

**MISATFOR**

**STUDENT DATA BASE**

**October 27, 2011**



**MISATFOR**

**DATE:** October 27, 2011

**AGENDA ITEM:** Student Data Base

**TOPIC OF DISCUSSION:** Adult Goals

**SUMMARY:**

CCTCMIS staff received a request to bring this issue to discussion.

Use of the value 'X' (Default Goal only) and value 'Z' (Not Applicable)

Is this issue common to the rest of the colleges?

**CCTCMIS STAFF RECOMMENDATION:** Discussion

**MISATFOR RECOMMENDATION:** \_\_\_\_\_

**CCTCMIS STAFF DECISION:** \_\_\_\_\_

**MISATFOR**

**DATE:** October 27, 2011

**AGENDA ITEM:** Student Data Base

**TOPIC OF DISCUSSION:** Adult Residency – Fee Classification Residency (DE 1004)

**SUMMARY:**

CCTCMIS staff reviewing the documentation of the Adult General Education (AGE) found the memorandum regarding the 2011 Florida Statutory Changes for AGE at: <http://www.fldoe.org/workforce/state-memos.asp>

- [2011 Florida Statutory Changes for Adult General Education \(AGE\)](#) (PDF,50KB) June 20
  - [Attachment: AGE - Questions and Answers on 2011 Florida Statutory Changes](#) (PDF, 112KB)

In this document CAE staff explains that the students enrolled in 2010-11 in Adult General Education do not need to prove their residency when they continue their enrollment in 2011-12. Their tuition fees will be the fees for the Florida residents.

For 2011-12 Fall End-of-Term submission, CCTCMIS staff is proposing to add a new table value 'V' for the AGE students enrolled in 2010-11. Attached are the updated DE 1004 pages.

**CCTCMIS STAFF RECOMMENDATION:** Approve

**MISATFOR RECOMMENDATION:** Not Approved (no need)

**CCTCMIS STAFF DECISION:** \_\_\_\_\_

## Residency

### **Q12. How does a district/college determine the residency status for an adult general education student? Where can I find technical assistance on residency for tuition determinations?**

Districts and colleges must use the criteria identified in s. 1009.21, F.S., to determine residency status for tuition purposes.<sup>14</sup> The Articulation Coordinating Committee produces technical assistance documents. These documents may be accessed by going to the website, <http://facts.org>. Go to the Counselors & Educators section, and then to the Advising Manuals section. There is a link titled "Residency Guidelines."

### **Q13. Does a residency determination for tuition purposes need to be done for students who were enrolled in 2010-11 and are continuing their enrollment in 2011-12?**

No. The law is to be applied prospectively. Residency for tuition purposes must be determined based on the requirements in s. 1009.21, F.S., for students whose *initial* enrollment occurs on or after July 1, 2011.

<sup>10</sup> s. 1009.22(2), F.S., fee exemption for most adult general education students was deleted from s. 1009.25, F.S.

<sup>11</sup> s. 1009.22(2), F.S. <sup>12</sup> s. 1011.80(7)(b), F.S., as amended in Chapter 2011-63, §35, Laws of Florida <sup>13</sup> s.

1009.22(3)(a), F.S.; s. 1009.25(1), F.S., as amended in Chapter 2011-63, §14, Laws of Florida; s. 1009.26(1), F.S.

<sup>14</sup> s. 1009.22(3)(a), F.S., as amended in Chapter 2011-63, §11, Laws of Florida

### **Q14. Does a residency determination for tuition purposes need to be done for students who were enrolled in 2009-10, were not enrolled in 2010-11, and are re-enrolled in adult general education in 2011-12?**

Yes, if the student has not been enrolled in adult general education for more than 12 months prior to July 1, 2011.<sup>15</sup> In this case, a residency for tuition purposes determination must be made.

### *Description of Data Element:*

**Number:** 1004

**Name:** Fee Classification Residency

#### Data Element is Used in the Following Reports:

- Exceptions Report
- FTE Reports

#### Description:

Record Type One - The student's domicile, within or without the state of Florida, identified for the purpose of assessing fees at the institution. For the purpose of assessing registration fees, a student shall be classified as Florida resident or non-resident as of the first day of classes.

#### TABLE VALUES:

- F Florida resident  
N Non-Florida resident  
D Non-Florida resident paying differential out-of-state fee (F.S. 1009.22)  
V Fee required for continuing Adult General Education student who was assessed the resident tuition rate. A residency determination was not made for this student. Fee was not waived, deferred or exempted.  
X Unknown or not reported

#### NOTES:

1. For students enrolled in non-credit courses, code this data element with data that is available for the student.
2. Dual Enrolled students are not required to report residency. DCC has set policy that Residency for Dual Enrollment students be reported as 'X'. If a student completes high school and continues enrollment as a regularly admitted student in the same term, report the residency as determined through documentation verification at the time of post-high school enrollment.
3. Beginning July 1, 2011, colleges must report the residency for Adult students.
4. Value 'V' should only be used for students who were enrolled in 2010-11 who are continuing enrollment in adult general education programs in 2011-12.

#### Edit:

- |   |               |
|---|---------------|
| 1. Missing or Invalid   | Critical      |
| 2. F and First-time Student Flag (DE 1005) EQ 'Y' and State Code at Time of Admission (DE 1018) NE 12 | Informational |

**PHYSICAL DESCRIPTION:** PIC X(01)

**CREATE/CHANGE DATE:**

~~08/06/2009~~~~06/16/2011~~10/27/2011

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3.	X and any Course-ICS (DE 3001) begins with 1.1 or EQ 1.21.01-1.27.01, 1.21.02-1.27.02, 13101, 13103, <u>13201, 13202, 13203, 13204, 13102, 13104,</u> or 15001 and Course Dual Enrollment (DE 3005) = N or Z	Critical
4.	F, N, D and Course-ICS (DE 3001) begins with 1.1 or EQ 1.21.01-1.27.01 or EQ 1.21.02-1.27.02 and all Course Dual Enrollment (DE 3005) = H, P, or S	Critical
5.	D and Reporting Institution (DE 1017) NE 1472, 1484, 1501, 1508, 1510, 1513, 1533	Critical
6.	<u>F, N, D and Course-ICS (DE 3001) EQ 13202 and Course Dual Enrollment/Co-Enrollment (DE 3005) = E</u>	<u>Informational</u>
7.	<u>V and Course-ICS (DE 3001) not equal to 13201, 13202, 13203, 13204, 13102, 13104</u>	<u>Critical</u>

Draft

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**PHYSICAL DESCRIPTION:** PIC X(01)

**CREATE/CHANGE DATE:**  
~~08/06/2009~~~~06/16/2011~~10/27/2011

**MISATFOR**

**DATE:** October 27, 2011

**AGENDA ITEM:** Student Data Base

**TOPIC OF DISCUSSION:** System-wide College Readiness Report

**SUMMARY:**

CCTCMIS staff received a system-wide college readiness report request from Valencia to help them determine whether their data changes are a local issue or indicative of state changes due to the PERT test.

Valencia had re-written part of the SDB assessment record extraction at the same time the new PERT tests were used by about half their students, and there is a large shift in their readiness data.

Attached is a draft version of the Valencia Ready report.

Are the other colleges having the same problem?

Do you need this report?

CCTCMIS staff built a System-Wide Ready report and it is located at:

DCC.COLLEGE.READYRPT.T1E2012

**CCTCMIS STAFF RECOMMENDATION:** Discussion

**MISATFOR RECOMMENDATION:** \_\_\_\_\_

**CCTCMIS STAFF DECISION:** \_\_\_\_\_



THE NUMBER AND PERCENT OF TOTAL STUDENTS WHO PASSED THE TEST CATEGORIES LISTED

* NUMBER OF FIRST TIME IN COLLEGE STUDENTS	NUMBER TESTED MATH	PERCENT READY MATH	NUMBER TESTED READING	PERCENT READY READING	NUMBER TESTED WRITING	PERCENT READY WRITING	NUMBER TESTED ALLTHREE SUBJECTS	PERCENT READY ALLTHREE SUBJECTS				
516	513	202	39.3	514	367	71.4	515	396	76.8	511	150	29.3
TOTAL	513	202	39.3	514	367	71.4	515	396	76.8	511	150	29.3

\*NOTE1: NUMBER OF STUDENTS ENROLLED IN THE COLLEGE WHO ARE PRIOR YEAR FLORIDA PUBLIC HIGH SCHOOL GRADUATES

SOURCE: 2012 STUDENT DATA BASE  
TERM: SUMMER (END-OF-TERM DATA ONLY)

**MISATFOR**

**DATE:** October 27, 2011

**AGENDA ITEM:** Student Data Base

**TOPIC OF DISCUSSION:** Entry Level Tests

**SUMMARY:**

This item was tabled last MISATFOR meeting. Colleges would check if their local data system is able to report the entry level test information just for the FTIC students.

As part of the SLDS grants, the ETL (Entry, Transform, Load) systems for the databases will be modernized. As part of this change, CCTCMIS will be looking at ways to improve the quality of the data being reported for the ELT (Entry Level Tests) that are reported for placement of students in college prep. Issues involve reporting the correct test type, and all subtests for FTIC students and whether to load test data for students who are not FTIC and are not being reported for College Prep Completion or Adult Testing.

**CCTCMIS STAFF RECOMMENDATION:** Discussion

**MISATFOR RECOMMENDATION:** Colleges need at least two years to report tests for placement

**CCTCMIS STAFF DECISION:** \_\_\_\_\_

**MISATFOR**

**DATE:** October 27, 2011

**AGENDA ITEM:** Student Data Base

**TOPIC OF DISCUSSION:** Completions based on the elimination of the CLAS test

**SUMMARY:**

CCTCMIS staff needs to know the option that your institution has decided to use for the Completions based on the elimination of the CLAS test.

Only four colleges had sent an email with their decision:

- One college is not participating.
- One college is using option 1.
- Two colleges are using option 2.

Attached is a copy of the memorandum.

**CCTCMIS STAFF RECOMMENDATION:** Discussion

**MISATFOR RECOMMENDATION:** Colleges will e-mail their decision.

**CCTCMIS STAFF DECISION:** \_\_\_\_\_

# FLORIDA DEPARTMENT OF EDUCATION



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## Memorandum Number 08-2012-04

Gerard Robinson  
Commissioner of Education



August 5, 2011

### MEMORANDUM

**TO:** College Reports Coordinators

**FROM:** Trina Condo

**SUBJECT:** Instructions for Reporting Degrees Based on the Elimination of College Level Academic Skills (CLAS) Requirements

The Division of Florida Colleges (DFC) issued a memorandum dated July 20, 2011, providing policy information related to awarding associate in arts degrees as a result of the elimination of the College Level Academic Skills (CLAS) requirements (reference Florida Statute 1007.25). For those institutions choosing to participate in this voluntary data submission, this communication provides instructions for reporting the prior year completions data to CCTCMIS.

For the purpose of this reporting, a supplemental data collection process based largely on the existing Completions Records (Record Type 5) has been implemented. The supplemental data collection process will allow the DFC to distinguish completers resulting from this policy change that would have otherwise been ineligible for a degree (i.e., prior students) from students who meet degree requirements on or after July 1, 2011. Therefore, Florida institutions will report the *prior* students using the 'CLAS Elimination Record Format'. The supplemental file must be submitted using the following naming convention, where as is standard, 'xx' represents your college number.

- File Submission Name - CCxx.STU.CLASTDEG.T4Eccyy

The modifications to the actual Completions Record (attached) are minimal and the Record Format is referenced as 'CLAS Elimination Record Format'. The bulleted items below provide a summary of the modifications you will find on the attachment.

TRINA CONDO

Bureau Chief, Community College and Technical Center Management Information Systems  
325 W. GAINES STREET • SUITE 1432 • TALLAHASSEE, FL 32399-0400 • (850) 245-9500 • <http://www.fldoehub.org/cctcmis/>

- *Data Element 2102 'Completion Date'*: Report the date the institution conferred the degree, regardless of whether the degree reported is previous to, or on or after July 1, 2011.
- *New Field – 'CLAS Elimination Reporting Year for Prior Students'* – Use **existing** positions 53-56 to capture the reporting year in which the degree would have been granted to students who met all other degree requirements, with the exception of the CLAS requirement.

*Institutions have two options in reporting and/or identifying the students for whom prior year awards were conferred. However, both options require the use of the supplemental reporting process.*

*Option 1: Institutions Report the Prior Year Awards in Supplemental File Only.* Institutions choosing this option will submit a supplemental file adhering to the attached record format, and creating a demographic record (record type 1) concurrently.

*Option 2: Institutions Report the Prior Year Awards in Both the Supplemental File and the Regular Completions Format.* Institutions choosing to report prior year awards in both the regular completions reporting and the supplemental record format will not need to create an additional demographic record as identified in Option 1.

All institutions must notify Cesar Regazzoni ([Cesar.Regazzoni@fldoe.org](mailto:Cesar.Regazzoni@fldoe.org)) of the intent to select Option 1, Option 2 or non-participation as described above.

Please remember that this special “CLAS Elimination” completion reporting mechanism is established for the 2011-2012 and 2012-2013 academic years. CCTCMIS will perform validation checks to ensure an enrollment record exists for the corresponding reporting year identified in data element, CLAS Elimination Reporting Year. Students who met all other requirements prior to 2002 may not be reported.

TC

Attachment

cc: Julie Alexander, Division of Florida Colleges (DFC)  
Amy Albee, DFC  
Carrie Henderson, DFC  
John Hughes, DFC  
Patricia Frohe, DFC  
Trina Condo, CCTCMIS  
Judith Thompson, CCTCMIS  
Joan Roddenberry, CCTCMIS  
Cesar Regazzoni, CCTCMIS  
Matthew Bouck, Office of Articulation  
College Admissions Officers and Registrars

**MISATFOR**

**DATE:** October 27, 2011

**AGENDA ITEM:** Student Data Base

**TOPIC OF DISCUSSION:** State Approved Teacher Prep Programs - Student Teaching Data

**SUMMARY:**

At the last MISATFOR meeting (June meeting), this issue was tabled to search for more information about the additional data sent to the Bureau of Educator Recruitment, Development, and Retention (ERDR) by the colleges (this item applies only to the colleges with Baccalaureates programs).

CCTCMIS currently provides Enrollment and Completion data for State Approved Teacher Prep programs to ERDR. In addition to the data CCTCMIS provides, the colleges provide additional data to ERDR eIPEP system, via their WEB site. This additional data includes:

- 1) Admitted under 10% waiver
- 2) Term student met benchmarks prior to student teaching
- 3) Term of culminating student teaching/final practicum

This additional data submission started with 2009-10 submission year. The 2010-11 year window submission to ERDR will be from December thru January. Attached is the list of the college eIPEP coordinators.

ERDR would like CCTCMIS to collect this data on the Student Data Base. This would require the addition of 2 new data elements on the Program record (see attached). If accepted, this would be implemented in 2012-13.

**CCTCMIS STAFF RECOMMENDATION:** Discussion

**MISATFOR RECOMMENDATION:** Tabled colleges will talk to the ERDR contact persons.

**CCTCMIS STAFF DECISION:** \_\_\_\_\_

List of the state college eIPEP coordinators who are responsible for ensuring these data are eventually reported at <https://www.florida-eipep.org>

Broward College	Aline Sarria	<a href="mailto:asarria@broward.edu">asarria@broward.edu</a>
Chipola College	Lou Cleveland	<a href="mailto:clevelandl@chiploa.edu">clevelandl@chiploa.edu</a>
Daytona State College	Amy Ringue	<a href="mailto:RingueA@daytonastate.edu">RingueA@daytonastate.edu</a>
	Kristy Presswood	<a href="mailto:presswk@daytonastate.edu">presswk@daytonastate.edu</a>
Edison State College	Erin Harrel	<a href="mailto:eharrel@edison.edu">eharrel@edison.edu</a>
Indian River State College	Marta Cronin	<a href="mailto:mcronin@irsc.edu">mcronin@irsc.edu</a>
Miami Dade College	Susan Neimand	<a href="mailto:sneimand@mdc.edu">sneimand@mdc.edu</a>
Northwest Florida State College	Diane Hodgins	<a href="mailto:hodginsd@nwfsc.edu">hodginsd@nwfsc.edu</a>
St. Petersburg College	Jill Peerenboom	<a href="mailto:Peerenboom.jill@spcollege.edu">Peerenboom.jill@spcollege.edu</a>

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***Description of Data Element:***

**Number:** 2011

**Name:** State Approved Teacher Preparation Program –Benchmark Term

**Data Element is Used in the Following Reports:**

- Teacher Preparation Enrollments and Completions

**Description:**

Record Type Four - Term all benchmarks are met before student teaching – If the program has a final, culminating field experience, it should be the term prior when the student took his/her final classroom course. If the program has integrated field experiences throughout and no final culminating field experience, it will be the term the student takes and completes the final course that includes a field experience.

Report as tyyy, where t is the term (1=summer,2=fall,3=winter/spring) and yyyy is the year.

Code all nines (99999) if not applicable.

**NOTES:**

1. State Approved Teacher Preparation Programs are Baccalaureate or higher.

**Edit:**

- |    |                          |          |
|----|--------------------------|----------|
| 4. | Missing                  | Critical |
| 5. | Term is not 1, 2, 3      | Critical |
| 6. | Year is not a valid year | Critical |



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***Description of Data Element:***

**Number:** 2012

**Name:** State Approved Teacher Preparation Program –Student Teaching Term

**Data Element is Used in the Following Reports:**

- Teacher Preparation Enrollments and Completions

**Description:**

Record Type Four - Term of student teaching/final practicum – If the program has a final, culminating field experience, it will be the term the student takes and completes this field experience. If the program has integrated field experiences throughout and no final, culminating field experience, it will be the term the student takes and completes the final course that includes a field experience.

Report as tyyyy, where t is the term (1=summer,2=fall,3=winter/spring) and yyyy is the year.

Code all nines (99999) if not applicable.

**NOTES:**

1. State Approved Teacher Preparation Programs are Baccalaureate or higher.

**Edit:**

- |    |                          |          |
|----|--------------------------|----------|
| 7. | Missing                  | Critical |
| 8. | Term is not 1, 2, 3      | Critical |
| 9. | Year is not a valid year | Critical |

**MISATFOR**

**DATE:** October 27, 2011

**AGENDA ITEM:** Student Data Base

**TOPIC OF DISCUSSION:** Program of Study – Hours (DE 2004)

**SUMMARY:**

During the 2011-12 Student Data Base Summer submission, we had some colleges submitting the Program of Study – Hours (DE 2004) with an implicated decimal. The format of the data element (no implicated decimal) was changed for the 2009-10 SDB submission.

CCTCMIS staff do not understand why we still having this issue, and ask the colleges to review their extraction code programs.

Also, CCTCMIS staff added the critical edit (2004\_7) which checks the Program of Study, Level (DE 2005) equal to ‘0’ (AA), ‘1’ (AS), and ‘A’ (AAS) with Program of Study- Hours (DE 2004) less than 60 hours. We had some colleges that reported less than 60 hours for the AA, AS, and AAS programs during 2010-11 SDB submission.

**CCTCMIS STAFF RECOMMENDATION:** Discussion

**MISATFOR RECOMMENDATION:** \_\_\_\_\_

**CCTCMIS STAFF DECISION:** \_\_\_\_\_

### *Description of Data Element:*

**Number:** 2004

**Name:** Program of Study - Hours

#### **Data Element is Used in the Following Reports:**

- IPEDS Reports (C2)
- AA-1A Report

#### **Description:**

Record Type Four - A field describing the number of hours needed to complete the program of study. Code all nines (99999) if not applicable.

NOTE: Use Program length from the CIP table when using a valid CIP for Adult High School, ABE, or GED.

#### **Edit:**

- |    |  |                 |
|----|--|-----------------|
| 1. | Missing or Non-numeric   | Critical        |
| 2. | Program of Study, Hours (DE 2004) EQ zero or 99999 and (Program of Study - CIP NE 9999999999)  | Critical        |
| 3. | Not EQ standard program hour length and Program of Study, Level (DE 2005) EQ 0, 1, 2, 8, A, D, P, T  | Informational   |
| 4. | Not EQ standard program hour length and Program of study CIP EQ Adult High School, ABE, or GED   | Informational   |
| 5. | Not EQ standard program hour length and Program of Study, Level (DE 2005) EQ C, E and Reporting institution ( DE 1017) not in (1472, 1475, 1477, 1484, 1493, 1500, 1506, 1510, 1528) | Critical        |
| 6. | Not EQ standard program hour length and Program of Study, Level (DE 2005) EQ I   | Critical        |
| 7. | <u>Less than 60 hours and Program of Study, Level (2005) EQ 0, 1 or A</u>  | <u>Critical</u> |

**PHYSICAL DESCRIPTION:** PIC 9(05)

**CREATE/CHANGE DATE:**

~~04/23/2009~~07/01/2011

**MISATFOR**

**DATE:** October 27, 2011

**AGENDA ITEM:** Student Data Base

**TOPIC OF DISCUSSION:** Disabled Classification (DE 1002)

**SUMMARY:**

During the Student Data Base Summer (1E) End-of-Term and Fall (2B) Beginning-of-Term data submission, Indian River contacted CCTCMIS staff about a change on the requirements for eligible disabled students at Florida Colleges and Postsecondary Career Centers.

CCTCMIS staff after reviewing the Florida Administrative Code Rule 6A-10.041 is proposing for the 2011-12 Fall End-of-Term Submission to add two new table values 'A' for Autism Spectrum Disorder and 'B' for Traumatic Brain Injury, and to change value 'M' description from 'Mental Psychological Disorders' to 'Emotional or Behavioral Disability'.

Attached are the Rule and the updated DE 1002 pages.

**CCTCMIS STAFF RECOMMENDATION:** Approve

**MISATFOR RECOMMENDATION:** Approved, also PDB Disabled Classification

**CCTCMIS STAFF DECISION:** \_\_\_\_\_

## *Description of Data Element:*

**Number:** 1002

**Name:** Disabled Classification

### Data Element is Used in the Following Reports:

- Exceptions Report
- AA-1B Reports
- FTE Reports
- AA-1C Reports
- AA-1A Report
- PBPB Report
- Perkins Performance
- Report of Students with Documented Disabilities

### Description:

Record Type One - A code indicating whether the student is classified as disabled. Disabled is defined as any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working. Primary disability is determined by the disability which has the highest cost for the institution to accommodate.

### TABLE VALUES:

- A** Autism Spectrum Disorder. Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.
- B** Traumatic Brain Injury. An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability and/or physical functioning.
- H** Hearing impairment. A hearing loss of 30 decibels or greater, pure tone average of 500, 1000, 2000, and 4000 Hz, ANSI, unaided in the better ear. Examples include but are not limited to the following: conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low hearing loss or deafness, acoustic trauma hearing loss, or deafness.
- L** Specific Learning Disabilities. A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological process. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicap, to mental retardation, to emotional disturbance, or to an environmental deprivation.

**PHYSICAL DESCRIPTION:** PIC X(01)

**CREATE/CHANGE DATE:**

10/11/2011~~07/01/2010~~

- M ~~Mental or Psychological Disorders~~ Emotional or Behavioral Disability. Any mental or psychological disorder including but not limited to organic brain syndrome, emotional or mental illness, or attention deficit disorders. Any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness.
- O Other health impairment. (Student has a specific disability which is not listed in the others specific categories ~~above~~).
- P Physical impairment. (Musculoskeletal and connective tissue disorders, neuromuscular disorders). Physically disabling conditions which may require an adaptation to one's school environment or curriculum. Examples include but are not limited to the following: cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), or head injury, and spinal cord injury.
- S Speech Impairment. Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include but are not limited to the following: Cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.
- V Visual impairment. Disorders in the structure and function of the eye as manifested by at least one of the following: 1) visual acuity of 20/70 or less in the better eye after the best possible correction, 2) a peripheral field so constricted that it affects one's ability to function in an educational setting, 3) a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include but are not limited to the following: cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.
- Z Not applicable or not reported.

**Edit:**

- |    |  |               |
|----|--|---------------|
| 1. | Missing or Invalid   | Critical      |
| 2. | EQ Z and Course Fee Kind (DE 3006) EQ D                            | Informational |
| 3. | EQ Z and Verified Disabled Classification Indicator (DE 1035) NE N | Critical      |
| 4. | NE Z and Verified Disabled Classification Indicator (DE 1035) EQ N | Critical      |

**PHYSICAL DESCRIPTION:** PIC X(01)

**CREATE/CHANGE DATE:**

10/11/2011~~07/01/2010~~

**6A-10.041 Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers.**

(1) Each board of trustees within the Florida College System and each district school board which operates a postsecondary career center shall develop and implement policies and procedures for providing reasonable substitution for eligible students as required by Sections 1007.264 and 1007.265, F.S. In determining whether to grant a substitution, documentation to substantiate that the disability can be reasonably expected to prevent the individual from meeting requirements for admission to the institution, admission to a program of study, entry to upper division, or graduation shall be provided. In determining whether to grant a substitution, a college may consider pertinent educational records. For purposes of this rule, the following definitions shall apply.

(a) Deaf/Hard of Hearing. A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, and high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

(b) Visual Impairment. Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

(c) Specific Learning Disability. A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

(d) Orthopedic Impairment. A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system. Examples include but are not limited to cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect, including but not limited to muscular dystrophy and congenital muscle disorders.

(e) Speech/Language Impairment. Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

(f) Emotional or Behavioral Disability. Any mental or psychological disorder including but not limited to organic brain syndrome, emotional or mental illness, or attention deficit disorders.

(g) Autism Spectrum Disorder. Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.

(h) Traumatic Brain Injury. An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability and/or physical functioning.

(i) Other Health Impairment. Any disability not identified in paragraphs (1)(a) through (h) of this rule, except those students who have been documented as having an intellectual disability, deemed by a disability professional to make completion of the requirement impossible.

(2) The policies and procedures shall include at least the following:

(a) A mechanism to inform persons eligible for reasonable substitutions due to a disability,

(b) A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability,

(c) A mechanism for making the designated substitutions known to affected persons,

(d) A mechanism for making substitution decisions on an individual basis, and

(e) A mechanism for a student to appeal denial of a substitution or a determination of eligibility.

(3) The policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all

substitutions previously granted by a state postsecondary institution.

(4) The policies shall include a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program.

(5) The Commissioner of Education shall coordinate with the Chancellor of the State University System to provide for coordination of the provision of technical assistance in the implementation of this rule.

(6) Each Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within The Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, is incorporated by reference herein to become effective October 25, 2010, can be obtained at <http://www.fldoe.org/cc/educators/Disability/dss.asp>.

*Rulemaking Authority 1007.264, 1007.265 FS. Law Implemented 1007.264, 1007.265 FS. History—New 4-13-87, Amended 12-18-05, 10-25-10.*



**MISATFOR**

**DATE:** October 27, 2011

**AGENDA ITEM:** Student Data Base

**TOPIC OF DISCUSSION:** Race Ethnicity (DE 1036 thru DE 1046)

**SUMMARY:**

During a race/ethnicity data request using the 2010-11 Student Data Base data from the Division of Florida Colleges (DFC) staff, CCTCMIS staff found a high number of students with the unknown ('X') value.

CCTCMIS staff ran the same job using the 2011-12 SDB Summer (1E) data submission. Attached are the two reports.

CCTCMIS staff would like to see the unknown numbers go down to a three digits number for each college.

**CCTCMIS STAFF RECOMMENDATION:** Discussion

**MISATFOR RECOMMENDATION:** \_\_\_\_\_

**CCTCMIS STAFF DECISION:** \_\_\_\_\_

Community College and Technical Center Management Information Systems

Florida College Students by Race

2010-2011

College	Asian	Black or African American	Hispanic/Latino	American Indian/Alaskan Native	Multi Racial	Native Hawaiian/Pacific Islander	White	Unknown	Total	Total Minority	% Minority	% Unknown
Brevard	792	3,334	2,380	192	319	36	20,604	845	28,502	7,053	24.75%	2.96%
Broward	2,314	20,569	19,937	138	491	88	18,064	2,474	64,075	43,537	67.95%	3.86%
Central Florida	280	1,601	1,133	48	0	0	7,752	6,002	16,816	3,062	18.21%	35.69%
Chipola	27	728	71	24	42	2	2,725	63	3,682	894	24.28%	1.71%
Daytona State	677	6,152	4,453	191	146	18	23,739	644	36,020	11,637	32.31%	1.79%
Edison	463	2,865	5,115	79	70	40	14,717	1,807	25,156	8,632	34.31%	7.18%
Fla SC at Jax	3,095	19,092	3,796	420	474	418	32,624	16,059	75,978	27,295	35.92%	21.14%
Florida Keys	64	217	477	16	10	0	1,946	184	2,914	784	26.90%	6.31%
Gulf Coast	227	1,315	922	77	270	28	9,879	711	13,429	2,839	21.14%	5.29%
Hillsborough	1,474	9,496	10,107	238	314	64	20,513	3,896	46,102	21,693	47.05%	8.45%
Indian River	509	6,469	5,611	95	152	49	18,362	890	32,137	12,885	40.09%	2.77%
Gateway	35	814	145	20	20	2	4,560	70	5,666	1,036	18.28%	1.24%
Lake-Sumter	244	875	845	54	51	5	5,423	527	8,024	2,074	25.85%	6.57%
SCF Manatee	464	2,025	2,225	77	13	2	15,251	1,847	21,904	4,806	21.94%	8.43%
Miami Dade	1,618	25,077	91,269	74	200	74	11,090	14,443	143,845	118,312	82.25%	10.04%
North Florida	27	500	69	13	2	0	1,617	270	2,498	611	24.46%	10.81%
Northwest Fla	562	1,557	1,009	76	269	15	11,048	527	15,063	3,488	23.16%	3.50%
Palm Beach	1,371	11,615	10,437	125	436	84	21,724	3,571	49,363	24,068	48.76%	7.23%
Pasco-Hernando	251	898	2,155	88	325	41	13,177	566	17,501	3,758	21.47%	3.23%
Pensacola	720	4,295	1,107	244	616	42	14,652	258	21,934	7,024	32.02%	1.18%
Polk	419	2,892	2,251	50	164	13	10,189	616	16,594	5,789	34.89%	3.71%
St. Johns River	195	941	211	39	20	7	5,576	3,865	10,854	1,413	13.02%	35.61%
St. Petersburg	1,665	6,586	3,875	236	159	42	37,937	7,797	58,297	12,563	21.55%	13.37%
Santa Fe	583	3,517	2,531	121	471	72	12,282	5,536	25,113	7,295	29.05%	22.04%
Seminole	1,067	5,957	7,165	118	423	76	16,542	927	32,275	14,806	45.87%	2.87%
South Florida	131	949	1,893	6	53	49	4,461	992	8,534	3,081	36.10%	11.62%
Tallahassee	519	12,816	3,362	89	520	43	16,973	4,554	38,876	17,349	44.63%	11.71%
Valencia	2,885	10,999	18,757	191	608	145	25,298	6,584	65,467	33,585	51.30%	10.06%
System Total	22,678	164,151	203,308	3,139	6,638	1,455	398,725	86,525	886,619	401,369	45.27%	9.76%

Source: College SDB 2010-11

Selection Criteria: Select Demographic records and sort descending term before unduplicating to college and student then match for student course

NOTE: Unknowns were NOT INCLUDED IN THE MINORITY COUNTS

Community College and Technical Center Management Information Systems

Florida College Students by Race

2011-2012 SUMMER TERM ONLY

College	Asian	Black or African American	Hispanic/Latino	American Indian/Alaskan Native	Multi Racial	Native Hawaiian/Pacific Islander	White	Unknown	Total	Total Minority	% Minority	% Unknown
Brevard	359	1,172	954	85	152	18	7,572	229	10,541	2,740	25.99%	2.17%
Broward	1,132	10,592	9,744	58	259	49	8,248	1,189	31,271	21,834	69.82%	3.80%
Central Florida	128	708	469	25	0	0	2,981	1,792	6,103	1,330	21.79%	29.36%
Chipola	7	233	23	7	9	0	986	11	1,276	279	21.87%	0.86%
Daytona State	268	2,100	1,561	65	54	5	8,287	281	12,621	4,053	32.11%	2.23%
Edison	212	1,384	2,143	22	39	13	5,840	780	10,433	3,813	36.55%	7.48%
Fla SC at Jax	1,117	8,606	1,648	121	218	129	12,381	6,574	30,794	11,839	38.45%	21.35%
Florida Keys	13	86	219	4	3	0	586	55	966	325	33.64%	5.69%
Gulf Coast	79	482	316	22	92	7	3,006	269	4,273	998	23.36%	6.30%
Hillsborough	643	3,791	3,801	79	138	26	7,604	1,441	17,523	8,478	48.38%	8.22%
Indian River	255	3,302	2,515	42	76	29	7,909	495	14,623	6,219	42.53%	3.39%
Gateway	18	249	56	9	9	0	1,704	17	2,062	341	16.54%	0.82%
Lake-Sumter	101	328	332	23	28	0	1,848	181	2,841	812	28.58%	6.37%
SCF Manatee	183	696	753	35	21	2	5,219	981	7,890	1,690	21.42%	12.43%
Miami Dade	846	12,235	43,923	39	107	37	4,818	4,991	66,996	57,187	85.36%	7.45%
North Florida	7	157	28	1	1	0	520	77	791	194	24.53%	9.73%
Northwest Fla	225	630	397	32	118	10	4,282	233	5,927	1,412	23.82%	3.93%
Palm Beach	678	5,612	4,500	56	188	48	8,714	1,150	20,946	11,082	52.91%	5.49%
Pasco-Hernando	108	318	825	31	114	12	4,629	188	6,225	1,408	22.62%	3.02%
Pensacola	336	2,013	442	102	272	19	5,733	110	9,027	3,184	35.27%	1.22%
Polk	171	1,171	792	17	76	13	3,623	191	6,054	2,240	37.00%	3.15%
St. Johns River	68	429	132	16	16	4	2,177	1,801	4,643	665	14.32%	38.79%
St. Petersburg	739	2,938	1,590	89	101	20	15,334	2,288	23,099	5,477	23.71%	9.91%
Santa Fe	251	1,602	1,011	35	201	27	5,093	3,413	11,633	3,127	26.88%	29.34%
Seminole	504	2,804	3,090	37	210	39	6,936	338	13,958	6,684	47.89%	2.42%
South Florida	44	286	655	3	24	14	1,325	157	2,508	1,026	40.91%	6.26%
Tallahassee	184	5,428	1,257	41	256	9	5,872	2,399	15,446	7,175	46.45%	15.53%
Valencia	1,352	5,323	8,020	82	358	67	10,255	2,517	27,974	15,202	54.34%	9.00%
System Total	10,028	74,675	91,196	1,178	3,140	597	153,482	34,148	368,444	180,814	49.08%	9.27%

Source: College SDB 2011-12 Summer Term ONLY

Selection Criteria: Select Demographic records and sort descending term before unduplicating to college and student then match for student course

NOTE: Unknowns were NOT INCLUDED IN THE MINORITY COUNTS

**MISATFOR**

**DATE:** October 27, 2011

**AGENDA ITEM:** Student Data Base

**TOPIC OF DISCUSSION:** IPEDS Changes for 2012-13 – Enrollment and Completion

**SUMMARY:**

For the 2012-13 year submission, IPEDS is adding new information to be submitted by the Florida College System (see attachment).

CCTCMIS staff is proposing to add three new data elements in order to report the information to IPEDS:

- a) Record Type-One (Student demographic) Distance Education Student Location with table values equal to ‘S’ (same state as institution), ‘U’ (in U.S. but not the same state), ‘O’ (outside U.S) , ‘X’ (unknown/Not reported) and ‘Z’ (Not applicable).
- b) Record Type-Four (Program record) Distance Education Program Flag with table values equal to ‘Y’ (Program is exclusively Distance Education) and ‘N’ (Program is not exclusively Distance Education).
- c) Record Type-Five (Completion record) Distance Education Completion Flag with table values equal to ‘Y’ (Completion Program is exclusively Distance Education) and ‘N’ (Completion Program is not exclusively Distance Education).

**CCTCMIS STAFF RECOMMENDATION:** Approve

**MISATFOR RECOMMENDATION:** Tabled (need clarification on IPEDS definitions)

**CCTCMIS STAFF DECISION:** CCTCMIS staff will send the clarifications to the colleges for DE approval

**Description of Data Element:**

**Number:** 1049

**Name:** Distance Education Student Location

**Data Element is Used in the Following Reports:**

- Exceptions Report
- IPEDS

**Description:**

Record Type One - A code that describes the location of the student enrolled in any Distance Education.

**TABLE VALUES:**

O     Outside U.S.

S     Same state as the institution

U     In the U.S., but not the same state

X     Unknown or not reported

Z     Not applicable-use for all students that are not in a Distance Education

**Edit:**

2.     Missing or Invalid

Critical

**Description of Data Element:**

**Number:** 2011

**Name:** Distance Education Program Flag

**Data Element is Used in the Following Reports:**

- Exceptions Report
- IPEDS

**Description:**

Record Type One - A code that describes if the program is available to be completed completely through distance education.

**TABLE VALUES:**

Y Program is available to be completed completely through distance education

N Program is not available to be completed completely through distance education.

**Edit:**

3. Missing or Invalid

Critical

**PHYSICAL DESCRIPTION:** PIC 9(03)

**CREATE/CHANGE DATE:**

~~05/01/2007~~10/27/2011

**Description of Data Element:**

**Number:** 2111

**Name:** Distance Education Completion Program  
Flag

**Data Element is Used in the Following Reports:**

- Exceptions Report
- IPEDS

**Description:**

Record Type One - A code that describes if the program completion is available to be completed completely through distance education.

**TABLE VALUES:**

Y Program is available to be completed completely through distance education

N Program is not available to be completed completely through distance education.

**Edit:**

4. Missing or Invalid

Critical

**PHYSICAL DESCRIPTION:** PIC 9(03)

**CREATE/CHANGE DATE:**

10/27/2011~~05/01/2007~~



## Changes to 2012-13 IPEDS Data Collection

### Changes to the 2012-13 IPEDS Data Collection and Proposed Changes to Occupational Categories for the 2012-13 Human Resources Data Collection

**This document contains:**

- Changes to the IPEDS data collection that **have been approved** by the Office of Management and Budget (OMB) for implementation in 2012-13. The preview year for these approved changes is 2011-12, and survey screens and instructions are available through the Survey Materials link on the Data Provider Center page (<https://surveys.nces.ed.gov/IPEDS/VisIndex.aspx>)
- Changes to the occupational categories used on the Human Resources (HR) survey component that **will be submitted for approval** to OMB for implementation in 2012-13. Institutions will be notified as soon as approval is received.

Institutions should prepare to report in 2012-13 using the new categories, so to be ready if they are approved. **Each job at the institution will need to be categorized according to the 2010 SOC in order to report HR data in 2012-13. An HR/SOC Resources website will be available on the IPEDS website later this year. In the meantime, more information on the 2010 SOC can be found at (<http://www.bls.gov/soc/>)**

**Origins of Changes:**

The approved changes are suggestions from the IPEDS Technical Review Panel (TRP). Meetings of the IPEDS TRP are convened by RTI International, the contractor for the IPEDS web-based data collection system; subject areas for the meetings are determined by legislation, emerging areas of concern in postsecondary education, and an ongoing goal of decreasing reporting burden while retaining the federal data necessary for use by policy makers and education analysts. Detailed summaries of each meeting are posted ([https://edsurveys.rti.org/IPEDS\\_TRP/Default.aspx](https://edsurveys.rti.org/IPEDS_TRP/Default.aspx)) and comments on panel suggestions are solicited. Three meetings of the TRP resulted in changes for 2012-13.

The proposed occupational categories come from a new requirement to align IPEDS HR reporting with the 2010 Standard Occupational Classification (SOC) codes.

Origins of Changes to the 2012-13 IPEDS Data Collection		
Origin	Summary	Survey Components Affected
Distance Education TRP (Held in April 2008)	The IPEDS Technical Review Panel met to discuss evolving delivery modes for postsecondary education and increased availability of "distance education" courses and programs. Topics ranged from the definition of distance education to the challenges that institutions would face in providing distance education data. The panel discussed how the reporting of distance education data might be incorporated into the existing IPEDS reporting structure in order to collect data that would help NCES better describe postsecondary education in the nation, part of NCES' mission; allow institutions to compare their distance education activities to those of their peers; and provide valuable consumer information on College Navigator to students and parents.	Institutional Characteristics Completions Fall Enrollment
Completions TRP (Held in December 2009)	A common question NCES receives from policymakers asks for the number of postsecondary graduates in a given year who would likely be entering the workforce. Because IPEDS currently collects data on the number of completions (certificates and degrees awarded) rather than completers (graduates), it cannot	Completions



Human Resources TRP (Held in June 2010)	accurately answer this question. Graduates may receive, for example, two degrees in a given year or a degree and certificate, and then they would be reported twice, over counting the number of persons completing programs and feasibly entering the workforce. The TRP met to discuss whether and how data on completers could be collected through the IPEDS Completions survey.	Human Resources
	The TRP examined the reporting burden for degree-granting institutions completing the Human Resources component and discussed strategies for simplifying the collection forms and eliminating potentially duplicative or unnecessary data in order to reduce institutional burden and improve the usefulness and quality of the data being reported.	
2010 SOC	A new version of the Standard Occupational Classification (SOC) was released in 2010. The SOC is used by federal statistical agencies to classify workers and jobs into occupational categories for the purpose of collecting, calculating, analyzing, or disseminating data. IPEDS Human Resources reporting is required to align with the 2010 SOC. This alignment introduces new occupational categories that will replace the primary functions/ occupational activities currently used for HR reporting.	Human Resources

Changes to IPEDS Data Collection 2012-13	
Change	Source
<b>Institutional Characteristics (All institutions) 2012-13</b>	
Add an item to collect whether distance education opportunities are offered and at what student level (undergraduate, graduate). The current IC question C2 will be modified to exclude the distance education reporting option, and a new question will be added.	Distance Ed TRP
<b>Completions (All institutions) 2012-13</b>	
Add an item to collect the total number of <i>students</i> who earned degrees or certificates, by race/ethnicity and gender.	Completions TRP
Add items to collect the numbers of <i>students</i> who earned degrees or certificates, separately by (1) gender; (2) race/ethnicity, and (3) age*, for the following 6 award categories (collapsed from the 11 IPEDS categories): <ul style="list-style-type: none"> <li>• Less than 1-year certificates</li> <li>• At least 1 but less than 4-year certificates</li> <li>• Associate's degrees</li> <li>• Bachelor's degrees</li> <li>• Postbaccalaureate and Post-Master's certificates</li> <li>• Master's degrees</li> <li>• Doctor's degrees</li> </ul> <p>* Age categories are: under 18; 18-24; 25-39; 40 and above; and age unknown.</p>	Completions TRP
Add an item so that institutions can indicate, by CIP code and award level, if the program is available to be completed completely through distance education.	Distance Ed TRP
<b>12-month Enrollment (4-yr institutions) 2012-13</b>	
Eliminate collection of doctor's-professional practice instructional activity, now included with graduate activity.	NCES initiated
Add an item collect full-time equivalent enrollment for doctor's-professional practice students. These 2 changes will address the problem created in the calculation of FTE enrollment caused by the recent introduction of new postbaccalaureate degree classifications.	NCES initiated
<b>Fall Enrollment (all institutions) 2012-13</b>	
Add a new Part to the survey to collect data on the number of students enrolled in any distance education and the number of students enrolled exclusively in distance education. Data will be broken out by student level (undergraduate, graduate) and student location (in same state as institution, in U.S. but not in same state, outside U.S.).	Distance Ed TRP

<b>HUMAN RESOURCES 2012-13</b>	
<p>The changes for the Human Resources survey component fall into two categories:</p> <ul style="list-style-type: none"> <li>Proposed new occupational categories <b>for all institutions</b> due to the required alignment of the HR component with the 2010 Standard Occupational Classification (SOC). These new occupational categories will replace the primary function/occupational activity categories currently used for HR reporting. These changes will be submitted to the Office for Management and Budget (OMB) for implementation in the 2012-13 IPEDS data collection. Institutions should begin to prepare to report using the new categories so to be ready if they are approved. <b>Each job at the institution will need to be categorized according to the 2010 SOC in order to report HR data in 2012-13.</b></li> <li>Changes <b>for degree-granting institutions</b> that have been approved by the Office for Management and Budget (OMB) for implementation in the 2012-13 IPEDS data collection. These were changes that were suggested by the IPEDS Technical Review Panel (TRP) and adopted.</li> </ul>	
<b>Human Resources (all institutions) 2012-13</b>	
<p>Adopt new occupational categories to replace the current primary function/occupational activity categories.</p> <p>The alignment with the 2010 Standard Occupational Categories (SOC) requires the adoption of new occupational categories for reporting on the HR survey component. However, the currently used categories <b>Primarily Instruction, Instruction Combined with Research and/or Public Service, Primarily Research, and Primarily Public Service</b> will continue to be used, and will not change. The professional/non-professional terminology will no longer be used.</p> <p>NCES will ask OMB for approval to use the following categories:</p> <ul style="list-style-type: none"> <li>Management Occupations</li> <li>Business and Financial Operations Occupations</li> <li>Computer, Engineering, and Science Occupations</li> <li>Community Service, Legal, Arts, and Media Occupations</li> <li><b>Primarily Instruction</b></li> <li><b>Instruction combined with Research and/or Public Service</b></li> <li><b>Primarily Research</b></li> <li><b>Primarily Public Service</b></li> <li>Graduate Assistants – Teaching</li> <li>Graduate Assistants – Research</li> <li>Graduate Assistants - Other</li> <li>Library and Non-postsecondary Teaching Occupations                         <ul style="list-style-type: none"> <li>Archivists, Curators, and Museum Technicians</li> <li>Librarians</li> <li>Library Technicians</li> <li>Non-postsecondary Teaching Occupations</li> </ul> </li> <li>Healthcare Practitioners and Technical Occupations</li> <li>Service Occupations</li> <li>Sales and Related Occupations</li> <li>Office and Administrative Support Occupations</li> <li>Natural Resources, Construction, and Maintenance Occupations</li> <li>Production, Transportation, and Material Moving Occupations</li> </ul>	<p>2010 SOC</p>
<b>Human Resources (all degree-granting institutions) 2012-13</b>	
<p>Add a screening question to determine if an institution has graduate assistants.</p>	<p>HR TRP</p>
<p>Revise the Primarily Instruction occupational category so that data in the EAP section (Part A) are reported for three subcategories:</p> <ul style="list-style-type: none"> <li>Primarily Instruction                         <ul style="list-style-type: none"> <li>Exclusively credit</li> <li>Exclusively not-for-credit</li> <li>Combination credit/not-for-credit</li> </ul> </li> </ul>	<p>HR TRP</p>
<p>Make the following revisions to the <i>Salaries</i> section (Part E):</p> <ul style="list-style-type: none"> <li>Eliminate the contract length differentiation from the survey screens.</li> <li>Add an additional column to the survey screen after the salary outlays column to collect the number of months covered by those salary outlays. (This number will be used to calculate a weighted monthly average salary.)</li> </ul>	<p>HR TRP</p>

<p>Note: To assist data reporters in determining the number of hours covered, a worksheet will be provided in the data collection system that collects counts of staff on 9-month contracts, 10-month contracts, 11-month contracts, and 12-month contracts, by gender and academic rank. For each gender and academic rank category, the system would then calculate: (1) the total number of staff reported (i.e., the sum of the values entered for each contract length), and (2) the total number of months covered (i.e., the sum of the staff reported for each contract length multiplied by the number of months in the contract).</p>	
<p>Add an additional screen to the Salaries section (Part E), to be displayed immediately after the salary outlays screen for full-time instructional staff, to collect salary outlays for full-time non-instructional staff by occupational category. These totals will not be disaggregated by race/ethnicity or gender.</p> <p><b>Note:</b> The alignment with the 2010 Standard Occupational Categories (SOC) requires the adoption of new occupational categories for reporting on the HR survey component. If approved, the new occupational categories for which salary outlays will be collected will be:</p> <ul style="list-style-type: none"> <li>• Management Occupations</li> <li>• Business and Financial Operations Occupations</li> <li>• Computer, Engineering, and Science Occupations</li> <li>• Community Service, Legal, Arts, and Media Occupations</li> <li>• Primarily Research</li> <li>• Primarily Public Service</li> <li>• Library and Non-postsecondary Teaching Occupations</li> <li>• Healthcare Practitioners and Technical Occupations</li> <li>• Service Occupations</li> <li>• Sales and Related Occupations</li> <li>• Office and Administrative Support Occupations</li> <li>• Natural Resources, Construction, and Maintenance Occupations</li> <li>• Production, Transportation, and Material Moving Occupations</li> </ul>	2010 SOC
<b>Human Resources (degree-granting institutions with 15+ FT staff) 2012-13</b>	
<p>To streamline data collection across component sections:</p> <ul style="list-style-type: none"> <li>• Eliminate full-time non-instructional research and public service staff from Part G reporting in the <i>Fall Staff</i> section, better aligning this section with the Salaries section, which collects data exclusively on instructional staff.</li> <li>• Add items to Part I of the <i>Fall Staff</i> section (the headcount of full-time non-instructional staff) to include the research and public service categories that were eliminated from reporting in Part G.</li> </ul>	HR TRP
<p>Add a screening question to determine if the institution has a tenure system.</p>	HR TRP
<p>Add the following non-tenure track contract faculty categories to the <i>Fall Staff</i> section (Part G):</p> <ul style="list-style-type: none"> <li>• Multi-year contract</li> <li>• Annual contract</li> <li>• Less than annual contract</li> <li>• Without faculty status</li> </ul>	HR TRP

### IPEDS Human Resources Survey Component and the 2010 Standard Occupational Classification

The IPEDS HR survey component uses the Standard Occupational Classification (SOC) system to assist institutions in classifying employees for IPEDS reporting purposes. The SOC is a system used by Federal statistical agencies to classify workers and jobs into occupational categories for the purpose of collecting, calculating, analyzing, or disseminating data. In 2010, an updated version of the SOC system (<http://www.bls.gov/soc/>) was released. Consequently, the IPEDS HR survey must be revised to incorporate the 2010 SOC information.

The current HR instructions map approximately 140 of the 821 SOC occupational categories to the following eleven primary functions/occupational activities in the IPEDS HR survey:

- Primarily instruction
- Primarily research

- Graduate assistants
- Other professional (support/service)
- Clerical and secretarial
- Service/Maintenance

Although there were no major changes to the 2010 SOC, the primary functions/occupational activities in the IPEDS HR survey must be redefined to align with an approved aggregation scheme created from the 23 major groups in the 2010 SOC. (In April 2011, the SOC Policy Committee approved the aggregation scheme proposed for IPEDS HR reporting, shown in the table below.) Additionally, NCES must give guidance concerning reporting all SOC occupational categories, not just the subset that is more commonly found on campuses.

There will be a loss of trend data with the adoption of the new categories. Currently, the Other professional, Technical and paraprofessional, and Service/Maintenance categories span SOC major categories, splitting them by skill level, and assigning the more skilled occupations to the Other professional category, and the less skilled occupations to the Technical and paraprofessional and Service/Maintenance categories. This is no longer permitted. HR aggregations must now be based on the SOC major categories, which are discipline focused instead of being based on skill levels.

The proposed IPEDS Occupational Categories that will be submitted to OMB are shown below. The first column shows the proposed occupational categories that will be reported in IPEDS starting in 2012-13, incorporating the 2010 SOC. The second column shows the SOC major and minor groups that make up the IPEDS categories.

<b>Proposed IPEDS Occupational Categories for Implementation in 2012-13</b>	
<b>IPEDS Category</b>	<b>SOC Major/Minor Group Elements and Detailed Occupations</b>
<b>Management Occupations</b>	11-0000 Management Occupations
<b>Business and Financial Operations Occupations</b>	13-0000 Business and Financial Operations Occupations
<b>Computer, Engineering, and Science Occupations</b>	15-0000 Computer and Mathematical Occupations 17-0000 Architecture and Engineering Occupations 19-0000 Life, Physical, and Social Science Occupations
<b>Community Service, Legal, Arts, and Media Occupations</b>	21-0000 Community and Social Service Occupations 23-0000 Legal Occupations 27-0000 Arts, Design, Entertainment, Sports, and Media Occupations
<b>Primarily Instruction</b>	25-1000 Postsecondary Teachers
<b>Instruction combined with research and/or public service (I/R/PS)</b>	
<b>Primarily Research</b>	
<b>Primarily Public Service</b>	
<b>Graduate assistants - teaching</b>	
<b>Graduate assistants - research (I/R/PS)</b>	
<b>Graduate assistants - other</b>	
<b>Archivists, Curators, and Museum Technicians</b>	25-4010 Archivists, Curators, and Museum Technicians
<b>Librarians</b>	25-4020 Librarians
<b>Library Technicians</b>	25-4030 Library Technicians
<b>Non-postsecondary Teachers</b>	25-2000 Pre-school, Primary, Secondary, and Special Education School Teachers 25-3000 Other Teachers and Instructors 25-9000 Other Education, Training, and Library Occupations 25-4010 Archivists, Curators, and Museum Technicians
<b>Healthcare Practitioners and Technical Occupations</b>	29-0000 Healthcare Practitioners and Technical Occupations

<b>Service Occupations</b>	31-0000 Healthcare Support Occupations 33-0000 Protective Service Occupations 35-0000 Food Prep and Serving Related Occupations 37-0000 Building and Grounds Cleaning and Maintenance Occupations 39-0000 Personal Care and Service Occupations
<b>Sales and Related Occupations</b>	41-0000 Sales and Related Occupations
<b>Office and Administrative Support Occupations</b>	43-0000 Office and Administrative Support Occupations
<b>Natural Resources, Construction, and Maintenance Occupations</b>	45-0000 Farming, Fishing, and Forestry Occupations 47-0000 Construction and Extraction Occupations 49-0000 Installation, Maintenance, and Repair Occupations
<b>Production, Transportation, and Material Moving Occupations</b>	51-0000 Production Occupations 53-0000 Transportation and Material Moving Occupations
<b>Not applicable in IPEDS because IPEDS collects data on civilian staff only</b>	55-0000 Military Specific Occupations

**MISATFOR**

**DATE:** October 27, 2011

**AGENDA ITEM:** Student Data Base

**TOPIC OF DISCUSSION:** Industry Certification

**SUMMARY:**

One of the recommendation from the High Education Coordinating Council (HECC) review between the Florida College System (FCS) and the Workforce Development Information System (WDIS) system was to add the Industry Certification information to the FCS Student data Base matching the WDIS system (the industry certification is already reported in the WDIS system).

CCTCMIS staff is proposing to add the Record-Type 9 to the 2011-12 Student Data Base Annual Financial Aid – Record Type 8 submission  
See attachment.

**CCTCMIS STAFF RECOMMENDATION:** Approve

**MISATFOR RECOMMENDATION:** Approved

**CCTCMIS STAFF DECISION:** colleges found mistakes to be fixed on the Dictionary pages

**Description of Data Element:**

**Number:** 3301

**Name:** Program Industry - CIP

**Data Element is Used in the Following Reports:**

- Perkins IV

**Description:**

Record Type Nine – A code identifying the classification associated with the program in which a completion occurred. Program Industry – CIP is a ten character code composed of a two digit code indicating the program cluster, a six digit code indicating the Classification of Instructional Program (CIP), and a two digit unique identifier.

**For Associate in Applied Science (AAS) Degree Programs, Associate in Science (AS) Degree Programs, Associate in Science Certificate Programs, Vocational Certificate Programs**

Cluster		Classification of Instructional Program						Unique Identifier	
1	2	3	4	5	6	7	8	9	10

**TABLE VALUES:**  
**CLUSTER VALUES:**

- 01 - Agriculture
- 02 - Marketing
- 03 - Health Occupations
- 04 - Family and Consumer Sciences
- 05 - Business
- 06 - Industrial
- 07 - Public Service
- 08 - Apprenticeship
- 09 - Preparation for Homemaking
- 10 - Diversified Cooperative Training
- 15 - Adult General Education

**CLASSIFICATION OF INSTRUCTIONAL PROGRAM VALUES:**

Use appropriate CIP code from file provided by CCTCMIS (See Note 2).

**UNIQUE IDENTIFIER:**

00 thru 99 - Differentiates between two CIP codes which are otherwise the same.

**Associate in Science (AS) Degree Programs with Articulated General Education  
 (Beginning Fall 2000-2001)**

Cluster		Classification of Instructional Program						Unique Identifier	
1	2	3	4	5	6	7	8	9	10

**TABLE VALUES:**  
**CLUSTER VALUES:**

- 11 - Agriculture
- 12 - Marketing
- 13 - Health Occupations
- 14 - Family and Consumer Sciences
- 15 - Business
- 16 - Industrial
- 17 - Public Service

**CLASSIFICATION OF INSTRUCTIONAL PROGRAM VALUES:**

Use appropriate CIP code from file provided by CCTCMIS (See Note 2).

**UNIQUE IDENTIFIER:**

00 thru 99 - Differentiates between two CIP codes which are otherwise the same.

**Edit:**

- |  |                              |
|--|------------------------------|
| <ol style="list-style-type: none"> <li>1. Missing or Non-numeric</li> <li>2. CIP not a AAS, AS, PSAVC, PSVC, ATD programs</li> </ol> | <p>Critical<br/>Critical</p> |
|--|------------------------------|



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***Description of Data Element:***

**Number:** 3202

**Name:** Financial Aid Academic Year

**Data Element is Used in the Following Reports:**

- Financial Aid Reports

**Description:**

Record Type Eight – Code to indicate the academic year being reported. Code the second year of the current academic year. The academic year is Fall, Winter/Spring, Summer. For example, for academic year 2000-01, code 2001.

**Edit:**

- |    |                                 |          |
|----|---------------------------------|----------|
| 1. | Missing, Non-numeric or Invalid | Critical |
|----|---------------------------------|----------|

Draft

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***Description of Data Element:***

**Number:** 3303

**Name:** Program Industry Certification Date

**Data Element is Used in the Following Reports:**

- Perkins IV

**Description:**

Record Type Nine - The date the Program Industry Certification Test was taken by the student.

**Edit:**

- |    |                        |          |
|----|------------------------|----------|
| 1. | Missing or Non-numeric | Critical |
| 2. | Invalid range month    | Critical |
| 3. | Invalid range century  | Critical |

Draft

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***Description of Data Element:***

**Number:** 3304

**Name:** Program Industry Outcome

**Data Element is Used in the Following Reports:**

- Perkins IV

**Description:**

Record Type Nine – An indicator of whether or not the student passed the industry certification or technical assessment taken/attempted.

TABLE VALUES:

- P Student passed the assessment.
- F Student did not pass the assessment.
- Z Student did not take an assessment.

**Edit:**

- |    |                    |          |
|----|--------------------|----------|
| 1. | Missing or Invalid | Critical |
|----|--------------------|----------|

**Machine Record Format – Record Type 9**

Field Characteristics A Alphabetic Only A/N Alphanumeric N Numeric Only					Financial Aid Information <b>Record Type 8</b> Page 1 of 1
DE#	From/To	Size	Field Char	Field Name	Field Description
1017	1-7	7	N	College	Reporting Institution (FICE/OPEID Code)
1021	8-17	10	A/N	Student-ID	Student Identification
1028	18-20	3	N	Term	Term Identifier
101A	21	1	N	Record Type	Record Type = 9
3301	22-31	10	A/N	Program-Industry-CIP	Program Industry CIP
3302	32-39	8	N	Program-Industry-Certification-Number	Program Industry Certification Number
3303	40-45	6	N	Program-Industry-Certification-Date	Program Industry Certification Date
3306	46	1	A/N	Industry-Certification-Outcome	Industry Certification Outcome
	47-199	147	A/N	Filler	All Blanks
102A	200	1	A/N	Action-Code	A = Add, D = Delete

Shaded fields are unique key elements.

**MISATFOR**

**DATE:** October 27, 2011

**AGENDA ITEM:** Student Data Base

**TOPIC OF DISCUSSION:** NRS Adult Basic Skills Completion Indicators

**SUMMARY:**

One of the recommendations from the High Education Coordinating Council (HECC) review between the Florida College System (FCS) and the Workforce Development Information System (WDIS) was to add the Adult Basic Skills Completion Indicators to the FCS Student Data Base matching the WDIS system.

CCTCMIS staff proposes to add the new data elements to the Demographic – Record Type 1 for the 2012-13 data submission year.

Attached are the new data element (DE 1047 and 1048) pages.

**CCTCMIS STAFF RECOMMENDATION:** Approve

**MISATFOR RECOMMENDATION:** Approved new Data elements

**CCTCMIS STAFF DECISION:** Missing data element will be sent to the colleges for the approval

## Description of Data Element:

**Number:** 1047

**Name:** Adult Level of Schooling Achieved

### Data Element is Used in the Following Reports:

- Exceptions Report
- National Reporting System

### Description:

Record Type One - A code indicating the highest credential/grade level of schooling completed by the student upon entry into the adult education program.

#### TABLE VALUES:

N	No Schooling
E	Grades 1-5
M	Grades 6-8
H	Grades 9-12 (No Diploma)
D	High School Diploma or Alternate Credential
G	GED
S	Some College, No Degree
C	College or Professional Degree
X	Unknown
Z	Not applicable-use for all students that are not in an Adult Education Program

### Edit:

- |    |                    |          |
|----|--------------------|----------|
| 1. | Missing or Invalid | Critical |
|----|--------------------|----------|

## *Description of Data Element:*

**Number:** 1048

**Name:** Adult Origin of Schooling

### **Data Element is Used in the Following Reports:**

- Exceptions Report
- National Reporting System

### **Description:**

Record Type One - A code that describes the national origin of the highest credential/level of schooling completed by the student upon entry into the adult education program as reported in DE 1047.

#### **TABLE VALUES:**

U	U.S. Based Schooling
N	Non U.S. Based Schooling
X	Unknown
Z	Not applicable-use for all students that are not in an Adult Education Program

### **Edit:**

- |    |                    |          |
|----|--------------------|----------|
| 1. | Missing or Invalid | Critical |
|----|--------------------|----------|

## MISATFOR

**DATE:** October 27, 2011

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**AGENDA ITEM:** Student Data Base

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**TOPIC OF DISCUSSION:** Miscellaneous Information

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### **SUMMARY:**

1) NRS Items of Concern

Discussion of New Data Elements Required for 2012-13 reporting.

Need the correct functioning level reported on ALL course records for inclusion in NRS reports

Need to report ALL LCPs earned by students on completions records

Need to report correct course hours earned by the student on course records

When student is reported without a birthday, gender, or race/ethnicity the record is EXCLUDED for NRS reporting

PLEASE use the NEW Co-enrolled Program CIP or the Co-enrolled Indicator on DE 3005(Course Dual Enrollment/Co-enrollment Flag)

Report ALL course records for students even if less than 10 hours since we accumulate ALL hours for the year not just a term for NRS

PLEASE ensure that you are reporting the appropriate GOALS for students in NRS programs

PLEASE ensure that you are reporting the REQUIRED POST-TEST information for students in NRS programs

PLEASE ensure that the PDB DE 4060 is populated correctly for Adult Distance Learning Courses

NRS Goals Reports from 1E

2) Perkins Items of Concern

Correct reporting of DE 2007 and DE 2008 Hours toward award for determining Perkins Concentrators and those credit students meeting 75% and GPA 2.5 (Proxy for Technical Skill Attainment) or any Industry Certifications in the Supplemental files

Correct reporting of full program completers

Correct reporting of OCPs earned (Proxy Technical Skill Attainment) or any Industry Certifications in the Supplemental files

Correct reporting in Supplemental files for Industry Certification data

3) Level II Program reviews

Still waiting on 2 colleges to get these reports in.

4) Level I Data Displays were uploaded to NWRDC earlier this month

5) New HECC required Data Elements (Basic Skills, Industry Certifications)

6) Co-Enrolled High School Students – only 2 core courses will be funded in 2011-12

7) We will need course entry date as well as course exit date on **all** courses for SLDS



- 8) Need to be reporting Full Program Completers for Apprentice Completers
- 9) Report of Articulated Gold Standard Industry Certifications being reported in 2011-12.

**CCTCMIS STAFF RECOMMENDATION:** Discussion

**MISATFOR RECOMMENDATION:** \_\_\_\_\_

**CCTCMIS STAFF DECISION:** \_\_\_\_\_

## Section B: Data and Performance Measures

The Council's task is to make recommendations regarding "performance outputs and outcomes designed to meet annual and long-term state goals, including, but not limited to, increased student access, preparedness, retention, transfer, and completion. Performance measures must be consistent across sectors and allow for a comparison of the state's performance to that of other states."

Performance measurement is critical to effective management and systemic improvement. This is especially true as the Council takes on the task of developing statewide plans and goals for all of higher education in Florida. The Council requires comprehensive and comparable information regarding the productivity and success of each postsecondary sector.

Achieving effective performance measurement across multiple organizations requires striking a balance between the precision of each measure and its comparability. The directive to the Council mandates identification of performance measures that are, to the greatest extent feasible, comparable across sectors and states. This requires a trade-off in precision. Some measures that most accurately measure the performance of a given sector cannot be compared to other sectors. Therefore, **the Council makes the following four recommendations:**

- Beginning December 2013, the Council shall produce an annual report on the performance of Florida's system of higher education. The report will include each of the measures described in the Data and Performance section of the Council's report.
- Beginning December 2013, the Council shall produce an annual report on the performance of Florida's system of higher education. The report will include performance measures that are specific to each individual sector.
- To enable the Council to report results for all sectors, the Legislature should provide specific authority for the Commission for Independent Education (CIE) to collect the data necessary to reporting the measures identified in the Data and Performance Section of the Council report.
- To enable the Council to report results for all sectors, the Legislature should direct all institutions receiving state funds or serving students receiving state funds to submit completion data to the Florida Education Training Placement Information Program (FETPIP).

### Preparedness

The level of preparation for students entering our postsecondary institutions varies dramatically. For many colleges and universities, admissions criteria ensure that

overall levels of preparation for entering students are very high. In fact, many institutions have no way to measure preparation.

The best measure of preparedness comes from the K-12 sector. High school students should graduate ready for college. The Department has defined college readiness and identified cut-scores for several standardized tests to reflect college readiness. Thus, we recommend the following measure of preparedness:

	Measure	Definition/Explanation
<i>Preparedness</i>		
Measure 1	<p><b>College Readiness</b></p> <p>The percentage of Florida high school graduates who are college ready.</p>	The number of high school graduates who have been identified as college ready divided by the number of school graduates.

### Access

Access can be defined in a number of ways. Geographic access is critical, as students need colleges and schools near where they live. Financial access is also critical, as costs can prove to be critical barriers. In addition, there are the simply logistics of having space available at a given institution.

For the purposes here, access is measured as total system enrollment, the difference between the percentage of minority students enrolling in postsecondary and percentage in the overall population, and the net cost of tuition.

	Measure	Definition/Explanation
<i>Access</i>		
Measure 2	<p><b>Current System Enrollment</b></p> <p>Number and percentage of students who</p> <ul style="list-style-type: none"> <li>• Apply</li> <li>• Are Admitted</li> <li>• Enroll</li> </ul>	<p>Simple counts of applications, admissions, and enrollments provide contextual information about the size of each sector and the types of students accessing them.</p> <p>For open enrollment institutions, applications and admissions will be available or applicable.</p>
Measure 3	<p><b>Disparity analysis</b></p> <p>The racial and gender make up of</p>	Comparing the percentages admitted and enrolled allows analyses of potential disparities among races or genders. This

	<p>students who</p> <ul style="list-style-type: none"> <li>• Apply</li> <li>• Are Admitted</li> <li>• Enroll</li> </ul> <p>Compared to the racial and gender demographics of the state's population age 18-24</p>	<p>can be done in relation to overall admissions and enrollments as well as in comparison to the demographics of the state. The analysis can help identify access points and blockages for minority and underrepresented students.</p>
Measure 4	<p><b>Financial Accessibility</b></p> <p>Net Cost of Attendance</p>	<p>The net cost of attendance is reported in the Integrated Postsecondary Education Data System (IPEDS). It is average of cost of attendance once financial aid, including grants, is taken into account. It effectively represents the actual cost, not the sticker price, of education.</p>

Not all sectors can report fully on each of the access measures.

- CIE requires statutory authority to collect race and gender information .
- CIE can report net cost of attendance only for schools that submit data to IPEDS.
- The Division of Career and Adult Education does not have a net cost since some programs do not have a traditional tuition model. A proxy measure would have to be developed.

### Retention

Retention is simply the percentage of students who do not earn a credential and return the same institution the following year. Institutions regularly track this for internal program improvement. At the state level, this can help identify instances in which underrepresented students are leaving higher education before completing a credential. It should be noted that efficient and effective articulation policies for transfer students could decrease retention by removing barriers to changing institutions.

	Measure	Definition/Explanation
<i>Retention</i>		
Measure 5	<p><b>Retention rates</b></p> <p>The percentage of students who</p>	<p>This is the percentage of students who did not earn a credential and return the</p>

	enroll and the subsequently re-enroll in the <u>following</u> year.  Reported by race, gender, and age where possible.	following year.
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Not all sectors can report fully on retention. Because of statutory limitations, CIE does not track individual students and so cannot track the percentage returning. It can report a proxy measure based on aggregated counts of students enrolled, graduating and withdrawing.

### Transfer

The ability of students to transfer among postsecondary institutions with minimal loss of credits is critical to increasing the production of degrees and certificates. The measures identified below provide contextual information regarding the scope of transfer activity and an outcome measure designed to evaluate the effectiveness of the state’s overall transfer framework.

	Measure	Definition/Explanation
<i>Transfer</i>		
Measure 6	<b>Transfer Activity</b>  The number of students who transfer to another postsecondary institution	The number of students transferring to another institution within the state provides reflects the overall volume of transfer activity.
Measure 7	<b>Transfer Rates</b>  Percentage of <u>graduates</u> who transfer to another postsecondary institution	Transfer rates provide an indication of the percentage of students who graduate and continue their education at another institution.
Measure 8	<b>Transfer Effectiveness</b>  The graduation rate, average time to completion, and credits earned for transfer students as compared to non-transfer students	This is measured within each sector by comparing students who transfer into an institution with non-transfers or native students. This will reflect the overall effectiveness of transfer policies in ensuring seamless movement between institutions.

Not all sectors can report fully on retention. The CIE requires statutory authority to require licensed institutions to participate in FETPIP and to collect student level data necessary to report on transfers.

**Completion**

Research has consistently shown strong links between the level of education and the productivity and success of its workforce. For Florida to compete national and internationally, it must increase the number and percentage of its population with wage-sustaining degrees and credentials. The performance measures recommended here focus on the number of completions, completions in critical STEM fields, graduation rates and the overall percentage of the population with college degrees.

	Measure	Definition/Explanation
<i>Completion</i>		
Measure 9	<b>Completions</b> Total degrees and credentials awarded	This measure will provide valuable information about the state’s total production of postsecondary credentials and degrees.
Measure 10	<b>STEM Completions</b> Total STEM degrees and credentials awarded	This measure is subset of total completions but focused exclusively on STEM related fields.
Measure 11	<b>Graduation rates</b> Percentage of students graduating within 150% of time for degree (i.e. 3 for initial AA, 6 years for initial baccalaureate)	This is among the most common measures used in higher education accountability systems. This measure focuses on first-time, full-time students and is available using IPEDS data.
Measure 12	<b>Educational Attainment</b> Percentage of Florida’s working age population (25-64) with an Associate degree or higher  Can also be reported for Bachelor degrees and graduate degrees.	The percentage of a state’s working age population that has a college degree or credential is strongly linked to the state’s economic success. Based on census data that is reported annually, this outcome measure reflects the ultimate goal of increased completions – a more educated workforce.

### Placement into the Workforce

By leveraging the Florida Education Training Placement Information Program (FETPIP) the Higher Education Coordinating Council can track the state’s postsecondary graduates into the workforce and to measure their economic success. FETPIP currently tracks program completers into the workforce as well as other postsecondary systems. In addition, FETPIP reports on the use of public assistance. As the state improves its postsecondary production the number of residents earning family-sustaining wages will increase and the number receiving public assistance will decrease.

	Measure	Definition/Explanation
<i>Placement into the Workforce</i>		
Measure 13	<b>Pass Rates</b>  Licensure pass rates, where available	This is available only for fields that require licensure exams.
Measure 14	<b>Placement Rate</b>  The percentage of students found employed or continuing their education after completing a degree or credential.	This measure tracks graduates into the workforce and continuing education. FETPIP cannot determine if a graduate is placed within their field.
Measure 15	<b>Income</b>  The average income for recent graduates, by type of credential	This measure looks at the average across all recent graduates by type of degree or credential. This could also be broken by fields, such as health or STEM.
Measure 16	<b>High Skill/High Wage</b>  The percentage of graduates whose income exceed the high skill/high wage threshold.	This measure reports on the percentage of recent graduates who meet or exceed the high skill/high wage threshold. This could also be broken by fields, such as health or STEM.
Measure 17	<b>Family Sustainability</b>  The percentage of program completers receiving public	This measure tracks the percentage of recent graduates who receive some form of public assistance.

	assistance compared to the rate for students without postsecondary education.	
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Not all sectors can report fully on retention. CIE requires statutory authority to require licensed institutions to participate in FETPIP.

**Section B – Data and Performance Recommendations:**

Beginning December 2013, the Council shall produce an annual report on the performance of Florida’s system of higher education. The report will include each of the measures described in the Data and Performance section of the Council’s report.

Beginning December 2013, the Council shall produce an annual report on the performance of Florida’s system of higher education. The report will include performance measures that are specific to each individual sector.

To enable the Council to report results for all sectors, the Legislature should provide specific authority for the Commission for Independent Education (CIE) to collect the data necessary to reporting the measures identified in the Data and Performance Section of the Council report.

To enable the Council to report results for all sectors, the Legislature should direct all institutions receiving state funds or serving students receiving state funds to submit completion data to the Florida Education Training Placement Information Program (FETPIP).



Community College and Technical Center Management Information Systems  
 Florida College Student Data Base Gold Standard Industry Certifications  
 Data Submitted Summer Term ONLY 2011-12

College	ADESK016	ADESK017	AIOPB001	CPREC001	PRESO001	Total
BREVARD	0	0	0	0	0	0
BROWARD	0	0	0	0	0	0
CENTRAL FLORIDA	0	0	0	0	0	0
CHIPOLA	0	0	0	0	0	0
DAYTONA	0	0	0	0	0	0
EDISON	5	2	5	1	1	14
FL SC @ JAX	0	0	0	0	0	0
FLORIDA KEYS	0	0	0	0	0	0
GULF COAST	0	0	0	0	0	0
HILLSBOROUGH	0	0	0	0	0	0
INDIAN RIVER	0	0	0	0	0	0
GATEWAY	0	0	0	0	0	0
LAKE-SUMTER	0	0	0	0	0	0
SCF MANATEE-SARASOTA	0	0	0	0	0	0
MIAMI DADE	0	0	0	0	0	0
NORTH FLORIDA	0	0	0	0	0	0
NORTHWEST FLORIDA	0	0	0	0	0	0
PALM BEACH	0	0	0	0	0	0
PASCO-HERNANDO	0	0	0	0	0	0
PENSACOLA	0	0	0	0	0	0
POLK	0	0	0	0	0	0
ST.JOHNS RIVER	0	0	0	0	0	0
ST. PETERSBURG	0	0	0	0	0	0
SANTA FE	0	0	0	0	0	0
SEMINOLE	0	0	0	0	0	0
SOUTH FLORIDA	0	0	0	0	0	0
TALLAHASSEE	0	0	0	0	0	0
VALENCIA	0	0	0	0	0	0
TOTALS	5	2	5	1	1	14

Source: 2011-12 SDB Summer Term ONLY

Community College and Technical Center Management Information Systems  
 Florida College Student Data Base Adult Goals  
 Data Submitted Summer Term ONLY 2011-12

College	Unduplicated Enrolled	Adult Goal1 Reported							X	Z	TOTAL
		A	C	D	E	F	J				
BREVARD		0	0	0	0	0	0	0	0	0	
BROWARD		0	0	0	0	0	0	0	0	0	
CENTRAL FLORIDA	231	98	15	22	19	0	0	0	0	154	
CHIPOLA	0	0	0	0	0	0	0	0	0	0	
DAYTONA	3,361	42	0	356	43	0	0	2,266	0	2,707	
EDISON		0	0	0	0	0	0	0	0	0	
FL SC @ JAX	4,061	0	0	52	0	0	8	4,001	0	4,061	
FLORIDA KEYS		0	0	0	0	0	0	0	0	0	
GULF COAST	62	0	0	1	0	0	0	61	0	62	
HILLSBOROUGH	260	147	24	66	0	3	0	17	0	257	
INDIAN RIVER	2,502	0	0	184	292	0	0	2,005	0	2,481	
GATEWAY	0	0	0	0	0	0	0	0	0	0	
LAKE-SUMTER		0	0	0	0	0	0	0	0	0	
SCF MANATEE-SARASOTA		0	0	0	0	0	0	0	0	0	
MIAMI DADE	5,678	0	0	0	0	0	0	5,678	0	5,678	
NORTH FLORIDA		0	0	0	0	0	0	0	0	0	
NORTHWEST FLORIDA	490	0	0	44	0	0	0	446	0	490	
PALM BEACH		0	0	0	0	0	0	0	0	0	
PASCO-HERNANDO	248	8	9	183	1	0	0	46	0	247	
PENSACOLA	1,377	86	5	354	680	71	4	177	0	1,377	
POLK		0	0	0	0	0	0	0	0	0	
ST.JOHNS RIVER	154	4	0	52	10	2	1	85	0	154	
ST. PETERSBURG		0	0	0	0	0	0	0	0	0	
SANTA FE	578	253	133	60	1	26	2	101	0	576	
SEMINOLE	1,901	35	0	151	86	2	1	1,614	0	1,889	
SOUTH FLORIDA	642	0	0	135	0	0	0	507	0	642	
TALLAHASSEE	561	3	0	405	0	4	0	149	0	561	
VALENCIA		0	0	0	0	0	0	0	0	0	
<b>TOTALS</b>	<b>22,106</b>	<b>676</b>	<b>186</b>	<b>2,065</b>	<b>1,132</b>	<b>108</b>	<b>16</b>	<b>17,153</b>	<b>0</b>	<b>21,336</b>	

Source: 2011-12 SDB Summer Term ONLY

- A - Employment
- C - Retain Employment
- D - Pass GED
- E - Obtain High School Diploma
- F - Advance to Postsecondary Level
- J - Citizenship
- X - Default/Improve Basic Skills or Learn English

Selection Criteria: Pull Adult Goal from Demographic Records and Count by Goal 1.  
 When Goal1 Value changes from one term to the next the total can exceed the number of unduplicated students.

Community College and Technical Center Management Community College and Technical Center Management  
Information Systems

Florida College Student Data Base Adult Goals  
Data Submitted Summer Term ONLY 2011-12

College	Unduplicated Enrolled	Adult Goal2 Reported								TOTAL
		A	C	D	E	F	J	X	Z	
BREVARD		0	0	0	0	0	0	0	0	0
BROWARD		0	0	0	0	0	0	0	0	0
CENTRAL FLORIDA	231	0	0	0	0	0	0	0	0	0
CHIPOLA	0	0	0	0	0	0	0	0	0	0
DAYTONA	3,361	0	0	0	0	178	0	0	0	178
EDISON		0	0	0	0	0	0	0	0	0
FL SC @ JAX	4,061	0	0	0	0	0	0	0	0	0
FLORIDA KEYS		0	0	0	0	0	0	0	0	0
GULF COAST	62	3	0	58	0	0	0	1	0	62
HILLSBOROUGH	260	11	6	176	1	61	0	0	0	255
INDIAN RIVER	2,502	0	0	83	108	0	0	0	0	191
GATEWAY	0	0	0	0	0	0	0	0	0	0
LAKE-SUMTER		0	0	0	0	0	0	0	0	0
SCF MANATEE-SARASOTA		0	0	0	0	0	0	0	0	0
MIAMI DADE	5,678	0	0	0	0	0	0	0	0	0
NORTH FLORIDA		0	0	0	0	0	0	0	0	0
NORTHWEST FLORIDA	490	0	0	22	0	0	0	0	0	22
PALM BEACH		0	0	0	0	0	0	0	0	0
PASCO-HERNANDO	248	0	0	5	1	2	0	0	0	8
PENSACOLA	1,377	0	1	40	12	29	4	16	0	102
POLK		0	0	0	0	0	0	0	0	0
ST.JOHN'S RIVER	154	0	0	0	0	0	0	0	0	0
ST. PETERSBURG		0	0	0	0	0	0	0	0	0
SANTA FE	578	11	3	124	0	60	1	278	0	477
SEMINOLE	1,901	431	9	107	59	194	37	34	0	871
SOUTH FLORIDA	642	0	0	0	0	0	0	0	0	0
TALLAHASSEE	561	0	0	59	0	3	0	0	0	62
VALENCIA		0	0	0	0	0	0	0	0	0
<b>TOTALS</b>	<b>22,106</b>	<b>456</b>	<b>19</b>	<b>674</b>	<b>181</b>	<b>527</b>	<b>42</b>	<b>329</b>	<b>0</b>	<b>2,228</b>

Source: 2011-12 SDB Summer Term ONLY

- A - Employment
- C - Retain Employment
- D - Pass GED
- E - Obtain High School Diploma
- F - Advance to Postsecondary Level
- J - Citizenship
- X - Default/Improve Basic Skills or Learn English

Selection Criteria: Pull Adult Goal from Demographic Records and Count by Goal 2.

Community College and Technical Center Management Community College and Technical Center Management  
 Information Systems  
 Florida College Student Data Base Adult Goals  
 Data Submitted Summer Term ONLY 2011-12

College	Unduplicat ed Enrolled	Adult Goal3 Reported							X	Z	TOTAL
		A	C	D	E	F	J				
BREVARD		0	0	0	0	0	0	0	0	0	
BROWARD		0	0	0	0	0	0	0	0	0	
CENTRAL FLORIDA	231	0	0	0	0	0	0	0	0	0	
CHIPOLA	0	0	0	0	0	0	0	0	0	0	
DAYTONA	3,361	0	0	0	0	0	0	0	0	0	
EDISON		0	0	0	0	0	0	0	0	0	
FL SC @ JAX	4,061	0	0	0	0	0	0	0	0	0	
FLORIDA KEYS		0	0	0	0	0	0	0	0	0	
GULF COAST	62	1	0	2	0	13	0	0	0	16	
HILLSBOROUGH	260	6	0	13	0	171	0	0	0	190	
INDIAN RIVER	2,502	0	0	2	0	0	0	0	0	2	
GATEWAY	0	0	0	0	0	0	0	0	0	0	
LAKE-SUMTER		0	0	0	0	0	0	0	0	0	
SCF MANATEE-SARASOTA		0	0	0	0	0	0	0	0	0	
MIAMI DADE	5,678	0	0	0	0	0	0	0	0	0	
NORTH FLORIDA		0	0	0	0	0	0	0	0	0	
NORTHWEST FLORIDA	490	0	0	0	0	0	0	0	0	0	
PALM BEACH		0	0	0	0	0	0	0	0	0	
PASCO-HERNANDO	248	0	0	0	1	1	0	1	0	3	
PENSACOLA	1,377	0	0	2	3	20	0	7	0	32	
POLK		0	0	0	0	0	0	0	0	0	
ST.JOHN'S RIVER	154	0	0	0	0	0	0	0	0	0	
ST. PETERSBURG		0	0	0	0	0	0	0	0	0	
SANTA FE	578	1	4	0	0	56	2	136	0	199	
SEMINOLE	1,901	220	26	12	41	123	58	5	0	485	
SOUTH FLORIDA	642	0	0	0	0	0	0	0	0	0	
TALLAHASSEE	561	0	1	0	0	1	1	0	0	3	
VALENCIA		0	0	0	0	0	0	0	0	0	
<b>TOTALS</b>	<b>22,106</b>	<b>228</b>	<b>31</b>	<b>31</b>	<b>45</b>	<b>385</b>	<b>61</b>	<b>149</b>	<b>0</b>	<b>930</b>	

Source: 2011-12 SDB Summer Term ONLY

- A - Employment
- C - Retain Employment
- D - Pass GED
- E - Obtain High School Diploma
- F - Advance to Postsecondary Level
- J - Citizenship
- X - Default/Improve Basic Skills or Learn English

Selection Criteria: Pull Adult Goal from Demographic Records and Count by Goal 3.  
 When Goal3 Value changes from one term to the next the total can exceed the number of unduplicated students.

Community College and Technical Center Management Information Systems  
 Florida College Student Data Base Adult Goals  
 Data Submitted Summer Term ONLY 2011-12

College	ADULT COURSE/ MISSING GOAL	ADULT GOAL/ MISSING COURSE
BREVARD		
BROWARD		
CENTRAL FLORIDA	77	1
CHIPOLA	0	
DAYTONA	654	0
EDISON		
FL SC @ JAX	0	93
FLORIDA KEYS		
GULF COAST		
HILLSBOROUGH	3	55
INDIAN RIVER	21	26
GATEWAY	0	0
LAKE-SUMTER		
SCF MANATEE-SARASOTA		
MIAMI DADE	0	0
NORTH FLORIDA		
NORTHWEST FLORIDA	0	32
PALM BEACH		
PASCO-HERNANDO	1	
PENSACOLA	0	0
POLK		
ST.JOHNS RIVER	0	0
ST. PETERSBURG		
SANTA FE	2	0
SEMINOLE	12	31
SOUTH FLORIDA		0
TALLAHASSEE		17
VALENCIA		
TOTALS	770	255

Source: 2011-12 SDB Summer Term ONLY

Selection Criteria: Checks for Adult Goals and NO Adult Course and  
 Checks for Adult Course and NO Adult Goals

College	ICS	Adult Goal1 Reported											TOTAL	CC Total	
		A	C	D	E	F	J	X							
CENTRAL FLORIDA	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	98	15	10	0	0	0	0	0	0	0	0	0	123	
	13202	0	0	0	19	0	0	0	0	0	0	0	0	19	
	13203	0	0	12	0	0	0	0	0	0	0	0	0	12	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	
														154	
DAYTONA	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	2	0	81	3	0	0	0	0	0	0	1,963	0	2,049	
	13202	40	0	3	40	0	0	0	0	0	0	0	0	83	
	13203	0	0	271	0	0	0	0	0	0	0	0	0	271	
	13204	0	0	1	0	0	0	0	0	0	0	303	0	304	
														2,707	
FL SC @ JAX	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	0	0	49	0	0	0	0	0	0	0	1,915	0	1,964	
	13202	0	0	0	0	0	0	0	0	0	0	848	0	848	
	13203	0	0	3	0	0	0	0	0	0	0	162	0	165	
	13204	0	0	0	0	0	0	0	8	1,076	0	0	0	1,084	
														4,061	
GULF COAST	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	0	0	1	0	0	0	0	0	0	0	61	0	62	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	
														62	
HILLSBOROUGH	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	143	23	66	0	3	0	0	0	0	0	17	0	252	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	4	1	0	0	0	0	0	0	0	0	0	0	5	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	
														257	
INDIAN RIVER	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	0	0	79	17	0	0	0	0	0	0	803	0	899	
	13202	0	0	3	269	0	0	0	0	0	0	59	0	331	
	13203	0	0	101	3	0	0	0	0	0	0	70	0	174	
	13204	0	0	1	3	0	0	0	0	0	0	1,073	0	1,077	
														2,481	
GATEWAY	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	
														0	

College	ICS	Adult Goal1 Reported											TOTAL	CC Total
		A	C	D	E	F	J	X						
MIAMI DADE	13104	0	0	0	0	0	0	0	0	0	0	1,792	1,792	
	13201	0	0	0	0	0	0	0	0	0	0	2,662	2,662	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	0	0	248	248	
	13204	0	0	0	0	0	0	0	0	0	0	976	976	
													5,678	
NORTHWEST FLA	13104	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	0	0	16	0	0	0	0	0	0	0	288	304	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	28	0	0	0	0	0	0	0	37	65	
	13204	0	0	0	0	0	0	0	0	0	0	121	121	
													490	
PASCO-HERNANDO	13104	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	8	8	171	1	0	0	0	0	0	0	42	230	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	1	12	0	0	0	0	0	0	0	4	17	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	
													247	
PENSACOLA	13104	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	69	4	316	14	54	0	0	0	0	0	95	552	
	13202	2	0	0	664	2	1	1	1	1	1	1	670	
	13203	3	0	32	1	2	0	0	0	0	0	1	39	
	13204	12	1	6	1	13	3	80	80	80	80	80	116	
													1,377	
ST.JOHN'S RIVER	13104	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	3	0	43	5	2	1	85	85	85	85	139	139	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	1	0	9	5	0	0	0	0	0	0	0	15	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	
													154	
SANTA FE	13104	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	219	94	50	1	16	0	71	71	71	71	451	451	
	13202	1	2	0	0	4	0	1	1	1	1	8	8	
	13203	6	4	10	0	0	0	0	0	0	0	21	21	
	13204	27	33	0	0	6	2	28	28	28	28	96	96	
													576	
SEMINOLE	13104	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	18	0	136	9	1	1	664	664	664	664	829	829	
	13202	4	0	0	74	1	0	261	261	261	261	340	340	
	13203	0	0	15	2	0	0	46	46	46	46	63	63	
	13204	13	0	0	1	0	0	643	643	643	643	657	657	
													1,889	

Community College and Technical Center Management Information Systems  
 Florida College Student Data Base Adult Goals for all Data Submitted Summer Term ONLY 2011-12

College	ICS	Adult Goal1 Reported										TOTAL	CC Total
		A	C	D	E	F	J	X					
SOUTH FLORIDA	13104	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	12	0	0	0	0	0	0	357	0	369
	13202	0	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	123	0	0	0	0	0	0	0	0	123
	13204	0	0	0	0	0	0	0	0	0	150	0	150
													642
TALLAHASSEE	13104	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	205	0	2	0	0	0	0	39	0	246
	13202	0	0	0	0	0	0	0	0	0	0	0	0
	13203	3	0	193	0	2	0	0	0	0	66	0	264
	13204	0	0	7	0	0	0	0	0	0	44	0	51
													561
<b>TOTALS</b>		676	186	2,065	1,132	108	16	17,153	21,336				

Source: SDB 2011-12 Summer Term ONLY

- A - Employment
- C - Retain Employment
- D - Pass GED
- E - Obtain High School Diploma
- F - Advance to Postsecondary Level
- J - Citizenship
- X - Default Improve Basic Skills (ABE)/Learn English (ESOL ELCATE)

- ICS
- 13104 - ELCATE
- 13201 - Adult Basic
- 13202 - Adult Secondary
- 13203 - GED
- 13204 - ESOL



College	ICS	Adult Goal2 Reported											TOTAL	CC Total	
		A	C	D	E	F	J	X							
CENTRAL FLORIDA	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DAYTONA	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	0	0	135	0	0	0	0	0	0	0	135	0
	13202	0	0	0	0	4	0	0	0	0	0	0	0	4	0
	13203	0	0	0	0	35	0	0	0	0	0	0	0	35	0
	13204	0	0	0	0	4	0	0	0	0	0	0	0	4	0
FL SC @ JAX	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	178
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GULF COAST	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	3	0	58	0	0	0	0	0	0	0	0	0	1	62
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HILLSBOROUGH	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	62
	13201	11	6	171	1	61	0	0	0	0	0	0	0	250	0
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	5	0	0	0	0	0	0	0	0	0	5	0
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INDIAN RIVER	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	255
	13201	0	0	51	42	0	0	0	0	0	0	0	0	93	0
	13202	0	0	2	53	0	0	0	0	0	0	0	0	55	0
	13203	0	0	30	9	0	0	0	0	0	0	0	0	39	0
	13204	0	0	0	4	0	0	0	0	0	0	0	0	4	0
GATEWAY	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	191
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0

College	ICS	Adult Goal2 Reported											TOTAL	CC Total	
		A	C	D	E	F	J	X							
MIAMI DADE	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NORTHWEST FLA	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	14	0	0	0	0	0	0	0	0	0	14	0
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	5	0	0	0	0	0	0	0	0	0	5	0
	13204	0	0	3	0	0	0	0	0	0	0	0	0	3	0
PASCO-HERNANDO	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	22
	13201	0	0	5	1	1	0	0	0	0	0	0	0	7	0
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	0	0	1	0	0	0	0	0	0	0	1	0
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	8
PENSACOLA	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	1	36	9	27	2	7	82	0	0	0	0	0	0
	13202	0	0	0	1	0	0	0	1	0	0	0	0	1	0
	13203	0	0	3	1	1	0	0	5	0	0	0	0	5	0
	13204	0	0	1	1	1	2	9	14	0	0	0	0	14	0
ST. JOHNS RIVER	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	102
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SANTA FE	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	8	2	114	0	37	0	220	381	0	0	0	0	0	0
	13202	0	0	0	0	3	0	5	8	0	0	0	0	0	0
	13203	3	1	10	0	2	0	4	20	0	0	0	0	0	0
	13204	0	0	0	0	18	1	49	68	0	0	0	0	0	0
SEMINOLE	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	477
	13201	139	5	77	29	59	3	14	326	0	0	0	0	0	0
	13202	97	2	5	18	86	0	10	218	0	0	0	0	0	0
	13203	15	0	8	2	9	0	0	34	0	0	0	0	0	0
	13204	180	2	17	10	40	34	10	293	0	0	0	0	0	0

College	ICS	Adult Goal2 Reported										TOTAL	CC Total
		A	C	D	E	F	J	X					
SOUTH FLORIDA	13104	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	0	0	0	0	0	0	0	0	0	0
	13202	0	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	0	0	0	0	0	0	0	0	0	0
	13204	0	0	0	0	0	0	0	0	0	0	0	0
TALLAHASSEE	13104	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	17	0	3	0	0	0	0	0	0	20
	13202	0	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	39	0	0	0	0	0	0	0	0	39
	13204	0	0	3	0	0	0	0	0	0	0	0	3
<b>TOTALS</b>		456	19	674	181	527	42	329	2,228		62		

Source: SDB 2011-12 Summer Term ONLY

- A - Employment
- C - Retain Employment
- D - Pass GED
- E - Obtain High School Diploma
- F - Advance to Postsecondary Level
- J - Citizenship
- X - Default Improve Basic Skills (ABE)/Learn English (ESOL ELCATE)

- ICS
- 13104 - ELCATE
- 13201 - Adult Basic
- 13202 - Adult Secondary
- 13203 - GED
- 13204 - ESOL

College	ICS	Adult Goal3 Reported											TOTAL	CC Total	
		A	C	D	E	F	J	X							
CENTRAL FLORIDA	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DAYTONA	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	
FL SC @ JAX	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
GULF COAST	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	1	0	2	0	13	0	0	0	0	0	0	0	16	
HILLSBOROUGH	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	16
INDIAN RIVER	13201	6	0	13	0	166	0	0	0	0	0	0	0	185	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	5	0	0	0	0	0	0	0	5	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GATEWAY	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	1	0	0	0	0	0	0	0	0	0	1	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	1	0	0	0	0	0	0	0	0	0	1	
GATEWAY	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
GATEWAY	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0

College	ICS	Adult Goal3 Reported											TOTAL	CC Total	
		A	C	D	E	F	J	X							
MIAMI DADE	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NORTHWEST FLA	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	
PASCO-HERNANDO	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	0	1	1	0	0	0	0	0	0	0	0	3
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	
PENSACOLA	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	2	3	18	0	0	0	0	0	0	0	0	30
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	1	0	0	0	0	0	0	0	0	1
	13204	0	0	0	0	1	0	0	0	0	0	0	0	0	1
ST. JOHNS RIVER	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0	0	0	0	0	
SANTA FE	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	1	3	0	0	49	0	0	0	0	0	108	0	0	161
	13202	0	0	0	0	0	0	0	0	0	0	3	0	0	3
	13203	0	0	0	0	7	0	0	0	0	0	9	0	0	16
	13204	0	1	0	0	0	0	0	0	2	0	16	0	0	19
SEMINOLE	13104	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13201	95	6	5	22	47	2	2	2	2	2	2	2	2	179
	13202	60	12	0	9	31	2	2	2	2	2	2	2	2	117
	13203	11	0	1	1	4	0	0	0	0	0	0	0	0	17
	13204	54	8	6	9	41	54	0	0	0	0	0	0	0	172
															485

Community College and Technical Center Management Information Systems  
 Florida College Student Data Base Adult Goals for all Data Submitted Summer Term ONLY 2011-12

College	ICS	Adult Goal3 Reported										
		A	C	D	E	F	J	X	TOTAL	CC Total		
SOUTH FLORIDA	13104	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	0	0	0	0	0	0	0	0	0
	13202	0	0	0	0	0	0	0	0	0	0	0
	13203	0	0	0	0	0	0	0	0	0	0	0
	13204	0	0	0	0	0	0	0	0	0	0	0
TALLAHASSEE	13104	0	0	0	0	0	0	0	0	0	0	0
	13201	0	0	0	0	0	0	1	0	0	1	0
	13202	0	0	0	0	0	0	0	0	0	0	0
	13203	0	1	0	0	0	0	0	0	0	1	0
	13204	0	0	0	0	0	1	0	0	0	1	0
<b>TOTALS</b>		228	31	31	45	385	61	149	930			

Source: SDB 2011-12 Summer Term ONLY

- A - Employment
- C - Retain Employment
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