



[ELISE MILLER:] Okay. A few questions to get us started. Did any of you, and please raise your hand if you did, did any of you attend the NASFA session about IPEDS? Okay. We have a small number. That's good. We learned a lot from that session that we've incorporated into this one. Would you believe at first, at that time, we weren't even planning to come to this FSA conference and we've had sold out rooms ever since we came here? So, we're glad to be here. That session was focused on using our data. We said let's come and talk to the financial aid administrators about how they can use IPEDS data, and what we heard within the first 2 minutes was well, that's all well and good but how about you tell us how to report it first. So, that is what we are here to do today, talk about reporting data to IPEDS and let you know about all the resources that are available to you to make that job easier. Let me say I know it's not your primary job. I know it's a bit of a nuisance if not a big nuisance, but it is a requirement, and so we're going to talk today about how we can make your life easier hopefully.

How many of you play a role currently in reporting your IPEDS data? Now, keep your hand up if you actually have a username and password for the IPEDS system. Okay. So, a lot of you don't have that, and that's one of the things we'll talk about today is that you can actually get access to the system even though you're not the IPEDS keyholder.

The final thing I want to do is introduce myself, so I'm Elise Miller and I have a really long title. It's program director for the postsecondary institutional studies program at the National Center for Education Statistics, which is part of the Institute for Education Sciences at the U.S. Department of Education. Basically, that means I oversee IPEDS. Seated up here with me is Mohammed Saker. He is the brilliant mind behind our data collection system, and he builds it, and you'll see that if you've ever looked at it before it's even lovelier this year, so we'll show you some screen shots and maybe even show you some tools within the live site because we do have an Internet connection today. So, really quickly before we get started, those of you who haven't sat in any of my sessions yet you don't know this, but I am a native Nashvillian. I grew up here, and so I've been saying I probably will start saying ya'll the longer I'm here, so if there's a few ya'lls throughout the presentation please forgive or enjoy, whichever your inclination is, and I've also said that the last time I spoke to crowds this big was on the stage of the Grand Ole Opry at my high school graduation. So, I have performed at the Grand Ole Opry, but I will not sing for you today, and I did not sing there either. I think I quoted some poetry, but that's as creative as I get.

Okay. Hopefully, you know what IPEDS is if you're sitting in this room or maybe you're here to find out. It's a collection of surveys that take place between September and April every year. It not only collects information on the student financial aid but also on a whole bunch of other information that the IPEDS keyholder is responsible for getting in every year. One of those things is the graduation rates that I know you guys have heard are now in FASFA. Those graduation, retention, and transfer rates are all collected through the IPEDS data collection, so if you think the numbers on FASFA are wrong, talk to your IPEDS keyholder because they're reporting them to us. These are required of all Title IV institutions, so if your campus has a program participation agreement and an OPE ID, then you're required to report to IPEDS on an annual basis.



The consequences of doing that include fines and possible loss of the program participation agreement, and then we make the data available to the public. It's all publicly available. It can be downloaded by researchers, and we also have a college search site for students and parents, and I'll talk a bit more about that. So, why is it important? Well, as we said, because it's required for your program participation agreement, but accurate data is also important because of all those different ways that we make the data available. We make it available to students and parents through College Navigator, to your CEO or president. They get an annual report each year summarizing the data for your institution and how it compares to a set of peer institutions, and let me tell you that's when we get calls about accuracy. If something ends up on the president's desk and it's not quite right, then that's when we start getting calls saying can we change it, and while you can change it, it's not going to change it in that report, so it's really important to get it accurate up front and then, finally, many others use. I'll tell you that the Chronicle for Higher Education sent over 7 people to be trained on using IPEDS data in their reporting, so there's a lot of interest. Inside Higher Ed got jealous, and they'd want to send people over. USA Today heard about that, and so they sent people over, so there's a lot of interest, and it's not just the media that are interested. It's, you know, a lot of researchers and others. Just to give you a summary of the compliance, it's up to \$27,500 per violation, which could be each part of the IPEDS survey and since there's 9 parts, that can add up fairly quickly. I typically see fines come in 10 to \$20,000 when they do fine them, but we don't do that at NCS. FSA does the compliance component. We just tell them who reported and who didn't report.

As you can see, they really started enforcing that in 2002/03 and the dramatic drop in noncompliance since then; yeah, very dramatic. This past year, we had a slight uptick with 33 institutions that failed to comply fully. That's out of a total of 6800, so those numbers are still very good. This is what the College Navigator website – How many of you guys have been to the College Navigator website? Well, I encourage you to go look at your institution. The financial aid data is on there as well as almost all the other information, at least, you know, a portion of what we collect from the other surveys, and we're getting about a million visits a year now, which for a government site I think is fairly good. We might not compare to U.S. News and World Report, but we've been to the College Admission Counselors Conference for the last several years, and we've talked to high school counselors about the site. They really like it. They feel like it's an unbiased picture of institutions. They like that the source of the data is IPEDS and not some external commercial vendor. They like that there's no ads, that students aren't getting distracted by that, so I highly encourage you to check that out. This is the report that goes to the CEO or presidents every fall. It's a summary of figures that pulls data from all the different surveys again, so there are, I think, 2 student financial aid figures in there. Your keyholder at your institution has the opportunity to define their peer groups, so the first year they did this report they did not give them that opportunity. We just assigned a peer group. That did not go over well. You definitely know your peers better than we could come up with a formula to define them, so your keyholder every year can submit a group of peers it wants to be compared to in this report. We email the PDF of the report to the keyholder, and then we mail a printed version to the CEO or president of every institution.



The good news is, and I'll show you this at the end of the presentation, is that you can actually get access to this report yourself online. You can also, if you said "well, you know that peer group might make sense for comparing our finances or our enrollment numbers, but I'd like to see a slightly different peer group when comparing student financial aid numbers", you could go in and change the peer group and recreate the report yourself, so that's the nice thing. Here's just an example of the people who are using our data. Pretty much anyone or anyone who is, you know, citing higher education statistics at a national level tap into IPEDS in one way shape or form. So, I keep mentioning this IPEDS keyholder, and that's the person on your campus that the CEO or president assigns each year to be ultimately responsible. They have to lock the survey, and they have to coordinate the people on campus for providing the data so by the deadline, they have to go in, make sure the data is there, and lock it, but they don't necessarily have to be the person providing it so, as I say at the bottom of this slide, you can obtain a username and password. Your keyholder is allowed to assign up to 6 additional people to have access into the data collection system, so reach out to your keyholder. I can't say that, you know, they definitely will like that idea, but I would talk to them about it because they will still have the – you wouldn't be able to lock the data – they would still have the opportunity to review and lock it, but that way there's a lot of things the system does that you wouldn't be able to do if they just handed you a paper form and said we need these numbers, which my understanding from the previous sessions is happening a lot, that you just get forwarded a survey form printed out and said okay give us these numbers. We are opening the data collection year earlier this year because there was a whole bunch of changes required for SFA due to, and by SFA I mean Student Financial Aid survey, due to HEOA, which I think you know that acronym, probably too well, and so in the past we've only had the data collection open in the spring. It actually will be opening December 9th, and it will stay open until April 12, so there'll be a whole bunch more time to start getting the data into the system because we recognize that it's going to be a more complicated process this year. Oops, I said April 12. I meant April 14th, so you have 2 extra days even then, so this says December 2nd. We actually wanted to finalize some things on it, so it's going to be December 9th, plus we know you guys are here so you're probably not going back to your hotel room to start filling out IPEDS tonight.

Now, before I go any further, I want to show you guys all something, and that is that you can access all the survey materials even now. Something that we've learned is not known to a lot of people is we post all the survey forms in August, so you can go see the survey forms, the instructions, and frequently asked questions and glossary terms all starting in August, and we highly encourage you to do that. We've had the suggestion that we work with the IFAP website to get that information out to you guys and alert you to when these things are posted, and that's certainly something we're going to work to do, but if you're looking for where to do it, I'm going up to the Data Provider Center right here, which is basically the data collection system, and even if you don't have a username or password, there's a whole bunch of resources right here on the left-hand side, and one of those things is the 2009/10 survey materials, and if you click on that, it's going to ask you a series of questions because there's so many different versions of the forms that could come up that are distinct to your type of



institution that we don't want to provide you like 100 different forms. We want to provide you the forms that are applicable to your institution. So let's say you're a public 4-year institution on a regular academic calendar system, and you grant degrees. Now, these things probably won't make sense to you because they're applicable to different parts of the survey that you're not responsible for. It won't affect the student financial aid survey, so just check any of them. Hit search, and your survey forms come up. You scroll down. There's student financial aid, form instructions, frequently asked questions, the narrative edits that kind of generally tell you where you might come into problems if this number is bigger than that number and such, and then the import specs you probably don't need to worry about, but they're there if you want them, so we just want to make you aware. Now, can I have an ooh ah or some applause on that because we got that in the other sessions. Okay. I'm like the 3 stooges from the last act I guess.

Okay, so let's get back to what you're going to be reporting on this year, and it is complicated, and we're going to try to describe it in a way that makes sense, and we've tried to set up the survey forms to make it easier as well but because of the way the legislation was written, there's 4 different groups of students that have to be reported on and different financial aid numbers for those 4 different students, and sometimes it includes, for instance, grants from private sources known to the institution, like your Rotary Club scholarships and things like that. Sometimes it specifically says not to include those, so it's gets complicated quickly. So, these are the 4 different groups. The first one, Group 1, is all undergraduates, and this is for a fall cohort, so all undergraduates enrolled in the fall, and that was new last year so you did do this last year, and that's because Congress has asked us to put certain information, financial aid information, on all undergraduates on that College Navigator website, so there is about 20 different separate mentions of the College Navigator website in the Higher Education Opportunity Act of things that we need to make available on that website, and we can't make it available if we don't collect it, so that's why we had to add it to IPEDS, so that was already added last year. Group 2 is the traditional group of students that you've always been reporting on, which is your full-time, first-time degree and certificate-seeking students. Okay? So that's the group that's been going on for many years, so there's nothing new there, but Groups 3 and 4 are new for this year, and they are both subsets of Group 2. Group 3 is of Group 2 those who received grant and scholarship aid. That's going to be used to calculate a net price number that we have to put on College Navigator. Group 4 – and you can have overlap between 3 and 4. They're not 2 separate groups. You can have cross over. Group 4 is of Group 2 students who receive basically Title IV loan or grant aid. Okay? And that's going to be used to calculate a net price by income category and so, why is it limited to Title IV? Well, at first Congress was going to ask for it for all students. The associations in D.C. that represent all of you went in and said "hey, we don't have income data on all our students. We only have them on FASFA filers," so they did limit it to Title IV recipients for that reason. Again, this is where you get into the Data Provider Center if you have a username and password and want to actually go in and fill out the data yourself, and this is what it looks like. Once you get into the survey online and, again, you won't get all the features of this if you just get a printed out form because if you do it online, then we calculate some values for you so you can actually see what like the average will look



like based on the number of students plus the total amount of aid received, but this part A, we wanted it up front because there's those 4 different groups. We wanted to up front set up those groups, especially since some are subset of others. We didn't want you to have to go like through 10 screens and then say "okay Group 3 is a subset of Group 2, and there was 200 in Group 2 so..." Instead, we're doing it right there all in 1 place. Then, after you set up the groups it's going to walk you through part A, part B, part C, and part D and part E. Each of those report on 1 group, so it will say this is Group 1. This is all undergraduates. This is the number you said on the first screen about how many are in this group, and then it will ask you some data about that group. So, data on Group 1, all undergraduates enrolled in the fall, it is just basically 6 entries here. It's the grant or scholarship money from federal, state, local, institution, or other known sources, so that's where you're going to pick up your outside private grants and scholarships. Okay? You know, 1 of the simple things I learned when I went to Nashville was in the past we just said grant and not grant or scholarship, assuming that folks would interpret it to mean the same thing, but we were told no, no, no, so now we say grant or scholarship throughout, so we are learning as much from you guys as, hopefully, you get to learn from us as we go through this process. You report the number of students receiving that aid and then the total amount received. If you're in the system, then it calculates for you the percent of students in that group receiving it and the average amount received; same with Pell Grants and then with federal student loans, so those are the 3 things you need to report on for all undergraduates. Okay? That's the simple one. Not so simple one: There's a lot more cells here, but the good news is a lot of this has been reported in the past. Actually, all of this was reported last year, so there's nothing new on this screen. It's just that there are a lot of cells. So, it's the number of students receiving each of these types of aid, and you will note that this time all grants or scholarships from federal, state, local governments or the institution. There it is not reporting on grants and scholarships from your outside sources. Okay? Then, within that we have all federal grants and then Pell versus other. We have state or local grants and scholarships, institution grants and scholarships, and then loans and then federal loans and other loans and, again, you're doing a count of the students receiving them and the total amount they received, and then we calculate the average amount and the percent of students. Now, on this screen if you're in the system, you're going to see that there's a prior year number showing, so you can compare it to what was reported in the previous year as well. Okay? Data on Group 3: Now, remember these are our subset of Group 2, and they are students who received grant and scholarship aid. This is where it gets complicated, okay, because it's actually 3 different cohorts of students because remember these are first-time, full-time degree or certificate-seeking students, and Congress is requiring that we have 3 years of data on net price on the College Navigator website, which means you have to go back and look at past cohorts. Yeah. It is going to take some extra work, which is why we're opening the data collection early so you can start working on this stuff as soon as possible. So, you're going to report on the number of students in the group who received the grant aid, the total amount of grant aid received, and then we also need to get an idea of the living arrangements of the students so that when we calculate net price we're using the correct price, whether it's an on campus, off campus, or off campus with family. Now, we have heard from folks saying I don't know where our students live. Well, some



people are just pulling it off the FASFA file how they reported they planned their living arrangement. There will also be an unknown living arrangement category, which I suspect could have a lot of numbers in it, at least this first year. So, here are the numbers. So, remember this is 3 different cohorts, your 2006/07 cohort, your 2007/08 cohort, your 2008/09 cohort, and then we'll be asking the count of the students living on campus, off campus, and off campus with family. Unknown living arrangement will then be calculated out for those you don't know, and then we just need the total grants and scholarships received from the federal, state, local governments and the institution. We'll calculate the average. Okay?

[AUDIENCE:] [inaudible]

[ELISE MILLER:] The question was whether it included federal grants, and it does include federal, state, and institutional grants, not grants from the outside.

[AUDIENCE:] Thank you.

[ELISE MILLER:] Okay. Now Group 4, as I mentioned, Congress would also like to know some net price information by different income categories of students, so this is another complicated new reporting requirement. The good news is they're going to phase it in. They want 3 years' worth of data on the website like they did in the last screen, but they realize that it's going to take some time to get there, so we're going to phase it in over 3 years, so for this year you only need to report on 2008/09, and then 1 additional year will be added in preloaded in the future, so you can see 3 years at once and how they compare. Living arrangements, again, will be required, and the number of students and the total amount of grant received within income categories will also need to be reported, so let me show you what that looks like. The income used is the income that's used to determine the students EFC, the family's EFC, and the income categories were set in the law, so we didn't have discretion to change those. I believe they will be inflated over time, but no time in the near future and, again, it's the number of students within that income category who received grant or scholarship aid and the total amount received by those students and, again, these are Title IV students only. We have a question here. Can we get you to go to the microphone perhaps?

[AUDIENCE:] For the income level, is that the like father's income, mother's income on the FAFSA or is that AGI or what line?

[ELISE MILLER:] It's the income that's used to determine the EFC, so it's the combined parent/student.

[AUDIENCE:] Okay, so parent and student contribution.

[ELISE MILLER:] For dependent students, yes.

[AUDIENCE:] Okay. Thank you.



[ELISE MILLER:] Yes.

[AUDIENCE:] [inaudible]total family contribution that goes into the FisApp [inaudible]

[ELISE MILLER:] Yes. That's my understanding. Now, I don't know the FisApp, but if that is what is being used to determine a student's EFC, then that is the case, and I was told in a previous session it was.

[AUDIENCE:] So we could use the FisApp income?

[ELISE MILLER:] Yes. Now, if you get into the system, we don't want you to give all these numbers and then not know what the outcome's going to be on College Navigator, so there will be a worksheet that will show the calculation of net price for Group 3 as well as the calculation for net price by income for Group 4, so that's another reason you might want to talk to your keyholder and say "you know what, it's really going to be important for me to see those net price numbers as they're calculated. Can I get into the system?" The other thing we want to make you aware is that we provide context boxes within the Data Collection System, and those context boxes appear on College Navigator along with the data, so we want you to be able to describe what's going on. For instance, if all of a sudden net price increases dramatically and then that's due to a cut in a state grant program, you can explain that. I mean, there certainly is a lot of stuff going on with economic times that might influence why the numbers are doing what, and you just want to remember to write it in a language that would make sense to a parent or student because it does go on that college search site for parents and students. Okay? So, you're not explaining it to me. You're explaining it to the people who might want to come to your institution. Resources: Now that you've heard about all the hard work you're going to have to do let me hopefully give you a little bit of a sigh of relief because there are tons of resources available to help you. Besides your IPEDS keyholder, who hopefully will be helpful to you on your campuses, there is also a help desk that you all have access to use. There is training. A webinar will be released along with the data collection opening on December 9th, and the nice thing about the webinar is that it's set up by chapters and so if it's just a particular part, let's say you just get confused on Group 3, you don't have to listen to Groups 1 and 2 to get there, so you can skip around because I know you're busy people and you don't have time to listen to, I don't know how long it is, let's say it's a 45-minute webinar and maybe you don't have time to listen to the whole thing. You can skip around and listen as you do it. There is the Data Provider Center, as I showed you earlier, already has up there the instructions, the frequently asked questions, and other materials, links to the glossary, and for those of you who already have a login, you obviously get access to those survey screens, which are very helpful, and links to the glossary terms within the survey itself, so everyone has access to the glossary, where you could go and look up a term, but if you're in the system and on a screen you also get to click on a term and then just go directly to the definition. Our help desk number is right here. They also have an email address. I'm going to leave that up there so you can see it. It's 1-877-225-2568. They're southerners. They're very friendly. We actually do receive regular kudos for



the work they do and how helpful they are, and we track their customer satisfaction with them very closely, and we get really good feedback. They are open during normal east coast business hours Monday through Friday, but then also leading into the deadline for when it closes they do extended hours, including some on the weekend, so hopefully you're not spending your weekend filling this out the week before it's due but if you are, they're working with you. This is the home to our training. It's done by the Association for Institutional Research, which they work as a subcontractor to us, and they have really taken some huge steps to improve the training. Now, they are willing to come out and do workshops as well and so you go to the website. You give them a request that they come do a workshop, and they will try to accommodate that, but then they also have a whole bunch of online tutorials and webinars, and they even get professional actors to read the scripts for you, so it's a pleasant voice to listen to. I don't know if you'd want to hear my voice for that long, but they have very nice voices to listen to. No famous ones though. Could you imagine like De Niro reading our webinars, something? We don't have that. The nice thing that's also there is they have printouts of all the slides from the presentations, and they also have a written out script, so let's say you don't have time to sit and listen to the webinar. You could print out the script and bring it with you and read it before you go to bed at night. It might help you sleep. I don't know, but there's a lot of different ways depending on the best way that you learn that you'd be able to take advantage of these resources. Finally, we said the Data Provider Center is a resource. It has tons of information here about IPEDS that you can use. In addition, if you have the username and password you can get in and get more access to more resources. Oh, the website for IPEDS is – Sorry. I guess I didn't put it on there – nces.ed.gov/IPEDS. Okay? And that's actually the end of the formal presentation, but I am ready for questions and I just ask that you wait for a mic to come to you before you ask or you can walk up to the mic if you can get out.

[AUDIENCE:] Hi. Our students go year round, so we've been a bit confused when we're collecting data for a 12-month period. Do you really only want first academic year the 8-month period?

[ELISE MILLER:] For program, we would consider you a program year reporter, and so you would use a full-year cohort for your students. Is that correct Mohammed?

[MOHAMMED:] Yes.

[ELISE MILLER:] I'm going to get Mohammed in, so while some institutions have a fall cohort...

[AUDIENCE:] We use a fall cohort.

[ELISE MILLER:] You do use a fall cohort?

[AUDIENCE:] Yes.



[ELISE MILLER:] Because a lot of people who have that type of calendar do use a full-year cohort.

[AUDIENCE:] No. We're using a fall cohort.

[ELISE MILLER:] So, your question specifically again is?

[AUDIENCE:] Well, we would have a fall semester and then we would have a spring semester, but then they would also go over the summer, so when we're looking at the data is it all 3 semesters because the third semester is into the second academic year or would we only pick up 2 semesters?

[ELISE MILLER:] Okay. It would be 2 semesters.

[AUDIENCE:] Just the first 2 semesters.

[ELISE MILLER:] Right.

[AUDIENCE:] Okay. Thanks.

[AUDIENCE:] On Group 1, do we include under the grant or scholarship from federal, state, local, institution, or other known sources do we include private loans?

[ELISE MILLER:] Not loans. They're only grants and scholarships.

[AUDIENCE:] Okay. Thank you.

[AUDIENCE:] We're just a transfer school, upper division, so we have no first-time, full-time cohort of students.

[ELISE MILLER:] Right.

[AUDIENCE:] Do we have to answer those following 3 questions or do we just do the Group 1?

[ELISE MILLER:] You would only have to do Group 1.

[MOHAMMED:] Just Group 1.

[AUDIENCE:] Thank you.

[ELISE MILLER:] Everyone's going to come work for your institution right now.

[AUDIENCE:] I have a question over here.

[ELISE MILLER:] Okay. Thanks.



[AUDIENCE:] For one of the screens that you showed, it says that you have to report data with family and without family. Can you explain a little bit about that because there's a lot of confusion?

[ELISE MILLER:] It's living with family or living off campus without family, so it's the same categories you would have when determining a student budget.

[AUDIENCE:] Well, it is dependency or independent with family?

[MOHAMMED:] Oh, it has nothing to do with dependency.

[ELISE MILLER:] Right.

[AUDIENCE:] Okay. Thanks.

[AUDIENCE:] My question is similar to the question over here. Can you explain a little bit more about the program year reporting because we have students who begin in the fall semester or the spring semester and some that begin in the summer semester and it seems when we are reporting the information we're missing a pretty good chunk of those students who are beginning in the spring semester and the summer semester?

[ELISE MILLER:] Well, if you have a traditional academic year, then you should be reporting that way and, unfortunately, you do lose a lot of students because we focus on the fall semester. The program year is really if you have continuous enrollments throughout the year, which like a lot of programs are like 3 months long and that's the entire program, and they enroll on a continuous basis, so you have people starting on, you know, April 1, April 2, April 3, April 4 rather than a fixed term like a traditional academic year, so you're doing the correct thing.

[AUDIENCE:] I just have a question about how to determine first-year freshman students. Do we have to go off of self reporting or should we be looking at the ISUR?

[ELISE MILLER:] Well, we don't have a recommended way to do it, but I have heard from the community different ways they do it. Some of them use the clearing house to check for past enrollments. Some of them use their state unit record data system if you have access to that. Other people do it off self reporting.

[AUDIENCE:] It's really up to the school then?

[ELISE MILLER:] Right.

[AUDIENCE:] Okay. Thanks.

[AUDIENCE:] Are fee waivers considered grants or scholarships?



[ELISE MILLER:] Waivers are not.

[AUDIENCE:] Okay.

[ELISE MILLER:] Am I correct on that? Do you know?

[MOHAMMED:] [inaudible]

[ELISE MILLER:] You know what? I would have to look up the specific definition, which I don't believe they are, but I would want to look it up for you to be sure, so why don't you come up after the session, and we can do that online.

[AUDIENCE:] I'm at a school that since about 1998 we were traditional and then we switched over. We have a modular-based program, and we have continuous enrollment and we'll start a new cohort group every week. We are now to the point where our nontraditional program has more enrollment than our traditional program. What kind of reporting do we do? Do we do the fall reporting or do we do the program reporting, where we have continuous enrollment since we're both?

[MOHAMMED:] It really depends on what you reported in your institutional characteristics survey. Like Elise showed at the beginning that IPEDS had so many components, and the most important one that somebody at the institution is reporting is the institutional characteristics part, and in that one we ask a specific question, What is the predominant calendar system that your institution uses? So, if the predominant right now is, you know, continuous enrollment, then that's what you have to do, and you will end up as a program reporter.

[ELISE MILLER:] So that's already been reported for this year, so you would want to ask your keyholder as well to see.

[AUDIENCE:] I think this year they did the fall and next year we were discussing which direction we needed to go at that time. Thank you.

[ELISE MILLER:] Okay.

[AUDIENCE:] Can you clarify the aid received, what you actually want for that?

[ELISE MILLER:] It's awarded and accepted, not disbursed.

[MOHAMMED:] It's the most popular question that we get.

[ELISE MILLER:] Yes.

[AUDIENCE:] So, to follow up then because we're going backwards and using old data to fill in, we should use the definition that was in effect for each year? When did that change or has it always been that way?



[ELISE MILLER:] Oh, I think we clarified it, but it has always been that way.

[AUDIENCE:] Okay. Thank you.

[AUDIENCE:] I have 2 questions. First one is with VA benefits and the Yellow Ribbon Program is that considered a grant or scholarship the student receives?

[ELISE MILLER:] We have that on our list of questions to get back to folks about because I'm not familiar enough with the program, so if you leave your email address up here, I'll be sure we get to you.

[AUDIENCE:] Thank you.

[ELISE MILLER:] And we'll also clarify it in the instructions so that everyone will be very clear on that.

[AUDIENCE:] And my second question is we have 0-6 programs, where a student gets admitted as an incoming freshman and if they stay all 6 years, which most students do, they come out with a doctorate in pharmacy or a doctorate in physical therapy, so they're not really going to graduate in 4 years with a bachelor's degree. They're going to stay for 6, so what do I do to count those folks in some of the graduation numbers?

[ELISE MILLER:] Oh, in the graduation rates? There are extended cohorts for those, so if you have a program that is longer than the traditional program, you'd report on anything they completed, so if they complete something lower than a bachelor or something higher than a bachelor, they're going to get counted, but they would be in the supplemental graduation rate survey, which is for programs that are longer than the traditional 4 year.

[AUDIENCE:] I'm sorry. You called it the supplemental...?

[ELISE MILLER:] The supplemental graduation rate survey.

[AUDIENCE:] Okay. Thank you very much.

[ELISE MILLER:] Any other questions? Well, thank you. I don't know what time it is, but I think it's probably still early, so enjoy my hometown and enjoy your lunch.