY COLLEGE-CENTRAL CAMPUS	3	
236753	TACOMA COMMUNITY COLLEGE	3	
237109	YAKIMA VALLEY COMMUNITY COLLEGE	3	



## Student ID Encryption Program

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The confidentiality of individuals and their personal information is of utmost importance in this project. Therefore, do not provide students' names, addresses, telephone numbers, Social Security numbers, or any other identifying information on data files you are submitting to JBLA.

That said, however, it is necessary for this project to have a means of tracking students over time. The Achieving the Dream *Student ID Encryption Program* will assign a unique ID number to each student so he/she can be tracked over time. The program is an easy-to-use, MS Windows-based program. The program will provide you with two outputs each from the *Student: Term Record* and *Student: General Record* CSV files you create for submission: (1) a secured file to provide to JBLA, and (2) a file for your records that contains all of your data—including student Social Security number—along with the encrypted student ID. The program is available on the Achieving the Dream website:

<http://www.achievingthedream.org/datareserach/datatools/datasubmissioninformation.tp>.

**Please note:** it is imperative that you use the same password on all files for the duration of the project. If the same password is not used, we will not be able to create a longitudinal database for your college and you will not have the ability to track students through your Achieving the Dream data. In case you do not remember your password from submission to submission, check your previously submitted files. The output file the encryption program generates for your institution to keep contains the password at the top of the file.

The student ID encryption program is simple to use and contains step-by-step directions as you use it.



## Which Students Do I Include in My Data Reports?

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Only students who satisfy the criteria to be included in a cohort should be included in your data submissions. The short answer to this is: include students in the cohort who are first-time degree- or certificate-seeking students at your institution during the fall term. The specific details of defining your cohort follow.

### Who to Include in the Cohort

Include all degree/certificate-seeking undergraduate students (full-and part-time) entering your institution and attempting credits for the first time during the fall term. Students must be enrolled in courses creditable toward a degree, diploma, certificate, or other formal award. 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. Be sure to include students taking remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination.

A student who is designated as a member of the specified cohort remains in that cohort, even if the student:

1. Transfers to another institution.
2. Drops out of the institution.
3. Stops out of the institution (skips one or more enrollment periods).
4. Has not fulfilled the institution's requirements to receive a degree or certificate.

If your institution determines degree intent upon entry, only degree-seeking students should be included in your initial cohort. Institutions that do not determine degree intent upon entry should report all students as if they are degree-seeking. In all cases, students whose intent is not known are to be reported in the degree-seeking cohort.

### Who to Exclude from the Cohort

Exclude students who are:

1. Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree-seeking).
2. Taking continuing education units (CEUs) unless they are also enrolled in courses creditable toward a degree or other formal award.
3. Exclusively auditing classes.
4. Studying abroad (i.e., at a foreign university) if their enrollment at this institution is only an administrative record and the fee is only nominal.
5. In any branch campus located in a foreign country.
6. [High school students who are dually-enrolled at your institution.](#)



## Data Elements Requested for Submission

This section contains the data layouts and elements required for submission. Most of these data will come from administrative records; however, we understand that you may not be able to report all of the information for all students, especially in the first year or two of your reports. Where you cannot provide data for a student, populate the field with either a -1 (missing), or a -2 (not applicable). Be sure to fill in every data element for every record—there should not be blank entries in your datafiles.

We have two tips to help ensure the success of your data submissions:

- In order to be able to report properly for your students, you will need to create a field in your student database that contains the cohort year for each student included in your data submissions. In the fall of each year, after determining your cohort, you will need to populate this variable on YOUR database with the proper cohort year to which the student is assigned. This variable will be included on all of your data submissions for student-level data.
- The data layouts provided below are the layouts for the files you will compile. However, **DO NOT** send the *Student: Term Record* and *Student: General Record* files as they are described below, as they contain students' Social Security numbers. You will need to run the Student ID Encryption Program on these files before submitting them to JBLA. The Student ID Encryption Program will provide unique student IDs for each record and create the file you will submit to JBLA. The encryption program will also create a file for your records that includes all of the submitted data, along with the Social Security number and the student ID created for this project.

**NOTE:** Social Security number (SSN) needs to be the first variable in both the *Student: General Record* and *Student: Term Record* files.

**Student: General Record**

(submit once for each cohort, at the first cohort submission)

NOTE: There are two options for reporting students' race/ethnicity categories. Option 1: If your institution collects Hispanic/Latino origin separately from race data, code the RACE and HISP variables. Option 2: If your institution does not collect them separately, code the RACEETHN variable. Populate one of the options with your data and populate the other with -1.

Name	Description	Valid values	Definition
<b>General Information</b>			
SSN	Social Security number <a href="#">or student unit ID</a>	Format: xxx-xx-xxxx {alpha}	Student's Social Security number. This MUST be the first variable in the Student: General Record. The Student ID Encryption Program you will run to encrypt the IDs utilizes SSN to create the unique project ID for each student. DO NOT send student SSNs to JBLA.
Cohort	Cohort year	2002 = 2002 Fall cohort 2003 = 2003 Fall cohort 2004 = 2004 Fall cohort 2005 = 2005 Fall cohort 2006 = 2006 Fall cohort 2007 = 2007 Fall cohort {numeric}	Generally, the group of students entering in the fall term established for tracking purposes. This includes all students, regardless of their status as full-time/part-time/ transferred, entering as first-time degree or certificate-seeking in this institution during the first term of the specified year. For a complete definition, see Which Students Do I Include in My Data Reports?  NOTE: All students on the submitted files need to have a valid cohort year. This year remains the same for each student throughout the life of the project.
Gender	Gender of student	1 = Male 0 = Female -1= Missing {numeric}	Gender of student, if known.
BirthYr	Student's year of birth	Continuous -1 = Missing Format: yyyy {numeric}	Student year of birth. Include all 4 digits in the year (use 1976, not 76).
Race	Race of the student, option 1	1 = American Indian/Alaskan Native 2 = Asian 3 = Black/African American 4 = <a href="#">Pacific Islander (not Native Hawaiian)</a> 5 = White 6 = Non-resident alien 7 = More than one 8 = Other <a href="#">10 = Native Hawaiian</a> 0 = Unknown -1 = Missing {numeric}	Student's race—categories to describe groups to which individuals belong or identify with.  NOTE: If your institution does not report race/ethnicity separately, please report the students' race/ethnicity categories under the RACEETHN variable defined below. Although you <u>only</u> need to respond to <u>EITHER</u> the RACE and HISP combination, or to RACEETHN, <u>please include the other variable in the file, with a -1=missing for all records.</u>
Hisp	Student is of Hispanic or Latino origin, option 1	0 = No 1 = Yes -1 = Missing {numeric}	Student is of Hispanic or Latino origin.

**Student: General Record—Continued**

Name	Description	Valid values	Definition
RaceEthn	Race/ethnicity of student, option 2	1 = American Indian/Alaskan Native 2 = Asian 3 = Black/African American, non-Hispanic 4 = <a href="#">Pacific Islander (not Native Hawaiian)</a> 5 = White, non-Hispanic 6 = Hispanic 7 = Non-resident alien 8 = More than one 9 = Other <a href="#">10 = Native Hawaiian</a> 0 = Unknown -1 = Missing {numeric}	Student's race—categories to describe groups to which individuals belong or identify with.  Although you <u>only</u> need to respond to <u>EITHER</u> the RACE and HISP combination, or to RACEETHN, please include the other variable(s) in the file, with a -1=missing for all records.
Zipcode	Student's zip code of permanent residency	-1= missing Format: xxxxx-xxxx {alpha}	ZIP code at student's permanent residence. Include the 4-digit extension, if available.
<b>Student: Background Information</b>			
EFC	Student's expected family contribution	Continuous 0 = Valid zero -1 = Missing -2 = Not applicable Format: xxxxxx {numeric}	Student's expected family contribution as determined by the federal government; used to determine financial aid packages. This number is determined after the student fills out the <u>FAFSA (Free Application for Federal Student Aid)</u> form.  NOTE: This variable is optional; please provide it if you are able.
DualEnrl	Student was dually enrolled while still in high school	0 = No <a href="#">1 = Yes</a> -1 = Missing {numeric}	Was the student dually enrolled and attempting college credits while still a high school student? Note: <a href="#">the cohort</a> should not include students currently enrolled in high school, only those who have graduated and are in degree-seeking programs in college.  NOTE: This variable is optional; please provide it if you are able.
FirstGen	Student is a first generation student	1 = Yes 2 = No -1 = Missing/No information available	The student is a first generation student; the student is the first generation to attend college.  NOTE: This variable is optional; please provide it if you are able.
FTIC	First time in college, anywhere	0 = No 1 = Yes -1 = Missing	This variable indicates if the student is a first time student anywhere; i.e., has not attended college before.  NOTE: This variable is optional; please provide it if you are able.

**Student: General Record—Continued**

Name	Description	Valid values	Definition
<b>Academic Information</b>			
HSDip	Student has high school diploma/GED/other/none	1 = High School Diploma 2 = GED 3 = Other 4 = Adult high school diploma 9 = All other 0 = None -1 = Missing {numeric}	Student has high school diploma or recognized equivalent, GED/Other (a document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the GED or another state-specified examination).
HSDipYr	Year student received high school diploma/GED/other	Continuous -1 = missing Format: yyyy {numeric}	Year the student completed high school diploma or recognized equivalent (GED/other).
HSGPA	High school grade point average	Continuous -1 = Missing Format: x.xx {numeric}	Student's high school grade point average, on a 4.00 point scale.
CrdXfer	Previous college credits transferred	0 = No 1 = Yes -1= Missing {numeric}	Student transferred any credits from attendance at a postsecondary institution prior to attending this institution. Include college credits that your institution recognizes that were earned by a student through a program while the student was enrolled in high school.
NCrdXfer	Number of credits transferred	Continuous -1 = Missing {numeric}	The total number of credits transferred from previous postsecondary institution.
GPAXfer	Grade point average on transferred credits.	Continuous 0 = Valid zero -1 = Missing Format: x.xx {numeric}	Grade point average (GPA) earned by the student at prior institutions of enrollment. This is the GPA of the credits your institution has accepted (on your institution's scale).
HighDeg	Highest previous postsecondary degree/certificate student holds	1 = Certificate 2 = Associates Degree 3 = Bachelor Degree 4 = Higher 9 = All other 0 = None -1 = Missing {numeric}	If the student holds a degree(s) or certificate(s) from any type of previous postsecondary institution, indicate the level of the highest certificate/degree attained.
RemTest	Student is tested for any remedial needs.	0 = No 1 = Yes -1 = Missing -2 = Does not apply {numeric}	Student was tested for remedial needs at this institution. Remedial tests are designed to test if student is deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

**Student: General Record—Continued**

Name	Description	Valid values	Definition
MathExm	Student took the college's math placement test	0 = No 1 = Yes -1 = Missing -2 = Does not apply  {numeric}	Student took the institution's standard math placement test.
EngExm	Student took the college's English placement test	0 = No 1 = Yes -1 = Missing -2 = Does not apply  {numeric}	Student took the institution's standard English placement test.
ReadExm	Student took the college's reading placement test	0 = No 1 = Yes -1 = Missing -2 = Does not apply  {numeric}	Student took the institution's standard reading placement test.
ESLExm	Student took the ESL exam	0 = No 1 = Yes -1 = Missing -2 = Does not apply  {numeric}	Student was required to take an ESL (English as a Second Language) exam. Institutions sometimes require permanent residents (official U.S. residents, but not U.S. citizens) to take the ESL test when they apply.
MathExmP	Student's result from the math placement test	0 = Student tested at college level 1 = Student tested 1 level below college level 2 = Student tested 2 levels below college level 3 = Student tested 3 or more levels below college level 4 = Student tested below college level 9 = All other -1 = Missing -2 = Does not apply  {numeric}	Level at which the student tested on the institution's standard math placement test.

**Student: General Record—Continued**

Name	Description	Valid values	Definition
EngExpP	Student's result from the English placement test	0 = Student tested at college level 1 = Student tested 1 level below college level 2 = Student tested 2 levels below college level 3 = Student tested 3 or more levels below college level 4 = Student referred to community program/ Non-credit ESL course 5 = Non-ESL developmental course 6 = Student tested below college level 9 = All other -1 = Missing -2 = Does not apply {numeric}	Level at which the student tested on the institution's standard English placement test.
ReadExpP	Student's result from the reading placement test	0 = Student tested at college level 1 = Student tested 1 level below college level 2 = Student tested 2 levels below college level 3 = Student tested 3 or more levels below college level 4 = Student tested below college level 9 = All other -1 = Missing -2 = Does not apply {numeric}	Level at which the student tested on the institution's standard reading placement test.
ESLExpP	Student's results from the ESL exam	0 = Student tested at college level 1 = No, 1 level below college level 2 = No, 2 levels below college level 3 = No, 3 or more levels below college level 9 = All other -1 = Missing -2 = Does not apply {numeric}	This variable indicates whether the student passed the ESL exam, or at what level the student tested—1, 2 or 3 or more levels below college level.

**Student: General Record—Continued**

Name	Description	Valid values	Definition
MathRRef	Student referred to any math remedial courses	<p>For institutions with one level of remediation:                      0 = No                      1 = Yes                      -1 = Missing</p> <p>For institutions with multiple levels of remediation:                      0 = No                      1 = Yes, 1 level below college level                      2 = Yes, 2 levels below college level                      3 = Yes, 3 or more levels below college level                      4 = Student referred to community program                      9 = All other                      -1 = Missing                      -2 = Does not apply</p> <p>{numeric}</p>	<p>Student was referred for remedial needs in mathematics. Remedial courses are instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. The student can be referred through a counselor, a developmental office, etc.</p> <p>NOTE: Institutions that have one level of remediation report 0 for no referral, 1 for referral; institutions with multiple levels of remediation report 0 for no referral, 1 for 1 level below college level, 2 for 2 levels below and 3 for 3 or more levels below.</p>
EngRRef	Student referred to any English remedial courses	<p>For institutions with one level of remediation:                      0 = No                      1 = Yes                      -1 = Missing</p> <p>For institutions with multiple levels of remediation:                      0 = No                      1 = Yes, 1 level below college level                      2 = Yes, 2 levels below college level                      3 = Yes, 3 or more levels below college level                      4 = Student referred to community program                      9 = All other                      -1 = Missing                      -2 = Does not apply</p> <p>{numeric}</p>	<p>Student was referred for remedial needs in English. Remedial courses are instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. The student can be referred through a counselor, a developmental office, etc.</p> <p>NOTE: Institutions that have one level of remediation report 0 for no referral, 1 for referral; institutions with multiple levels of remediation report 0 for no referral, 1 for 1 level below college level, 2 for 2 levels below and 3 for 3 or more levels below.</p>

**Student: General Record—Continued**

Name	Description	Valid values	Definition
RdRRef	Student referred to any reading remedial courses	For institutions with one level of remediation: 0 = No 1 = Yes -1 = Missing  For institutions with multiple levels of remediation: 0 = No 1 = Yes, 1 level below college level 2 = Yes, 2 levels below college level 3 = Yes, 3 or more levels below college level 4 = Student referred to community program 9 = All other -1 = Missing -2 = Does not apply  {numeric}	Student was referred for remedial needs in reading. Remedial courses are instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. The student can be referred through a counselor, a developmental office, etc.  NOTE: Institutions that have one level of remediation report 0 for no referral, 1 for referral; institutions with multiple levels of remediation report 0 for no referral, 1 for 1 level below college level, 2 for 2 levels below and 3 for 3 or more levels below.

Four-year College Variables

NOTE: Only 4-year colleges need to include values on these variables on their data submissions; community colleges, please fill with -1=missing for all records.

<u>SAT</u>	<u>Total SAT score</u>	<u>Continuous</u> <u>-1 = Missing</u>  {numeric}	<u>Total Scholastic Aptitude Test (SAT) score. A student receives a reading score, writing score, and a math score. Each score ranges from 200 to 800, with a total test score of 600-2400. This variable has a range of 600-2400.</u>
<u>ACT</u>	<u>Composite ACT score</u>	<u>Continuous</u> <u>-1 = Missing</u>  {numeric}	<u>Composite ACT score. The ACT consists of four tests: English, Mathematics, Reading, and Science. The score range for each of the four tests is 1-36. The composite score, as reported by ACT, is the average of the four test scores earned during a single test administration, rounded to the nearest whole number. This variable has a range of 1 to 36.</u>

**Student: Term Record**

(submit each term)

Name	Description	Valid values	Definition
SSN	Social <u>Security</u> number <u>or student unit ID</u>	Format: xxx-xx-xxxx {alpha}	Student's Social Security number. This MUST be the first variable in the Student: General Record. The <u>Student ID Encryption Program</u> you will run to encrypt the IDs utilizes SSN to create the unique project ID for each student. DO NOT send student SSNs to JBLA.

**Student: Term Record—Continued**

Name	Description	Valid values	Definition
Cohort	Cohort year	2002 = 2002 Fall cohort 2003 = 2003 Fall cohort 2004 = 2004 Fall cohort 2005 = 2005 Fall cohort 2006 = 2006 Fall cohort 2007 = 2007 Fall cohort {numeric }	<p>Generally, the group of students entering in the fall term established for tracking purposes. This includes all students, regardless of their status as full-time/part-time/transferred, who are entering as first-time degree or certificate-seeking in this institution during the first term of the specified year. For a complete definition, see <a href="#">Which Students Do I Include in My Data Reports?</a></p> <p>NOTE: All students on the submitted files need to have a valid cohort year. This year remains the same for each student throughout the life of the project.</p>
Major	Student's major field of study: vocational/terminal or general education/liberal arts	1 = Vocational/terminal 2 = General education/liberal arts 3 = Undeclared -1 = Missing {numeric }	<p>Student's major field of study—vocational/terminal or general education/liberal arts.</p> <p>General education/liberal arts major fields are programs designed to impart knowledge and skills that represent the accumulated knowledge base in a subject area. The instruction is designed to be comprehensive and theoretical. For example, mathematics majors provide instruction across a broad range of mathematical content areas, including in-depth study of historical and theoretical perspectives, with minimal regard to specific occupational applications. Include: English/literature and humanities; interdisciplinary studies; mathematics; science; social science.</p> <p>Vocational/terminal major fields are programs designed to impart knowledge and skills that represent the relevant accumulated knowledge within the context of occupation-specific job requirements. The knowledge and skills imparted typically involve less theory, more application, and a narrower focus than what is taught in an academic major; they are also often explicitly linked to occupational skill demands. For example, an engineering/engineering technology major focuses on the mathematical principles and applications that are required for practice as an engineer/engineering technologist, with more limited attention to areas of mathematics that do not have engineering applications. At the community college level, vocational/terminal fields consist of programs that impart the knowledge and skills required for semiskilled, skilled, technical, and paraprofessional occupations.</p>

**Student: Term Record—Continued**

Name	Description	Valid values	Definition
Depend	Dependency status	-1 = Missing/Unknown 1 = Dependent 2 = Independent {numeric}	<p>For federal financial aid purposes, all students are considered to be dependent unless they meet one of the following criteria for independence:</p> <ul style="list-style-type: none"> <li>▪ Age 24 or older by December 31 of the academic year.</li> <li>▪ A veteran of the U.S. Armed Forces</li> <li>▪ Enrolled in a graduate or professional program beyond a bachelor's degree</li> <li>▪ Married</li> <li>▪ Orphan or ward of the court</li> <li>▪ Have legal dependents other than a spouse</li> </ul> <p>Either use the FAFSA dependency status, or follow the above definition.</p> <p>This variable is ONLY for colleges participating in the Dreamkeeper project; it is optional for all other colleges.</p>
Marital	Student's marital status	-1 = Missing/Unknown 1 = Single 2 = Married 3 = Separated 4 = Living in a married-like relationship 5 = Divorced 6 = Widowed 7 = Single, widowed, divorced (if individual code is not known) 9 = All other {numeric}	<p>Student's marital status as reported on the FAFSA, or other sources as available.</p> <p>This variable is ONLY for colleges participating in the Dreamkeeper project; it is optional for all other colleges.</p>
NumDep	Student's number of dependent children	Continuous 0 = Valid zero -1 = Missing/unknown {numeric}	<p>The number of dependent children the student has, including children born to, adopted by, foster-care and stepchildren, regardless of whether they currently live with the student.</p> <p>This variable is ONLY for colleges participating in the Dreamkeeper project; it is optional for all other colleges.</p>
MaRAI	Student attempted remedial math course; course 1 level below college level	0 = No 1 = Yes <a href="#">2 = Tested out-competency test</a> -1 = Missing {numeric} -2 = Does not apply	<p>Student attempted a remedial math course that is one level below college level during the term: the student was enrolled in a remedial math course at the end of the institution's drop-add period for the reporting term. NOTE: if your institution has only one level of remediation, report the data here.</p>

**Student: Term Record—Continued**

<b>Name</b>	<b>Description</b>	<b>Valid values</b>	<b>Definition</b>
EnRAI	Student attempted remedial English course; course 1 level below college level	0 = No 1 = Yes 2 = Tested out-competency test -1 = Missing -2 = Does not apply {numeric}	Student attempted a remedial English course that is one level below college level during the term: the student was enrolled in a remedial English course at the end of the institution's drop-add period for reporting term. NOTE: if your institution has only one level of remediation, report the data here.
RdRAI	Student attempted remedial reading course; course 1 level below college level	0 = No 1 = Yes 2 = Tested out-competency test -1 = Missing -2 = Does not apply {numeric}	Student attempted a remedial reading course that is one level below college level during the term: the student was enrolled in a remedial reading course at the end of the institution's drop-add period for reporting term. NOTE: if your institution has only one level of remediation, report the data here.
MaRAII	Student attempted remedial math course; course 2 levels below college level (if applicable)	0 = No 1 = Yes 2 = Tested out-competency test -1 = Missing -2 = Does not apply {numeric}	Student attempted a remedial math course that is two levels below college level during the term: the student was enrolled in a remedial math course at the end of the institution's drop-add period for the reporting term. Report data for levels beyond a first level of remediation only if this is applicable to your institution.
EnRAII	Student attempted remedial English course; course 2 levels below college level (if applicable)	0 = No 1 = Yes 2 = Tested out-competency test -1 = Missing -2 = Does not apply {numeric}	Student attempted a remedial English course that is two levels below college level during the term: the student was enrolled in a remedial English course at the end of the institution's drop-add period for reporting term. Report data for levels beyond a first level of remediation only if this is applicable to your institution.
RdRAII	Student attempted remedial reading course; course 2 levels below college level (if applicable)	0 = No 1 = Yes 2 = Tested out-competency test -1 = Missing -2 = Does not apply {numeric}	Student attempted a remedial reading course that is two levels below college level during the term: the student was enrolled in a remedial reading course at the end of the institution's drop-add period for reporting term. Report data for levels beyond a first level of remediation only if this is applicable to your institution.
MaRAIII	Student attempted remedial math course; course 3 or more levels below college level (if applicable)	0 = No 1 = Yes 2 = Tested out-competency test -1 = Missing -2 = Does not apply {numeric}	Student attempted a remedial math course that is three or more levels below college level during the term: the student was enrolled in a remedial math course at the end of the institution's drop-add period for the reporting term. Report data for levels beyond a first level of remediation only if this is applicable to your institution.
EnRAIII	Student attempted remedial English course; course 3 or more levels below college level (if applicable)	0 = No 1 = Yes 2 = Tested out-competency test -1 = Missing -2 = Does not apply {numeric}	Student attempted a remedial English course that is three or more levels below college level during the term: the student was enrolled in a remedial English course at the end of the institution's drop-add period for reporting term. Report data for levels beyond a first level of remediation only if this is applicable to your institution.

**Student: Term Record—Continued**

Name	Description	Valid values	Definition
RdRAIII	Student attempted remedial reading course; course 3 or more levels below college level (if applicable)	0 = No 1 = Yes 2 = Tested out-competency test -1 = Missing -2 = Does not apply {numeric}	Student attempted a remedial reading course that is three or more levels below college level during the term: the student was enrolled in a remedial reading course at the end of the institution's drop-add period for reporting term. Report data for levels beyond a first level of remediation only if this is applicable to your institution.
MaRGI	Grade student achieved in remedial math course; course 1 level below college level	<u>If pass/fail:</u> 10 = Passed competency 9 = Pass 0 = Fail -1 = Missing -2 = Incomplete -3 = Withdraw -4 = Audit -9 = All other  <u>If grades given:</u> Continuous -1 = Missing -2 = Incomplete -3 = Withdraw -4 = Audit -9 = All other format: x.xx {numeric}	Grade the student achieved during the reporting term in a remedial math course that is one level below college level. <ul style="list-style-type: none"> <li>• If the coursework is on a pass/fail basis, report 9 for pass, 0 for fail.</li> <li>• If the coursework is graded, report the numeric grade on the institution's scale.</li> </ul>
EnRGI	Grade student achieved in remedial English course; course 1 level below college level	<u>If pass/fail:</u> 10 = Passed competency 9 = Pass 0 = Fail -1 = missing -2 = Incomplete -3 = Withdraw -4 = Audit -9 = All other  <u>If grades given:</u> Continuous -1 = Missing -2 = Incomplete -3 = Withdraw -4 = Audit -9 = All other format: x.xx {numeric}	Grade the student achieved during the reporting term in a remedial English course that is one level below college level. <ul style="list-style-type: none"> <li>• If the coursework is on a pass/fail basis, report 9 for pass, 0 for fail.</li> <li>• If the coursework is graded, report the numeric grade on the institution's scale.</li> </ul>

**Student: Term Record—Continued**

Name	Description	Valid values	Definition
RdRGI	Grade student achieved in remedial <a href="#">reading</a> course; course 1 level below college level	<p>If pass/fail:  <a href="#">10 = Passed competency</a>  <a href="#">9 = Pass</a>  <a href="#">0 = Fail</a>  <a href="#">-1 = Missing</a>  <a href="#">-2 = Incomplete</a>  <a href="#">-3 = Withdraw</a>  <a href="#">-4 = Audit</a>  <a href="#">-9 = All other</a></p> <p>If grades given:  <a href="#">Continuous</a>  <a href="#">-1 = Missing</a>  <a href="#">-2 = Incomplete</a>  <a href="#">-3 = Withdraw</a>  <a href="#">-4 = Audit</a>  <a href="#">-9 = All other</a>  <a href="#">format: x.xx</a>  <a href="#">{numeric}</a></p>	<p>Grade the student achieved during the reporting term in a remedial English course that is one level below college level.</p> <ul style="list-style-type: none"> <li>• <a href="#">If the coursework is on a pass/fail basis, report 9 for pass, 0 for fail.</a></li> <li>• <a href="#">If the coursework is graded, report the numeric grade on the institution's scale.</a></li> </ul>
MaRGI	Grade student achieved in remedial <a href="#">math</a> course; course <a href="#">2 levels</a> below college level	<p>If pass/fail:  <a href="#">10 = Passed competency</a>  <a href="#">9 = Pass</a>  <a href="#">0 = Fail</a>  <a href="#">-1 = Missing</a>  <a href="#">-2 = Incomplete</a>  <a href="#">-3 = Withdraw</a>  <a href="#">-4 = Audit</a>  <a href="#">-9 = All other</a></p> <p>If grades given:  <a href="#">Continuous</a>  <a href="#">-1 = Missing</a>  <a href="#">-2 = Incomplete</a>  <a href="#">-3 = Withdraw</a>  <a href="#">-4 = Audit</a>  <a href="#">-9 = All other</a>  <a href="#">Format: x.xx</a>  <a href="#">{numeric}</a></p>	<p>Grade the student achieved during the reporting term in a remedial math course that is two levels below college level.</p> <ul style="list-style-type: none"> <li>• <a href="#">If the coursework is on a pass/fail basis, report 9 for pass, 0 for fail.</a></li> <li>• <a href="#">If the coursework is graded, report the numeric grade on the institution's scale.</a></li> </ul>

**Student: Term Record—Continued**

Name	Description	Valid values	Definition
EnRGII	Grade student achieved in remedial English course; course 2 levels below college level	<p><u>If pass/fail:</u>  <a href="#">10 = Passed competency</a>                      9 = Pass                      0 = Fail                      -1 = Missing                      -2 = Incomplete                      -3 = Withdraw                      -4 = Audit                      -9 = All other</p> <p><u>If grades given:</u>                      Continuous                      -1 = Missing                      -2 = Incomplete                      -3 = Withdraw                      -4 = Audit                      -9 = All other                      Format: x.xx                      {numeric}</p>	<p>Grade the student achieved during the reporting term in a remedial English course that is two levels below college level.</p> <ul style="list-style-type: none"> <li>• If the coursework is on a pass/fail basis, report 9 for pass, 0 for fail.</li> <li>• If the coursework is graded, report the numeric grade on the institution's scale.</li> </ul>
RdRGII	Grade student achieved in remedial reading course; course 2 levels below college level	<p><u>If pass/fail:</u>  <a href="#">10 = Passed competency</a>                      9 = Pass                      0 = Fail                      -1 = Missing                      -2 = Incomplete                      -3 = Withdraw                      -4 = Audit                      -9 = All other</p> <p><u>If grades given:</u>                      Continuous                      -1 = Missing                      -2 = Incomplete                      -3 = Withdraw                      -4 = Audit                      -9 = All other                      Format: x.xx                      {numeric}</p>	<p>Grade the student achieved during the reporting term in a remedial English course that is two levels below college level.</p> <ul style="list-style-type: none"> <li>• If the coursework is on a pass/fail basis, report 9 for pass, 0 for fail.</li> <li>• If the coursework is graded, report the numeric grade on the institution's scale.</li> </ul>

**Student: Term Record—Continued**

Name	Description	Valid values	Definition
MaRGIII	Grade student achieved in remedial math course; course 3 or more levels below college level	<p><a href="#">10 = Passed competency</a></p> <p><u>If pass/fail:</u>                      9 = Pass                      0 = Fail                      -1 = Missing                      -2 = Incomplete                      -3 = Withdraw                      -4 = Audit                      -9 = All other</p> <p><u>If grades given:</u>                      continuous                      -1 = Missing                      -2 = Incomplete                      -3 = Withdraw                      -4 = Audit                      -9 = All other                      Format: x.xx                      {numeric}</p>	<p>Grade the student achieved during the reporting term in a remedial math course that is three or more levels below college level.</p> <ul style="list-style-type: none"> <li>• If the coursework is on a pass/fail basis, report 9 for pass, 0 for fail.</li> <li>• If the coursework is graded, report the numeric grade on the institution's scale.</li> </ul>
EnRGIII	Grade student achieved in remedial English course; course 3 or more levels below college level	<p><u>If pass/fail:</u>  <a href="#">10 = Passed competency</a></p> <p>9 = Pass                      0 = Fail                      -1 = Missing                      -2 = Incomplete                      -3 = Withdraw                      -4 = Audit                      -9 = All other</p> <p><u>If grades given:</u>                      Continuous                      -1 = Missing                      -2 = Incomplete                      -3 = Withdraw                      -4 = Audit                      -9 = All other                      Format: x.xx                      {numeric}</p>	<p>Grade the student achieved during the reporting term in a remedial English course that is three or more levels below college level.</p> <ul style="list-style-type: none"> <li>• If the coursework is on a pass/fail basis, report 9 for pass, 0 for fail.</li> <li>• If the coursework is graded, report the numeric grade on the institution's scale.</li> </ul>

**Student: Term Record—Continued**

Name	Description	Valid values	Definition
RdRGIII	Grade student achieved in remedial reading course; course 3 or more levels below college level	<p>If pass/fail:  <a href="#">10 = Passed competency</a>                      9 = Pass                      0 = Fail                      -1 = Missing                      -2 = Incomplete                      -3 = Withdraw                      -4 = Audit                      -9 = All other</p> <p>If grades given:                      Continuous                      -1 = Missing                      -2 = Incomplete                      -3 = Withdraw                      -4 = Audit                      -9 = All other                      Format: x.xx                      {numeric}</p>	<p>Grade the student achieved during the reporting term in a remedial English course that is three or more levels below college level.</p> <ul style="list-style-type: none"> <li>• If the coursework is on a pass/fail basis, report 9 for pass, 0 for fail.</li> <li>• If the coursework is graded, report the numeric grade on the institution's scale.</li> </ul>
CAIgAt	Student attempted college-level algebra/math ( <a href="#">Gatekeeper Math</a> )	0 = No 1 = Yes -1 = Missing -2 = Does not apply {numeric}	Student attempted a college-level algebra/math course during the reporting term: the student was enrolled in the college-level algebra/math course at the end of the institution's drop-add period for the reporting term. <a href="#">This is the Gatekeeper Math variable, as defined by your institution.</a>
CEngAt	Student attempted college-level English ( <a href="#">Gatekeeper English</a> )	0 = No 1 = Yes -1 = Missing -2 = Does not apply {numeric}	Student attempted a college-level English course during the reporting term: the student was enrolled in the college-level English course at the end of the institution's drop-add period for the reporting term. <a href="#">This variable is the Gatekeeper English variable, as defined by your institution.</a>

**Student: Term Record—Continued**

Name	Description	Valid values	Definition
CAIgP	Grade student received in college-level algebra/math	Continuous 9 = Pass 0 = Valid zero -1 = Missing/did not take -2 = Incomplete -3 = Withdraw -4 = Audit -5 = Fail, no credit -6 = No show, no credit -9 = All other Format: x.xx {numeric}	Grade student received during the reporting term in the college-level algebra/math course. This is numerical; i.e., 3.00. Please respond in terms of your institution's grading scale (i.e., 4.00, 6.00).
CEngP	Grade student received in college-level English	Continuous 9 = Pass 0 = Valid zero -1 = Missing/did not take -2 = Incomplete -3 = Withdraw -4 = Audit -5 = Fail, no credit -6 = No show, no credit -9 = All other Format: x.xx {numeric}	Grade student received during the reporting term in college-level English course. This is numerical; i.e., 3.00. Please respond in terms of your institution's grading scale (i.e., 4.00, 6.00).
NumCdtA	Number of credits attempted by student in the term.	Continuous -1 = Missing {numeric}	Total number of credits attempted by student in the term. This is the total number of credits the student was enrolled in at the end of the institution's drop-add period for the reporting term.
NumCdtC	Number of credits completed by student in the term	Continuous -1 = Missing {numeric}	Total number of credits completed by student in the term. This is the number of credits the student received at the end of the reporting term.
<a href="#">NumCCrdt</a>	<a href="#">Number of credits completed by student in which they received a C or better</a>	<a href="#">Continuous</a> <a href="#">-1 = Missing</a> <a href="#">{numeric}</a>	<a href="#">Total number of credits completed by student during the term in which they received a C or better.</a>
TermGPA	Student's GPA for the term	Continuous -1 = Missing -3 = Withdraw Format: x.xx {numeric}	Student grade point average (GPA) for the reporting term. Report the GPA on the institution's scale (4.00, 6.00, etc). Include credits earned on a pass/fail basis in the same manner the institution includes them (if they are not calculated directly in the GPA by the institution, do not include them here).

**Student: Term Record—Continued**

Name	Description	Valid values	Definition
CumGPA	Student's cumulative GPA	Continuous -1 = Missing -3 = Withdraw  Format: x.xx {numeric}	The student's cumulative grade point average (GPA) as of the end of the reporting term. Report the GPA on the institution's scale (4.00, 6.00, etc). Include credits earned on a pass/fail basis in the same manner the institution includes them (if they are not calculated directly in the GPA by the institution, do not include them here).
Complete	Highest award level of student completion	0 = No 1 = Certificate 2 = Associate degree 3 = Bachelor's degree 4 = Diploma 5 = Short term certificate 9 = All other {numeric}	This variable indicates the highest award received by the student, if any. If the student completed a degree/certificate during/at the end of the reporting term, indicate if the student received a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree/award must actually be conferred.
CipCode	CIP (Classification of Instructional Programs) code of highest award student received	Continuous Format: xx.xxxx {alpha}	CIP (Classification of Instructional Programs) code of highest award received by the student. These are the same CIP codes used by the U.S. Department of Education on the IPEDS Completions survey. See <a href="#">CIP Codes</a> for the list of codes. <a href="#">The CIP Codes can be found on the Achieving the Dream website at:</a>  <a href="http://www.achievingthedream.org/dataresearch/datatools/datasubmissioninformation.tp">http://www.achievingthedream.org/dataresearch/datatools/datasubmissioninformation.tp</a>
Transfer	Student transferred	0 = No 1 = Yes -1 = Missing {numeric}	Student transferred to another college during/at the end of the reporting term. Include this information if it is known. If the information is unknown, code as -1. <a href="#">Populate this variable with data from the National Student Clearinghouse's StudentTracker.</a>
Excused	Student left the institution without completing the sought for degree or transferring due to physical incapacities, military service, etc.	0 = No 1 = Yes -1 = Missing {numeric}	Student left institution during/at the end of the reporting term without graduating or transferring because of one of the following reasons: died or was totally and permanently disabled; left school to serve in the armed forces; left to serve with a foreign aid service of the federal government, such as the Peace Corps; left to serve on an official church mission.
<b>Student Aid</b>			
ApplAid	Student applied for financial aid	0 = No 1 = Yes -1 = Missing {numeric}	Student applied for Federal financial aid for the current academic term. This is based on whether the student had a record of a Federal financial aid application for the current academic year, or received any Federal financial aid.

**Student: Term Record—Continued**

Name	Description	Valid values	Definition
TtlAid	The amount of financial aid received by the student	Continuous 0 = Valid zero -1 = Missing {numeric}	Total amount of all financial aid, from any source, received during the current academic term. TtlAid should equal the sum of TtlGrant, TtlLoan and TtlWork (and includes Dreamkeeper aid, where applicable).
TtlPell	The amount of Pell grant received by the student	Continuous 0 = Valid zero -1 = Missing {numeric}	Indicates the Federal Pell grant amount received by the student at your institution during the current reporting academic term.  Annual Pell Grant Maximums: 2002-03 \$4,000 2003-04 \$4,050 2004-05 \$4,050 2005-06 \$4,050 2006-07 \$4,050
<u>TtlDream</u>	The amount of Dreamkeeper emergency aid received by the student	Continuous 0 = Valid zero -1 = Missing {numeric}	Total amount of Dreamkeeper emergency aid received by the student at your institution during the current reporting term.  This variable is for colleges participating in the Dreamkeeper project only; all other colleges--do not include this variable on your database.
TtlGrant	The total amount of any grants received by the student	Continuous 0 = Valid zero -1 = Missing {numeric}	Total amount of all grants and scholarships: Federal, state, institutional, and other (including Dreamkeeper aid) grants received by the student during the current academic term. This is equal to the sum of all Federal, state, institutional, and other grants received by the student. Includes employer tuition reimbursements and grants from private sources. <b>TtlGrant should include the amount reported in TtlPell.</b>
TtlLoan	The total amount of loans received by the student	Continuous 0 = Valid zero -1 = Missing {numeric}	Total amount of all loans: Federal, state, institutional, and private sector loans received by the student during the current academic term. This includes all loans received by the student (do not include PLUS loans to parents).
TtlWork	The total amount of college work-study(CWS) received by the student	Continuous 0 = Valid zero -1 = Missing {numeric}	Total amount of work study awards received by the student during current academic term. This is equal to the sum of federal, state, and institutional work-study amounts. Report the amount actually earned rather than the award amount, which may be greater.

**Student: Term Record—Continued**

<u>Name</u>	<u>Description</u>	<u>Valid values</u>	<u>Definition</u>
<b>Four-year College Variables</b>			
<u>ULevel</u>	<u>Undergraduate level</u>	<u>1 = Freshman</u> <u>2 = Sophomore</u> <u>3 = Junior</u> <u>4 = Senior</u> <u>5 = Other (grad, first professional)</u>  <u>{numeric}</u>	<u>Student's undergraduate class level during the term.</u>
<u>Major4Year</u>	<u>Major field of study</u>	<u>-1 = Missing</u> <u>1 = Science, Mathematics, Engineering, Technologies</u> <u>2 = Liberal Arts, Humanities, Social Sciences</u> <u>3 = Education</u> <u>4 = Business</u> <u>5 = Other</u> <u>6 = Undeclared</u>	<u>Student's undergraduate major field of study during the term.</u>



## **File Transmission**

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### **[Achieving the Dream Data Submission Website](#)**

[Once your datafiles have been created in the Achieving the Dream format, you are ready to submit them. In order to submit your data, you will use the Achieving the Dream website.](#)

[Please refer to the \*Achieving the Dream Web Submission Instructions\*, available on:](#)

<http://www.achievingthedream.org/dataresearch/datatools/datasubmissioninformation.tp>



## Technical Assistance

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If you need assistance or have any questions regarding your data submissions, or the data submission website, please contact:

Round 1 and 2 colleges:

Rashmi Jain  
rjain@jblassoc.com  
301-654-5154

Round 3 and 4 colleges:

Amy Topper  
atopper@jblassoc.com  
301-654-5154

If you need assistance or have any questions regarding eStats, please contact:

Benito Solorzano  
202-728-0200  
bsolorzano@acc.nche.edu



## **Data Submission Schedule**

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Baseline cohort data for Round 4 colleges are due on September 15, [2007](#); these are data for your [2004](#) and [2005](#) cohorts. Otherwise, data submissions are on an annual basis. All data for the [2006-07](#) academic year are due on November 15, [2007](#).



## Frequently Asked Questions (FAQs)

### Student ID Encryption Program

#### *Do the Social Security numbers (SSN) need to include dashes?*

Yes, Social Security numbers need to include dashes. If dashes are not included, the encryption program will stop running and return an error. To easily insert dashes into the SSN on your CSV file: open your CSV file in Excel, highlight the SSN column, select “Format” and “Cells”, click on “Special” and select “Social Security Number”. Save your file as a CSV file in Excel.

### File Layout and Format

#### *Do I need to include the variable names on the file?*

Yes, your first row of data should be the variable names (in comma-separated format, just as the rest of the file). Row 2 begins the data.

#### *Can I include more than one cohort in the term record?*

Yes. For ease of use in your data entry, include all cohorts’ data in one term record. [For example, your stu\\_term\\_0607\\_01 file will contain data for all 2003, 2004, 2005 and 2006 students enrolled in Term 1 of the 2006-2007 academic year.](#)

#### *Some of the variables we are to report include decimal data, yet the missing and other values are integers. How do we handle this?*

We understand that in some systems it is easiest to format an entire column to the format requirement, therefore causing -1 and other values to have decimals as well. That is fine. We can process the data regardless of decimals in the “integer” values.

### AtD Cohort

#### *What is the first AtD cohort?*

For Round 1 and 2 colleges, the first cohort for AtD contains students entering your institution for the first time in Fall 2002. For Round 3 [and 4](#) colleges, the first cohort contains students entering your institution for the first time in Fall 2003.

***Do I include students in the cohort who previously took adult basic ed or continuing ed courses, or audited courses at my institution?***

The first rule is: if this student would be included on the Student Right to Know data, certainly include him or her on your Achieving the Dream data. In this situation, if the student is first-time at your institution as an award-seeking student, he or she should be included in the cohort.

***Do I include dual credit students in my cohort (high school students that are enrolled simultaneously at my institution)?***

No, dual credit (high school) students are not included in your cohort until they are officially enrolled in your institution as award-seeking students.

## **Data Submission Schedule**

***What is the schedule for data transmissions?***

All data are collected on an annual basis. Data for the previous academic year are due annually on **November 15**; data for the [2006-07](#) academic year are due on November 15, [2007. Historical, baseline data for the Round 4 colleges is due September 15, 2007, and should include data for the 2004 and 2005 cohorts.](#)

## **Published Data**

***What results does JBLA anticipate publishing?***

JBL will make schools' longitudinal files accessible to each school. These data will be provided in SAS, SPSS, or CSV formats. Persistence and other analysis variables derived by JBLA will be included on your database, along with any custom variables your institution submitted. Datacubes will also be made available [under eStats](#) on [www.achievingthedream.org](http://www.achievingthedream.org); the datacubes will provide your institution with a wealth of analytical data tables.

## **Developmental Education Data**

***Is it sufficient to know that students took the development placement test, or is there a need to scale placement scores across tests to measure academic readiness at entry?***

Data are collected regarding students at one, two and three or more levels below college-level for colleges that have more than one level of developmental education. (The levels are determined by your institutional definitions.) If your college has just one level of developmental education, the developmental education data are collected as yes/no variables.

### **Data Elements**

***There are two race/ethnicity variables that appear to be the same. Why are there two, and which one do I answer?***

There are two options for reporting your race/ethnicity data:

- Race separately from Latino origin.
- Race mixed with Latino origin.

Populate only one of the options with your data. However, include the other variable in your data file and populate it with -1 = missing.

***We collect our cumulative and term GPA in two different ways—one including the grades received in developmental education, the other without. Which one do we report?***

Report the one used for award qualification determination.

***Many types of aid are not disbursed until after the term is finished. We know from an acceptance letter in the reporting term how much aid is to be disbursed. How should we handle this?***

Submit the amount indicated in the acceptance letter that can be credited to the current term.

***Some financial aid awards are made for the whole academic year rather than for the term. How do we handle this on the term records?***

Pro-rate the academic year amount to 40 percent each for the fall and spring semesters, and 20 percent for summer sessions. Or, if your institution is on trimesters, report 30 percent for each trimester and 10 percent for the summer sessions.

## Gatekeeper/College-Level Courses

### *What is the difference between a gatekeeper course and a college-level course?*

The college-level course data we are collecting on the data file are the first college-level [math and English](#) course a student would take. [We call this a gatekeeper course, and it](#) is defined by your institution. [Generally, a gatekeeper course is one that the majority of students take, like college math 101. If you have identified other entry-level college courses that students enroll in beyond math and English that you would like to track, like Psychology 101, you may append these as extra variables to your term record files. Please submit definitions of these variables when you submit your term files.](#)

### *[How do I report gatekeeper courses?](#)*

[CEngAt and CAIgA](#) are the variables you should use to report gatekeeper courses.



## General Information

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### Academic Year

July 1 through June 30 (same as the [federal](#) financial aid academic year).

### Pell Grant Maximums

2002-03	\$4,000
2003-04	\$4,050
2004-05	\$4,050
2005-06	\$4,050
<a href="#">2006-07</a>	<a href="#">\$4,050</a>

### Terms

Term 1: The part of the academic year that starts between August 1 and September 30.

Term 2: The part of the academic year that starts between October 1 and October 31 ([winter inter-session in Connecticut](#)).

Term 3: The part of the academic year that starts between January 1 and February 28.

Term 4: The part of the academic year that starts between March 1 and April 15.

Term 5: The part of the academic year that starts between May 1 and May 14.

Term 6: The part of the academic year that starts between May 15 and June 15.

Term 7: The part of the academic year that starts between June 16 and July 17.