Glossary of Definitions

Academic Cycle

The stages of course or program completion along the horizontal/top dimension of the Student Success Matrix which indicates at what part of the academic cycle – connection, entry, progress, completion – the support occurs or is directed. The academic cycle can apply to a single course, a student program, or a student's entire experience at an institution. A given student support can be relevant to only one part of the cycle or it may cross several or all points in the cycle.

Academic Integration

A predictor category in the Student Success Matrix. Degree to which a student feels integrated into the academic culture of the institution – often largely from classroom participation but also from participation in or opportunities for participation in academic activities that relate to a student's college career/program or course work, such as complex assignments that relate to the real world. Other examples include events or competitions around a program major, honor societies, perceived utility of courses or program, academically-relevant work study; participation in or opportunities to participate in research.

Active Military/Reservist

Students identified as having a Military Status of Active Duty, National Guard or Reservist, if known.

AutoCredential

Indicates if earned credential was awarded automatically by the institution.

Campus Location

Institution-provided ID for the location at which the course is taught, including a designation for online or distance learning. Institutions with more than one location provide their designated location IDs and associated descriptions.

CIP

Student's declared program of study per standardized Classification of Instructional Program Code/CIP (created by the U.S. Dept. of Education's National Center for Education Statistics), for up to 5 concurrent CIPs during a given reporting time period. PAR assigns a code for Undeclared.

Completion

One of the Academic Cycle phases in the Student Success Matrix. At the Program Level, Completion is the fulfillment of the last program requirements and the completion of a course of study with a credential of market value. At the Course Level, Completion is the end of a class with a passing grade.

Connection

One of the Academic Cycle phases in the Student Success Matrix. At the Program Level, Connection is the time period from application to enrollment at the institution. At the Course Level, Connection is the time period from advising to enrollment in a course.
Course

All courses, including those with 0 credit value that a PAR Qualifying Student takes at the institution during the PAR Data Collection Period irrespective of mode of delivery and for which the student remains enrolled past the penalty-free drop period. Penalty free means the drop is not included on the student's record although financial penalties may be involved. Includes: • Developmental Education/Remedial courses. • Regular ‘for credit’ courses. • Courses the student audits - even if no credit is earned for the course. • Laboratory or practicum courses, taken in conjunction with another course or as a stand-alone, whether or not credit is earned. • Graduate level courses that the student may be taking as an undergraduate. • Courses from which the student withdrew or took an incomplete (should be reflected in Course Grade). • Courses a student repeats, in part or as a whole, in order to get a better grade, a passing grade or to resolve an incomplete.

Course Credit

Number of credits that the course carries at the point of course registration.

Course Description

Describes the course in greater detail than Course Title. May include prerequisites, topics covered, and objectives. Example - Course description from an African American Studies Course: An interdisciplinary study of significant aspects of African American history and culture, emphasizing the development of African American communities from the Middle Passage to the present. The objective is to conduct research, apply critical thinking skills, and articulate diverse historical perspectives in the context of African American history and culture. Topics include definitions of African American identity, influences, and achievements within American culture, as well as issues confronting African Americans.

Course Enrollment (Census)

Number of students in the unique course section taken at census (for institutions that are able to provide it). Includes students who are auditing the class.

Course Enrollment (End of Course)

Number of students in the unique course section as of the course end date (for those that are able to provide it); excluding extensions. Includes students who are auditing the class.

Course Enrollment (Other)

Number of students in the unique course section as of a point in time other than census and end of term; excluding extensions. Includes students who are auditing the class. Used by institutions that count enrollment at times other than census or end of course; institutions provide information about when and how measured.

Course Enrollment Period or Term

Time periods with a concrete start and end date, during which courses are offered, and during which a student can start and complete one or more courses. Usually called a term, semester or quarter in traditional institutional models, progressive/alternative programs often have variety in their definitions for and durations of course enrollment periods. Depending on the institution, course enrollment periods may be sequential and discrete or may overlap. Note: Use of the word "term" in the PAR Framework is synonymous with course enrollment periods with allowances for the widely varying institutional configurations.

Course Number

Course number associated with the subject abbreviation of the class. Also appears in the Course Catalog elements list. May be numeric or alphanumeric; varies by institution. Example: • For ENGL 101, 101 is the Course Number.
Course Title

Short description of a course, usually 5 to 6 words in length, that conveys general course content. Examples: • Introduction to Psychology • First Year Composition • Principles of Accounting

Course/Program Characteristics

A predictor category in the Student Success Matrix. Course design, course level and subject domain. Also includes course sequencing, relevant materials and assignments, organization of course materials.

Credential

Any undergraduate credential including certificates, associates degrees and bachelors degrees. Includes credentials that may be “nontraditional” but that have clear completion criteria. Exclusions: Post Baccalaureate Certificates, Graduate Degrees Note: Detailed institutional credential types are provided by PAR institutional partners.

Credential Earned

Credential earned by student, for up to 5 credentials earned during the reporting time period. May be different or in addition to credentials sought.

Credential Earned CIP

CIP Code associated with the student's earned credential, for up to 5 credentials earned during the reporting time period.

Credential Earned Date

Date the credential was earned for up to 5 credentials earned during the reporting time period.

Credential Seeking Student

Students pursuing an undergraduate credential.

Credential Sought

Credential pursued by student during the reporting time period, for up to 5 credentials sought concurrently.

Cumulative Transfer Credits Earned After Par Student Start Date

Cumulative total number of accepted transfer credits earned after the student's PAR Student Start Date. Accepted means the credits from another institution qualify for credit at the current institution but does not necessarily mean the transfer credits can be applied toward the student's specific program of study.

Cumulative Transfer Credits Earned Before Par Student Start Date

Cumulative total number of accepted transfer credits earned before the student's PAR Student Start Date. Accepted means the credits from another institution qualify for credit at the current institution but does not necessarily mean the transfer credits can be applied toward the student's specific program of study.

Cumulative Transfer Credits with Unknown Earned Date
Cumulative total number of accepted transfer credits with indeterminable credit earned date. Accepted means the credits from another institution qualify for credit at the current institution but does not necessarily mean the transfer credits can be applied toward the student's specific program of study. Institutions that aggregate transfer credits without storing dates may use this field.

**Delivery Mode Indicator**

The way in which course is delivered. Examples: online, blended or on ground. Delivery modes and associated definitions provided by the institutions.

**Dev Ed Indicator**

Indicator for developmental education or remedial course.

**Entry**

One of the Academic Cycle phases in the Student Success Matrix. At the Program Level, Completion of a gateway course; that is, a required lower-level course with a higher than usual D, F, or W rate. Often a math course, sometimes an entry-level English course. At the Course Level, Entry is the beginning of the course.

**Ethnicity**

Student's ethnicity: Hispanic or Non-Hispanic or Unknown.

**FAFSA Date**

Date of student’s Free Application Federal Student Aid (FAFSA) filing if FAFSA Indicator is “Yes.”

**FAFSA Indicator**

Indicator if a student's FAFSA (Free Application Federal Student Aid) is on file with the institution for the reporting time period.

**Final Course Grade**

Final grade earned for course. Includes incompletes, withdrawals, pass/fails and audits, but does not include penalty-free drops. Enables tracking of grade changes such as changes due to appeal or resolving incompletes. Grade codes and associated definitions provided by the institutions.

**Foreign Residence Indicator**

Indicator used for students taking courses at the institution from a residence located outside the U.S. (other than an APO). Students will have a Permanent Residence Zip Code or a Foreign Residence Indicator, but not both.

**GED Indicator**

Indicator if the student received a GED. Note: For students with a GED indicator, all high school data fields will be blank.

**Gender**

Student’s gender as of PAR Student Start Date. Transgender collapsed with Unknown due to anticipated small numbers.
General Focus Support

Supports that are provided to or are available to all students. These are indicated by a superscript G in the Student Success Matrix. Examples: Library resources, office hours.

HS City

City of the high school from which the student graduated. Optional field.

HS Code

CEEB code for the high school that the student attended. Optional field.

HS GPA (Not Specified)

Student’s high school GPA, when it is unknown whether the GPA is weighted or unweighted. Optional field.

HS GPA (Unweighted)

Student’s unweighted high school GPA. If unknown whether GPA is weighted, use the HS GPA (Not Specified) field. Optional field.

HS GPA (Weighted)

Student’s weighted high school GPA. If unknown whether GPA is weighted, use the HS GPA (Not Specified) field. Optional field.

HS State

State of the high school from which the student graduated. Optional field.

HS Zip

Zip Code (5 or 9 digit as available) or APO of high school from which the student graduated. If non-U.S. high school, foreign code as supplied by PAR. Optional field.

Initial Course Grade

Initial grade earned for course. Includes incompletes, withdrawals, pass/fails and audits, but does not include penalty free drops. Grade codes and associated definitions provided by the institutions.

Institution Admissions Policy

Type of admissions policy. Examples: Selective • Open

Institution Business Model

Description of institution’s operating business model. Examples: For-Profit • Public • Private

Institution ID
Unique de-identified institution ID assigned centrally by PAR project staff.

Institution Type

Description of institution's type as indicated by degree-offerings. Examples: • 4-year/Bachelors & Certificates • Community Colleges/Associates & Certificates

Instructor Characteristics/Behaviors

A predictor category in the Student Success Matrix. Instructor characteristics or behaviors that help the student to connect with the instructor or to the course/program material via the instructor. Includes instructor interactions, office hours and instructor training that help the instructor utilize the teaching environment and engage students. Also includes teaching style and strategies, frequency and quality of feedback; pedagogy.

Instructor Status

Full time or adjunct or other relevant statuses as designated by the institutions. Statuses and status definitions provided by the institutions.

Learner Behaviors

A predictor category in the Student Success Matrix. Behaviors that a student exhibits during a course or during his/her college career, such as timeliness of handing in assignments, withdrawal patterns.

Learner Characteristics

A predictor category in the Student Success Matrix. Student attributes or characteristics that are descriptive of the student, such as first time student, prior GPA, first generation college, socio-economic status, students with disabilities, academic level.

Mandatory Instructor Online Training

Description of institution's policies requiring instructors of online courses to undergo training for teaching online. Examples: • Required prior to teaching • Required within a year of teaching • Optional

Max Credit Value

Maximum credit a student can earn for the course. May be the same or more than the Minimum Credit Value.

Min Credit Value

Minimum credit a student can earn for the course. May be the same or less than the Maximum Credit Value.

Month/Year of Birth

Student's month and year of birth.

Online Student Orientation

Description of institutional requirements for online student orientation prior to enrolling in online classes. Examples: • Required • Required if proficiency test is not Passed • Not Required
Other Learner Support

A predictor category in the Student Success Matrix. Supports for the learner that do not fall into the other categories, such as financial aid; child care or transportation to enable students to come to class; assistance in dealing with life events that may interrupt or interfere with studies.

PAR Data Collection Period

For any PAR institution, the time period that begins with the PAR Start Date and ends with the PAR End Date, inclusive of both dates. Institutions provide data throughout the PAR Data Collection Period on a schedule consistent with the institution's course enrollment periods and at a frequency that enables PAR analytic feedback to be timely and actionable. For the 18-month PAR data collection period that began in August 2012, the PAR Start Date is the start date of the course enrollment period/term that began on or around September 1, 2009. Institutions will provide data at least three times between November 2012 and December 2013 and will include most or all course enrollment periods that end on or before September 2013. The PAR Data Collection Period for new institutions joining the PAR Framework will vary based on date of entry and other institutional factors.

PAR End Date

The end date of the last course enrollment period to be included the PAR data set for the participating institution. For institutions whose participation is ongoing, no specific PAR End Date is set. (See PAR Data Collection Period for the PAR Start Date and PAR End Date range for institutions participating in current phase of PAR.)

PAR Qualifying Student

Any student seeking an undergraduate credential. Qualified students will enroll for the first time at a PAR institution on or after the institution's PAR Start Date and take one or more courses prior to the institution's PAR End Date. Exclusions: • Students who have earned other prior degrees/credentials at the institution • Students previously enrolled at the institution who restarted after the institution's PAR Start Date • Dual enrolled high school students When a student enters the PAR data set, (s)he remains in the PAR dataset for the lifetime of her/his undergraduate pursuits, maintaining the same PAR Student ID, and reporting all course and credential activity through the PAR End Date, regardless of breaks or stop outs after the PAR Student Start Date. Note: For participating institutions that represent multi-institution systems, the "first time at institution enrollment" rule applies at the system level.

PAR Start Date

The start date of the first course enrollment period to be included the PAR data set for the participating institution. (See PAR Data Collection Period for the PAR Start Date range for institutions participating in current phase of PAR.)

PAR Student ID

Unique anonymized student identifier for each PAR Qualifying Student. Assigned by the institution and associated with the same student throughout his/her appearance in the PAR data set. Institutions maintain a map between local student ID and PAR Student ID to enable them to "decode" PAR analytic information for their students.

Par Student Start Date

Date the PAR Qualifying Student started undergraduate work at a participating PAR institution.

Pell Grant Awarded Date

Date of student's Pell Grant award if Pell Awarded Indicator is "Yes."

Pell Grant Awarded Indicator
Indicator if the student was awarded a Pell Grant during the reporting time period.

**Pell Grant Received Date**

Date of student's Pell Grant receipt if Pell Received Indicator is "Yes."

**Pell Grant Received Indicator**

Indicator if the student received a Pell Grant during the reporting time period.

**Permanent Residence Zip Code**

5-digit zip code of student's permanent U.S. residence at PAR Student Start Date. APO for students associated with the military deployed overseas. Students will have a Permanent Residence Zip Code or a Foreign Residence Indicator, but not both.

**Predictor Category**

The left column of the Student Success Matrix organizes predictors of student success/student risk into categories or rows. Predictors come from the student success literature (indicated by italics), from findings at PAR member institutions (noted in standard font), or from PAR Framework findings to date (indicated by bold text). Some supports may address more than one predictor category and may appear in multiple rows. Currently, there are seven categories. As PAR Framework partners and other institutions complete the matrix, additional categories may be added.

**Prior Accepted Credits by Exam After High School**

Total number of Credits by Exam After High School accepted PRIOR to the first time data is provided to PAR for the student. Example: CLEP exam credit. Accepted means the credits from another institution qualify for credit at the current institution but does not necessarily mean the transfer credits can be applied toward the student's specific program of study. Note: Prior credits earned from other colleges or from other sources at the time data is provided for the student may not be the final total number of prior credits earned as institutional evaluation processes may not yet be complete or additional transcript information may not have been received as of the date that data is exported to PAR. See Cumulative Transfer Credits Earned After Credential Start Date element.

**Prior Accepted HS Exam Credits**

Total number of High School Exam Credits accepted PRIOR to the first time data is provided to PAR for the student. Does not include credits earned by students taking college courses while in high school (dual enrollment) which are included in Prior Accepted Transfer Credit from Other Colleges element. Examples: • IB • AP • AICE Accepted means the credits from another institution qualify for credit at the current institution but does not necessarily mean the transfer credits can be applied toward the student's specific program of study. Note: Prior credits earned from other colleges or from other sources at the time data is provided for the student may not be the final total number of prior credits earned as institutional evaluation processes may not yet be complete or additional transcript information may not have been received as of the date that data is exported to PAR. See Cumulative Transfer Credits Earned After Credential Start Date element.

**Prior Accepted Life Experience Credits**

Total number of Life Experience credits accepted PRIOR to the first time data is provided to PAR for the student. Also called Portfolio Credits. Accepted means the credits from another institution qualify for credit at the current institution but does not necessarily mean the transfer credits can be applied toward the student's specific program of study. Note: Prior credits earned from other colleges or from other sources at the time data is provided for the student may not be the final total number of prior credits earned as institutional evaluation processes may not yet be complete or additional transcript information may not have been received as of the date that data is exported to PAR. See Cumulative Transfer Credits Earned After Credential Start Date element.
Prior Accepted Military Credits

Total number of Military Credits accepted PRIOR to the first time data is provided to PAR for the student. Total of all Military Credit regardless of branch (Navy, Army, Coast Guard, Marines, other). Accepted means the credits from another institution qualify for credit at the current institution but does not necessarily mean the transfer credits can be applied toward the student's specific program of study. Note: Prior credits earned from other colleges or from other sources at the time data is provided for the student may not be the final total number of prior credits earned as institutional evaluation processes may not yet be complete or additional transcript information may not have been received as of the date that data is exported to PAR. See Cumulative Transfer Credits Earned After Credential Start Date element.

Prior Accepted OTHER Credits

Total number of transfer credits accepted PRIOR to the first time data is provided to PAR for the student not included in the other prior accepted credit categories. This field may also be used by institutions that aggregate transfer credits rather than storing them as separate fields. Accepted means the credits from another institution qualify for credit at the current institution but does not necessarily mean the transfer credits can be applied toward the student's specific program of study. Note: Prior credits earned from other colleges or from other sources at the time data is provided for the student may not be the final total number of prior credits earned as institutional evaluation processes may not yet be complete or additional transcript information may not have been received as of the date that data is exported to PAR. See Cumulative Transfer Credits Earned After Credential Start Date element.

Prior Accepted Transfer Credits from other Colleges

Total number of transfer credits from other colleges accepted PRIOR to first time data is provided to PAR for the student. Accepted means the credits from another institution qualify for credit at the current institution but does not necessarily mean the transfer credits can be applied toward the student's specific program of study. Note: Prior credits earned from other colleges or from other sources at the time data is provided for the student may not be the final total number of prior credits earned as institutional evaluation processes may not yet be complete or additional transcript information may not have been received as of the date that data is exported to PAR. See Cumulative Transfer Credits Earned After Credential Start Date element.

Prior Degrees Earned at Other Colleges

Count of number of degrees (including certificates and graduate degrees) earned at other colleges.

Progress

One of the Academic Cycle phases in the Student Success Matrix. At the Program Level, Progress is the time period from entry to completion of 75% of program requirements. At the Course Level, Progress is the middle of the course.

Race

Student's race determined by IPEDS2 classifications.

Section ID

Institutionally assigned code or ID that defines a unique group of students taught by a given instructor or set of instructors during a given time frame and that differentiates it from all other such groupings of students/instructors taking the same course in the same time frame. Other fields may be needed in conjunction with this field to ensure uniqueness, such as Subject Abbreviation, Course Number, Term Code. Institutions provide information about combinations of variables that provide a unique ID for this instance of a course.

Social/Psychological Integration

A predictor category in the Student Success Matrix. Participation or opportunities for participation in social activities that provide support and a feeling of belonging for the student within a course or the school community, such as networking opportunities, interest clubs or peer mentoring.
Also includes social presence (perceived social integration) in classes, cohort groups, collaborative activities; peer mentoring in and out of courses; single advisor for entire course or college career; program coordinators who know students; honors programs, perceived utility of courses or programs.

Stop Out

Break or pause in enrollment during the student's degree seeking period that lasts for one or more expected course enrollment periods. May occur with the institution's prior knowledge and consent or student may unexpectedly not enroll. Regardless of institutional definitions of stop out or institutional criteria and procedures for resuming course work after such breaks, all PAR Qualifying Students continue in the PAR data set with data provided for all course enrollment periods through the PAR End Date.

Student Course End Date

Date the student completes the class per the institutional definition or if the student withdraws, the end date for other students in the same section. Often, but not always associated with the course or term end date. Varies by institution depending on the approach for course offerings.

Student Course Start Date

Date the student starts taking the course. Often, but not always associated with the course or term start date. Varies by institution depending on their approach for course offerings.

Student Home Location ID

Applies to institutional systems with multiple campus locations. Institution-assigned student home location from which the student will earn his/her credential regardless of courses taken in other locations within the institutional system.

Student Success Matrix Narrative

A brief description of each support or predictor entry in the Student Success Matrix, that provides detail for the corresponding abbreviated labels or short titles used within the matrix itself. References to available risk metrics associated with predictors or outcome measurements associated with actions are included in the narrative. The narratives are usually provided as a list that accompanies the matrix.

Student Type

Student's prior college experience status as of PAR Student Start Date. Will vary by institution; institutions provide their designated student types and definitions. Examples: • First time in college • Transfer student

Subject Abbreviation

Abbreviation for the subject of the course. Nomenclature varies by institution. Examples: ENGL for English PSYC for Psychology

Subject Long

Plain English name or long name of the course Subject Abbreviation. Example: • ENGLISH where Subject Abbreviation is ENGL.

Support Focus

Supports may be directed to a particular group of students (targeted focus) or may be applied to all students (general focus). A superscript G is used to denote general focus in the Student Success Matrix; a superscript T denotes targeted focus.
Support or Student Support

Any program, service, offering, action, intervention or policy at an institution that supports or assists students in the successful completion of a given course and/or completion of degree or credential of value in the workplace. These supports can be provided to students pursuing an on-ground or online education and can be delivered via a range of modalities. Supports can be proactive, aimed at preventing issues before they start, for example good advising for a program major that stimulates the student, or reactive and necessarily aimed at addressing issues that arise, including alerts for students who don't turn in a first assignment or special programs for those on academic probation. Supports can be directly related to a specific student's academic course work (example: tutoring) or they can be part of the overall academic infrastructure to promote student success (example: required office hours by instructors; clubs and organizations that enhance social integration).

Targeted Focus Support

Supports that are focused on a particular group of students. These are indicated by a superscript T in the Student Success Matrix. Examples: services/programs aimed at first year students, student athletes, veterans.

Term Code

A code associated with a 'term' or course enrollment period with term or course enrollment period as defined by the institution. "Term" or "course enrollment periods" vary by institution. Term/course enrollment codes, "term" start and end dates and associated definitions are provided by the institutions.

Transfer GPA

Final GPA from prior college; populated only for transfer students. If more than one college, then GPA may be most recent or combined. Optional field; populated by institutions that have these data available to them.

Veteran

Students identified as veterans, if known.