MISATFOR Meeting Package

October 27-28, 2011

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Date/Time	Session	Subject	Notes	Presenter
10/27/2011 8:30 AM	General	Welcome & Administrative Items		Joan
10/27/2011 8:45 AM	General	NRS New Requirement for 2012-13 Distance Learning		Joan, Bruce, Mark
10/27/2011 9:15 AM	General	Data Submission - The Fall for WDIS and Summer for Colleges	NEED TO BE IN ON TIME FOR PERKINS AND NRS PROCESSING THAT MUST BE DONE AGAINST THEM.	Joan, Bruce
10/27/2011 9:30 AM	General	HECC Update	Data Base compatability	Tara, Joan, Bruce, Mark
10/27/2011 9:45 AM	General	Need for an on-line Program Indicator	We have been asked to identify programs that are offered on-line not just courses.	Joan
10/27/2011 10:00 AM	General	IPEDS		Judith
10/27/2011 10:15 AM	General	BREAK	Time needed to reset room for breakout sessions.	
10/27/2011 10:45 AM	MISATFOR	Accountability		Judith
10/27/2011 12:00 PM	General	LUNCH		
10/27/2011 1:00 PM	MISATFOR	SDB - Adult Goals		Cesar
10/27/2011 1:00 PM	MISATFOR	SDB - State Approved Teacher Prep Programs - Student Teaching Data		Cesar
10/27/2011 1:00 PM	MISATFOR	SDB - Entry Level Tests		Cesar
10/27/2011 1:00 PM	MISATFOR	SDB - Program of Study - Hours (DE2004)		Cesar
10/27/2011 1:00 PM	MISATFOR	SDB - College Readiness Report		Cesar
10/27/2011 1:00 PM	MISATFOR	Student Data Base - Disabled Classification		Cesar
10/27/2011 1:00 PM	MISATFOR	Student Data Base - Race Ethnicity		Cesar
10/27/2011 1:00 PM	MISATFOR	Student Data Base - Completion based on the elimination of the CLAS Test		Cesar
10/27/2011 1:00 PM	MISATFOR	Student Data Base - Adult Residency NEW		Cesar
10/27/2011 1:00 PM	MISATFOR	Student Data Base - IPEDS changes NEW		Cesar
10/27/2011 2:30 PM	General	BREAK		
10/27/2011 2:45 PM	MISATFOR	SDB - Industry Certification		Cesar
10/27/2011 2:45 PM	MISATFOR	SDB - Need for Basic Skills Completion Indicator	For HECC	Joan
10/27/2011 2:45 PM	MISATFOR	Student Data Base - Miscellaneous NEW		Joan
10/27/2011 3:30 PM	MISATFOR	Facilities Data Base - Facilility Type	Parking issue	Cesar
10/27/2011 3:30 PM	MISATFOR	Facilites Data Base - Facilities Parking Spaces	Parking issue	Cesar
10/27/2011 3:30 PM	MISATFOR	Facilities Data Base - Solaris system update		Cesar

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Friday

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Date/Time	Session	Subject		Notes	Presenter
10/28/2011 8:30 AM	MISATFOR	PDB - Date Employed at the Institution			Cesar
10/28/2011 8:30 AM	MISATFOR	PDB - Distance Learning			Cesar
10/28/2011 9:00 AM	MISATFOR	FTE			Judith
10/28/2011 10:00 AM	General	BREAK			
10/28/2011 10:30 AM	MISATFOR	Reading of June Minutes			MISATFOR CHAIR
10/28/2011 10:45 AM	MISATFOR	Best Practice Session			Colleges

NRS Reporting Tables

Revisions only for tables 5, 5a, 6, and 7

Table 5
Core Followup Outcome Achievement

Core Followup Outcome Measures	Number of Participants in Cohort	Number of Participants Included in Survey Sample	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment*						
Retained Employment**						
Obtained a GED or Secondary School Diploma***						
Entered Postsecondary Education or Training****						

Instructions for Completing Table 5

∗ Report in Column B the number of participants who were unemployed at entry and in the labor force who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and in the labor force who exited during the program year and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited during the program year*.*

*** Report in Column B the number of participants who (1) took all GED tests, or (2) were enrolled in adult high school at the high ASE level or (3) were enrolled in the assessment phase of the EDP, who exited during the program year.

**** Report in Column B the number of participants who (1) have earned a GED or high school diploma, or (2) have a secondary credential at entry, or (3) are enrolled in a class specifically designed for transitioning to community college, and who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B *unless random sampling was used.* If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. *If data matching is used*, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. *If data matching is used*, then the number reported in Column D

should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column $E = \dfrac{ColumnD}{ColumnB}$, *unless one or more programs used random sampling*. If random sampling was used, see Appendix C of the *NRS Survey Guidelines* for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

OMB Number 1830-0027, Expires 8/31/12.

Table 5A
Core Followup Outcome Achievement for Participants in Distance Education

Core Followup Outcome Measures	Number of Participants in Cohort	Number of Participants Included in Survey Sample	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment						
Retained Employment**						
Obtained a GED or Secondary School Diploma***						
Entered Postsecondary Education or Training****						

Include in this table only students who are counted as distance education students.

Follow the same instructions for Completing Table 5 to complete Table 5a, repeated below.

* Report in Column B the number of participants who were unemployed at entry and in the labor force who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and in the labor force who exited and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited in the first and second quarter

*** Report in Column B the number of participants who (1) took all GED tests, or (2) were enrolled in adult high school at the high ASE level or (3) were enrolled in the assessment phase of the EDP, who exited during the program year.

**** Report in Column B the number of participants who (1) have earned a GED or high school diploma, or (2) have a secondary credential at entry, or (3) are enrolled in a class specifically designed for transitioning to community college, and who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B unless random sampling was used. If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. If data matching is used, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. If data matching is used, then the number reported in Column D should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column $E = \dfrac{ColumnD}{ColumnB}$, *unless one or more programs used random sampling*. If random sampling was used, see Appendix C of the NRS Survey Guidelines for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

OMB Number 1830-0027, Expires 8/31/12.

Table 6
Participant Status and Program Enrollment

Enter the number of participants for each of the categories listed.

Participant Status on Entry into the Program (A)	Number (B)	
Disabled		
Employed		
Unemployed		
Not in the Labor Force		
On Public Assistance		
Living in Rural Area*		
Highest Degree or Level of School Completed *	**US Based Schooling**	**Non-US Based Schooling**
No schooling		
Grades 1-5		
Grades 6-8		
Grades 9-12 (no diploma)		
High School Diploma or alternate credential		
GED		
Some college, no degree		
College or professional degree		
Unknown		
Program Type		
In Family Literacy Program**		
In Workplace Literacy Program**		
In Program for the Homeless**		
In Program for Work-based Project Learners**		
Institutional Programs		
In Correctional Facility		
In Community Correctional Program		
In Other Institutional Setting		

Secondary Status Measures (Optional)	
Low Income	
Displaced Homemaker	
Single Parent	
Dislocated Worker	
Learning Disabled Adult	

*Rural areas are places with less than 2,500 inhabitants and located outside urbanized areas.

**Participants counted here must be in a program specifically designed for that purpose.

***Enter the highest level of schooling or degree attained for each student in US or non-us-based schooling. Provide *only one entry* per student. The total number of students reported here must be the same as the table total reported in Table 1, Column N.

OMB Number 1830-0027, Expires 8/31/12.

Table 7
Adult Education Personnel by Function and Job Status

Enter an unduplicated count of personnel by function and job status.

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative/ Supervisory/Ancillary Services			
Local-level Administrative/ Supervisory/Ancillary Services			
Local Counselors			
Local Paraprofessionals			
Local Teachers			
Teachers' Years of Experience			
Less than one year			
One to three years			
More than three years			
Teacher Certificate			
Not reported			
Adult Education Certificate			
K-12 Certification			
Special Education Certification			
TESOL Certification			

In Column *B*, count one time only each part-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column *C*, count one time only each full-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column *D*, report the number of volunteers (personnel who are not paid) who served in the program administered under the Adult Education State Plan.

Report experience and certification for paid teachers only, not volunteers. The totals number of teachers for which certification experience is reported must equal the total number of teacher reported in Columns B and C.

OMB Number 1830-0027, Expires 8/31/12.

Method for Calculating Adult ESOL Literacy Completion Points (LCPs)

Lowest Score to Lowest Score

Adult ESOL students should be pre- and post-tested in both skill areas (reading and listening). The lower of these two scores sets the initial adult functioning level. To determine if an LCP is earned, select the lowest score between the post-tests (reading and listening), and if this score is equal to or greater than the highest score in the initial functioning level range, an LCP should be reported.

Example A

Student enrolls in Adult ESOL program and takes the reading and listening CASAS exams scoring the following:

- CASAS reading = 201 (Low Intermediate)
- CASAS listening = 191 (High Beginning)

The lower of the two scores is used to determine initial functioning level, and a 191 CASAS score is in the High Beginning range (see Table 1 below).

The student is post-tested later in the year with the following results:

- CASAS reading = 208 (Low Intermediate)
- CASAS listening = 202 (Low Intermediate)

The lower of the two scores (202) is compared to the initial functioning level based on the lowest pre-test score (191). LCP code C should be reported because the student went from a functioning level of High Beginning (191) to Low Intermediate (202).

Pre-Test Skill Area	Pre-Test Scale Score	Post-Test Skill Area	Post-Test Scale Score
Reading	201	Reading	208
Listening	191	Listening	202

Example B

Student enrolls in Adult ESOL program and takes the reading and listening CASAS exams scoring the following:

- CASAS reading = 191 (High Beginning)
- CASAS listening = 201 (Low Intermediate)

The lower of the two scores is used to determine initial functioning level, and a 191 CASAS score is in the High Beginning range.

The student is post-tested later in the year with the following results:

- CASAS reading = 205 (Low Intermediate)
- CASAS listening = 194 (High Beginning)

The lower of the two scores (194) is compared to the initial functioning level based on the lowest pre-test score (191). In this case no LCP is reported because the student went from a functioning level of High Beginning (191) to High Beginning (194).

Pre-Test Skill Area	Pre-Test Scale Score	Post-Test Skill Area	Post-Test Scale Score
Reading	191	Reading	205
Listening	201	Listening	194

Table 1: CASAS Scale Scores with Corresponding Functioning Levels and LCPs, 2011-12 Reporting Year

CASAS Scale Score	Functioning Level	Literacy Completion Point
<180	Literacy Foundations	A
181-190	Low Beginning	B
191-200	High Beginning	C
201-210	Low Intermediate	D
211-220	High Intermediate	E
221-235	Advanced	F

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Recommendations:

- *The Legislature should not consolidate adult general education programs within school districts. Currently, school districts, Florida colleges, and community-based organizations provide adult education programs to meet the needs of their local communities. This local decision-making should be maintained.*

- *Florida College System institutions, school districts and community-based organizations should continue to review program outcomes to ensure each program is meeting established performance standards and targets.*

Issue (f): The consistency of workforce education data collected and reported by Florida College System institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.

Background. Florida is a leader in data quality. Florida's workforce education data resides within a vast and comprehensive K-20 data system. This system is recognized nationally for its quality, and Florida is acknowledged as a leader in the field of education data. According to the national Data Quality Campaign, in 2006 Florida was the first state to meet all ten essential elements for a statewide longitudinal data system and is still one of only 24 states to do so. Florida is one of only 13 states to have met six or more of the Data Quality Campaign's prescribed state actions. Florida met seven of the ten. No state has met all ten.

Current Agency Initiatives to Improve Data Consistency. The following outcomes planned under the federal American Recovery and Reinvestment Act Statewide Longitudinal Data Systems grant will help improve data consistency. The outcomes will improve the structure, collection, and management of workforce education data.

Outcome 1: Upgrade Source Data Systems: The initiative "Source System Upgrade (SSU)" involves integrating the three source systems K-12, Florida College System (FCS) and Workforce Development Information System (WDIS) into one system. This will affect the structure and collection of data. The new schema will result in better data structure and controls because data elements common for students and staff across K-12, FCS, and WDIS will be integrated.

Implementation of comprehensive two tier Data Quality process with the Department controlled validation rules will improve the quality of collected data. Applying the same set of validation rules across all sources will improve the consistency of data.

Outcome 2: Assign a Unique Identifier: The initiative "Statewide ID (SID)" will result in assigning a unique identifier to every student and staff at point of entry into the Florida public education system and subsequent submissions. This will affect the collection and management of data. The assigned statewide ID reflected back by the

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Local Source System (LSS) in their submissions will help link the collected student and staff records with the records in the system. Tracking a student or staff across the three source systems is better managed using Statewide ID.

Outcome 3: Public Access Reporting Tool: The initiative "Public Access Reporting Tool (PART)" will implement a central reporting tool for use by a wide range of consumers with varying levels of access. This will affect management of reports and result in consistency of reported data.

The above outcomes will be progressively planned, designed, and tested through June 2013. During the testing phase, a representative sample of local source systems will be engaged to validate that the modernized system produces results similar to the current system and the data exchange formats are tested.

The Key Metrics in Postsecondary Career and Technical Education (CTE)

The three-legged stool of CTE accountability and funding data comprises enrollment, completion, and post-completion outcomes. Florida college and school district enrollment and completion data are stored in student-level databases; Commission for Independent Education (CIE) institutions report aggregated enrollment and completion data at the program level. Post-completion outcomes include employment placement (including military enlistment), earnings, and continuation of postsecondary education.

College and School District Student Databases

Current law [s. 1008.41, F.S.] provides the Commissioner of Education the authority and direction to coordinate a workforce education management information system that uses uniform structures and common definitions for the collection and management of Florida college and school district student-level data. According to the law, the system must provide for individual student reporting; compliance with state and federal confidentiality requirements; maximum use of automated technology; and annual reports of student enrollment, completion, and placement by program. All system components shall be comparable between Florida colleges and school districts. The current system provides for reporting data in compliance with federal accountability requirements associated with the Carl D. Perkins Career and Technical Education state grant. The system is also used for compliance with career program reporting requirements specified in s. 1008.43, F.S. In addition, workforce education data are used for state funding models.

The workforce education student data system comprises two distinct databases: the Community College Student Database (CCSDB) for college reporting and the Workforce Development Information System (WDIS) for school district reporting. Because school districts must report both K-12 and workforce education data to the state, WDIS is conjoined with the K-12 Automated Student Information System and the two databases share a number of data elements. The Bureau of Education Information and Accountability Services maintains governing authority over WDIS data elements to ensure consistency among the shared elements. The CCSDB is a stand-alone database.

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Both systems collect data three times a year during specified submission periods. The Department of Education holds regular meetings with staff from the colleges and school districts to discuss proposed changes and ensure consistency across sectors and among institutions.

Commission for Independent Education

The CIE collects aggregate student data by program for purposes of determining compliance with Rule 6E, Florida Administrative Code, and calculating institutional licensing fees. Rule 6E specifies performance thresholds for institutions licensed by the CIE. Non-accredited institutions holding a Provisional or Annual License with less than a 60% placement rate or 50% retention rate are required to submit an improvement plan to CIE. Institutions accredited by an agency recognized by the United States Department of Education must meet the accrediting agency's requirements for placement and retention. Institutions that do not meet the requirements of the accrediting agency are required to submit an improvement plan to CIE. Institutions that continue to fall below the targets may see their license revoked. Rule 6E also specifies that licensing fees for institutions be determined by number of enrollments: the larger the enrollment, the higher the fee. The CIE is supported by the fees collected from licensed institutions and does not receive general revenue.

Data are submitted from October 1 – November 30 of each year through the CIE website. Program data include total enrollment; Florida resident enrollment; non-resident alien enrollment; enrollment by age group; enrollment by race; total withdrawals; total graduates; and the number of graduates employed in field of training, the military, and continuing postsecondary education. All institutions licensed by the Commission are required to report this data, and submitted data are subject to on-site audits.

The CIE also provides a portal for licensed institutions to submit individual student data to Florida Education and Training Placement Information Program (FETPIP). This data submission is voluntary for all institutions licensed by the Commission. However, some institutions that are supported by state or federal funds are required to submit data to FETPIP. For example, institutions that are approved training providers for Regional Workforce Boards are required to submit student-level data. These data are transmitted directly to FETPIP and not used or maintained by CIE. The Commission does not have statutory authority to collect individual student data.

FETPIP

Post-completion outcome data are the result of matching student data with FETPIP. FETPIP is a data collection and consumer reporting system established by s. 1008.39, Florida Statutes, to provide follow-up data on former students and program participants who have graduated, exited, or completed a public education or training program within Florida. The statute requires all elements of Florida's workforce development system to use information provided through FETPIP, for any project

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requiring automated matching of administrative records for follow-up purposes. FETPIP, in partnership with the Education Data Warehouse (EDW), provides the added capability to continue research from education into the workforce, allowing for the possibility to follow students from kindergarten into employment. These data systems exist within an umbrella unit referred to as Integrated Education Data Systems (IEDS).

Analysis: Key Data Elements
The analysis aligned the reporting of Florida colleges, school districts, and CIE institutions licensed by CIE related to data reported for the three principal metrics of workforce education accountability and funding: enrollment, completion, and post-completion outcomes.

Enrollment Data Elements
Enrollments are reported in two ways: headcounts and hours. Hours can then be converted into fulltime equivalents (FTE). The CIE collects headcounts but not hours. Colleges and districts collect and report both. Colleges convert both credit-hour and clock-hour enrollments into FTE. Districts offer only clock-hour programs, and they convert hours to FTE by dividing total hours by 900, which is consistent with the colleges.

All three systems use a common ten-digit coding rubric for their programs. The first three digits identify the subject cluster of the program. The next six digits specifies the code for the federal Classification of Instructional Programs (CIP) subject category that best fits the program. The final two digits constitute a unique identifier assigned by MIS staff that distinguishes certificate programs from degree programs. In addition to the common ten-digit program code, school districts have a unique seven-character alphanumeric code for each program called Vocational Program Code.

Enrollment data are aggregated and unduplicated differently depending on report requirements. For example, one report may roll up enrollments for a program credential type, e.g. Associate in Science (AS), statewide. At this level, if a student was in an AS program in two different colleges, the student would be counted only once. If the report is by program credential type and college, the student would be included in the enrollment report for both colleges. For colleges, the most common dimensions are institution, program credential type, and program. For districts they are district, school, program credential type, and program. For CIE institutions, they are institution, program credential type, and program. College, district, and CIE institution headcounts can be disaggregated by race and gender.

CIE institution enrollments are based on aggregate data reported to CIE, but college and district enrollments must be extracted from the student databases. District program enrollment data are based on program numbers reported by districts into the WDIS system. College program enrollments require an extra step. Since programs and courses are reported on two separate tables, MIS staff must match program records to the course table to look for a corresponding course record. Students may be enrolled in

a program, but not enroll in any courses during the same term. The reason for this difference between the two databases is because among all district programs, courses and programs are inextricably linked.   Students in colleges have more credential varieties and program options available to them and are likely to change their program of study multiple times during their college career. In addition, any given course may be applied toward completion of several credential types and programs. Therefore, college program data must be independent from course data. Table 1 below summarizes the findings of the analysis of enrollment data.

Table 1
Aggregated Headcount Data by Program are Available in All Sectors; Colleges and School Districts Report Student-Level Headcount and FTE

Sector	Program Codes	Headcount Data	FTE Data
Colleges	CIP	Student-level, unduplicated as necessary	Clock hours reported by course and divided by 900 for FTE
School Districts	Vocational Program Code and CIP	Student-level, unduplicated as necessary	Clock hours reported by course and divided by 900 for FTE
CIE Institutions	CIP	Aggregate headcounts collected by program	Instructional hour data not required

Completion Data Elements

Program completions are reported in all three systems. Colleges and school districts report them at the student level, and CIE institutions report aggregate, program-level completions. Program requirements for completion are comparable between colleges and districts because they use the same curriculum frameworks, which specify competencies, benchmarks, basic skills requirements, and required instructional hours. CIE institutions have more flexibility in this regard unless licensure requirements for the occupation are prescriptive. For example, the Board of Cosmetology prescribes required skills and instructional hours required to obtain a cosmetology license, so programs, whether public or private, must meet these requirements to prepare students for the occupation.

According to the Office of Program Policy Analysis and Government Accountability (OPPAGA), only 9% of postsecondary career education programs were offered by both public and private institutions in 2007-08.[5] Among a sample of programs offered in both sectors, OPPAGA found that private institutions were more likely to require a secondary completion credential for admission but were less likely to have a basic skills

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[5] OPPAGA Report No. 10-18 (January 2010)

exit requirement. Public and private institutions offering the sample common programs had similar instructional hour requirements.

College completions are reported in data elements residing in a table of completion information that is separate from both course and program data, each of which has a distinct table. District course, program, and completion data are reported on the same table. For clock-hour programs, the only comparable type of program with districts, which do not offer credit-based programs, students must complete every competency module (known as Occupational Completion Points or OCPs) specified in a program's curriculum framework and meet the program's designated basic skills exit requirement to be reported as a program completer.[6] Students who meet these completion criteria are reported as full program completers. In addition, many career certificate programs have designated "Terminal OCPs" that mark exit points where students may leave a program with a set of skills required for employment in a specific occupation, but these students are not classified as full program completers.[7] Table 2 summarizes the findings of the analysis of completion data.

Table 2
Aggregate Full Program Completer Data are Available in All Sectors;
Colleges and School Districts Report Student-Level Completers

Sector	Completion Data
Colleges	Full program completers reported at student level.
School Districts	Full program completers reported at student level.
CIE Institutions	Aggregated full completers reported by program

Post-Completion Outcome Data Elements

A critical measure of the effectiveness of career education programs is the extent to which completers are placed in high-wage jobs or continuing their postsecondary

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[6] Career certificate programs (also known as Postsecondary Adult Vocational programs) require that students meet minimum levels of mathematics, language, and reading skills that align with occupational requirements to successfully complete the program.

[7] Districts have a mechanism through which "derived completion" can be calculated, which constitutes completion of a terminal OCP and meeting the basic skills requirement. Derived completions are used in the district performance-based incentive funding calculation. The college student data system does not include an element that indicates if a student has met a program's basic skills requirement (see Table 6), so there is no way to make an analogous calculation of derived completion for college career certificate students.

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education. All three systems collect data related to labor market outcomes and continuing education. Colleges and districts transfer annualized files of student data to FETPIP, which matches completer identifying information to its databases to determine if completers were found employed in the fourth quarter of the year or enrolled in postsecondary education in the fall term after completion.

The CIE provides a portal for licensed institutions to submit individual student data to FETPIP. This data submission is voluntary for all institutions licensed by the Commission. However, some institutions that are supported by state or federal funds are required to submit data to FETPIP. For example, institutions that are approved training providers for Regional Workforce Boards are required to submit completer data. These data are transmitted directly to FETPIP and not used or maintained by CIE.

All other CIE institutions report aggregate numbers of annual graduates employed in field of training, employed in military, and continuing postsecondary education. These data are collected at the local level. The employed in the military and continuing postsecondary education are comparable to the FETPIP data, but FETPIP cannot determine if employment is related to the field of training. The Unemployment Insurance Database, which forms the backbone of FETPIP's labor market data, does not include occupational codes. Table 3 summarizes the findings of the analysis of post-completion outcome data.

Table 3
Comparable Post-Completion Outcome Data are Available from
Colleges, School Districts, and Some CIE Institutions[8]

Sector	Outcome Data
Colleges	FETPIP match
School Districts	FETPIP match
All CIE Institutions	Aggregate, locally collected data
Some CIE Institutions Required to Report Grant Accountability Data	FETPIP match

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[8] Outcome measures include employment, military enlistment, earnings, incarceration status, public assistance, and enrollment in postsecondary education.

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Analysis: Comparison of School District and Florida College Student Data Elements.
The second phase of the analysis was an element-by-element alignment of the CCSDB and the WDIS database to determine if data specifications are comparable. CIE data were not included in the second phase because CIE does not collect, nor is it authorized to collect, student-level data. Data elements in both systems were categorized as unique if they were found in only one system or common if they were found in both. Each unique element was analyzed to determine if the information it contained was applicable to the other system.

If, as was often the case, a college element applied to credit-based programs school districts do not offer, the element was coded as not applicable. Elements were also classified as not applicable if there was no requirement or reasonable need to collect the data. For example, the school district data system does not collect information on high school diploma status among students in technical certificate programs, an issue cited by OPPAGA as an inconsistency.[9] At this time, however, a high school diploma is neither required universally for admission nor used for state/federal funding or accountability. The college system has elements that record high school diploma status, but colleges are allowed to report missing values, and it is not collected for all programs.

Each unique element was also flagged as "critical" if it pertained to enrollment, completion, or placement calculations. All unique elements that are applicable to the other system and flagged as critical are listed in Tables 4 and 5.

Table 4
Critical College Data Elements Applicable to but not
Currently Reported by School Districts

Unique College Student Database Elements	Description
Total Clock Hours Earned Toward Award	Cumulative count of clock hours earned which apply to current program
Completion Date	Date degree or certificate was awarded to student

Table 5
Critical School District Data Elements Applicable
to but not Currently Reported by Colleges

Unique District Data Elements	Description

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[9] OPPAGA Report No. 10-18 (January 2010)

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CTE Basic Skills Examination	Indicates if a career and technical education student has demonstrated mastery of required minimum basic skills for the program of enrollment.	
Industry Certification Identifier	Specifies the industry certification or technical skill assessment that the student has attempted. College data is collected via supplemental file for a subset of CTE students.	
Industry Certification Outcome	Indicates if a student passed the industry certification or technical skill assessment attempted. College data is collected via supplemental file for a subset of CTE students.	

Elements common to both systems were evaluated for both technical and substantive consistency. Elements were categorized as technically different if the structure of the data did not match; for example, the elements did not have the same number of possible values.   Common elements were flagged as substantively different if the meaning of comparable information contained in the elements was inconsistent. For example, reported gender should be comparable, but one system has an "unknown" value and the other does not. Each common element was flagged as "critical" if it pertained to enrollment, completion, or placement calculations. All common elements that are technically different, substantively different, and flagged as critical are listed in Table 6.

Table 6
Critical Data Elements Common to School Districts and Colleges

School District Data Elements	College Student Database Elements	Comments
Adult Educational Functioning Level, Initial	Adult Educational Functioning Level, Initial	Colleges have two values for adult secondary low (grade level 9.0-10.9): high school diploma and no high school diploma. Colleges also have values for workplace readiness course and adult program not requiring a functioning level.
Birth Date Ethnicity Gender Race (American Indian or Alaska Native, Asian, Black or African American, Native	Student Birth Date Ethnicity – Hispanic/Latino Gender Race (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific	Colleges collect unknown values; districts do not.

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Hawaiian or Other Pacific Islander, White)	Islander, White)	
First-Time Student Indicator	First-time Student Flag	Colleges include value of not applicable for students enrolled exclusively in adult education, continuing workforce education, lifelong learning, or educator preparation institute.

Recommendations:

- *The Department of Education, school districts and the Florida College System institutions should ensure that, beginning in the 2013-14 school year, workforce education data collected and reported include common data and definitions for state and federal accountability programs.*

The recommended implementation timeline was suggested for the following reasons:

- Changes to data systems must be implemented, tested, and validated before a reporting year begins. Implementing recommended changes for the 2012-13 reporting year would necessitate changes to DOE and local data systems be completed by the spring of 2012. This leaves a relatively small window in which to make changes to all systems in a prudent fashion.

- If implementation were required for the 2012-13 reporting year, mission-critical processes would suffer as DOE staff are redirected to work on database changes, programming modifications, testing, implementation, and working with the local source systems, all while the SLDS source systems upgrade is taking place.

- Implementation by the 2013-14 reporting year will allow districts and colleges to comply and make adjustments to their local data collection and management systems without diverting scarce technical resources from core information management and reporting functions to meet an accelerated timeline.

Higher Education Coordinating Council
Work Group D – Workforce Education: **Recommendations**

Strengthen Florida's Workforce Education Accountability System to include incentives and consequences. The accountability system for Florida's Workforce Education programs should be enhanced to include incentives for meeting specific outcomes (completion, placement, earnings) and consequences for failure to meet the required outcomes. The Department of Education should develop recommendations that include incentives and consequences for the Florida Legislature by December 31, 2011.

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MISATFOR/WEDDAC

DATE: October 27, 2011

AGENDA ITEM: IPEDS

TOPIC OF DISCUSSION: IPEDS 2012-13

2012-13 IPEDS Collection

Summary of changes for 2012-13:
   https://surveys.nces.ed.gov/ipeds/ViewContent.aspx?contentId=22.
Screens and instructions (see the last column on the following page):
   https://surveys.nces.ed.gov/ipeds/visresults.aspx.

Approved Changes

Institutional Characteristics
   New question concerning Distance Education

Completions
   Unduplicated Headcount by R/E and Gender of all completers
   Headcount of students by Award Categories, R/E, Gender, and Age category
   Is Program available to be completed completely through distance education

Fall Enrollment
   Enrollment by Distance Education Category

Proposed Changes

Human Resources
   EAP - will have three Primary Instruction Categories
   Salary - Contract length differentiation will be eliminated
   Salary - Column to be added for number of months covered by salary
   New IPEDS Occupational Categories
   Fall Staff - Eliminate full-time non-instructional research and public service staff from Part G
   Fall Staff – Add items in Part G to Part I
   Screening Question to determine if Institution has a tenure system
   Fall Staff - Add categories to determine Contract status of non tenured faculty

CCTCMIS STAFF RECOMMENDATION: Information

MISATFOR/WEDDAC RECOMMENDATION:

CCTCMIS STAFF DECISION:

NCES National Center for Education Statistics

U.S. DEPARTMENT OF EDUCATION

Integrated Postsecondary Education Data System 2011-12

IPEDS Help Desk 1-877-225-2568

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) 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

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	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 TRP (Held in June 2010)	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.	Human Resources
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**
Institutional Characteristics (All institutions) 2012-13	
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
Completions (All institutions) 2012-13	
Add an item to collect the total number of *students* who earned degrees or certificates, by race/ethnicity and gender.	Completions TRP
Add items to collect the numbers of *students* 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): • Less than 1-year certificates • At least 1 but less than 4-year certificates • Associate's degrees • Bachelor's degrees • Postbaccalaureate and Post-Master's certificates • Master's degrees • Doctor's degrees * Age categories are: under 18; 18-24; 25-39; 40 and above; and age unknown.	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
12-month Enrollment (4-yr institutions) 2012-13	
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
Fall Enrollment (all institutions) 2012-13	
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

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HUMAN RESOURCES 2012-13
The changes for the Human Resources survey component fall into two categories: • Proposed new occupational categories **for all institutions** 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. **Each job at the institution will need to be categorized according to the 2010 SOC in order to report HR data in 2012-13**. • Changes **for degree-granting institutions** 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.

Human Resources (all institutions) 2012-13	

Adopt new occupational categories to replace the current primary function/occupational activity categories.
 	
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 **Primarily Instruction**, **Instruction Combined with Research and/or Public Service**, **Primarily Research**, and **Primarily Public Service** will continue to be used, and will not change. The professional/non-professional terminology will no longer be used.
 	
NCES will ask OMB for approval to use the following categories:
• Management Occupations
• Business and Financial Operations Occupations
• Computer, Engineering, and Science Occupations
• Community Service, Legal, Arts, and Media Occupations
• **Primarily Instruction**
• **Instruction combined with Research and/or Public Service**
• **Primarily Research**
• **Primarily Public Service**
• Graduate Assistants – Teaching
• Graduate Assistants – Research
• Graduate Assistants - Other
• Library and Non-postsecondary Teaching Occupations
  ◦ Archivists, Curators, and Museum Technicians
  ◦ Librarians
  ◦ Library Technicians
  ◦ Non-postsecondary Teaching Occupations
• Healthcare Practitioners and Technical Occupations
• Service Occupations
• Sales and Related Occupations
• Office and Administrative Support Occupations
• Natural Resources, Construction, and Maintenance Occupations
• Production, Transportation, and Material Moving Occupations
	2010 SOC

Human Resources (all degree-granting institutions) 2012-13	
Add a screening question to determine if an institution has graduate assistants.	HR TRP

Revise the Primarily Instruction occupational category so that data in the EAP section (Part A) are reported for three subcategories:
 	
• Primarily Instruction
  ◦ Exclusively credit
  ◦ Exclusively not-for-credit
  ◦ Combination credit/not-for-credit
	HR TRP

Make the following revisions to the *Salaries* section (Part E): • Eliminate the contract length differentiation from the survey screens. • 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.)	HR TRP

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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).	
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. **Note**: 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: • Management Occupations • Business and Financial Operations Occupations • Computer, Engineering, and Science Occupations • Community Service, Legal, Arts, and Media Occupations • Primarily Research • Primarily Public Service • Library and Non-postsecondary Teaching Occupations • Healthcare Practitioners and Technical Occupations • Service Occupations • Sales and Related Occupations • Office and Administrative Support Occupations • Natural Resources, Construction, and Maintenance Occupations • Production, Transportation, and Material Moving Occupations	2010 SOC

Human Resources (degree-granting institutions with 15+ FT staff) 2012-13	
To streamline data collection across component sections: • Eliminate full-time non-instructional research and public service staff from Part G reporting in the *Fall Staff* section, better aligning this section with the Salaries section, which collects data exclusively on instructional staff. • Add items to Part I of the *Fall Staff* 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.	HR TRP
Add a screening question to determine if the institution has a tenure system.	HR TRP
Add the following non-tenure track contract faculty categories to the *Fall Staff* section (Part G): • Multi-year contract • Annual contract • Less than annual contract • Without faculty status	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

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- 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.

Proposed IPEDS Occupational Categories for Implementation in 2012-13	
IPEDS Category	**SOC Major/Minor Group Elements and Detailed Occupations**
Management Occupations	11-0000 Management Occupations
Business and Financial Operations Occupations	13-0000 Business and Financial Operations Occupations
Computer, Engineering, and Science Occupations	15-0000 Computer and Mathematical Occupations 17-0000 Architecture and Engineering Occupations 19-0000 Life, Physical, and Social Science Occupations
Community Service, Legal, Arts, and Media Occupations	21-0000 Community and Social Service Occupations 23-0000 Legal Occupations 27-0000 Arts, Design, Entertainment, Sports, and Media Occupations
Primarily Instruction	25-1000 Postsecondary Teachers
Instruction combined with research and/or public service (I/R/PS)	
Primarily Research	
Primarily Public Service	
Graduate assistants - teaching	25-1191 Graduate teaching assistants
Graduate assistants - research (I/R/PS)	
Graduate assistants - other	
Archivists, Curators, and Museum Technicians	25-4010 Archivists, Curators, and Museum Technicians
Librarians	25-4020 Librarians
Library Technicians	25-4030 Library Technicians
Non-postsecondary Teachers	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
Healthcare Practitioners and Technical Occupations	29-0000 Healthcare Practitioners and Technical Occupations

Service Occupations	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
Sales and Related Occupations	41-0000 Sales and Related Occupations
Office and Administrative Support Occupations	43-0000 Office and Administrative Support Occupations
Natural Resources, Construction, and Maintenance Occupations	45-0000 Farming, Fishing, and Forestry Occupations 47-0000 Construction and Extraction Occupations 49-0000 Installation, Maintenance, and Repair Occupations
Production, Transportation, and Material Moving Occupations	51-0000 Production Occupations 53-0000 Transportation and Material Moving Occupations
Not applicable in IPEDS because IPEDS collects data on civilian staff only	55-0000 Military Specific Occupations

DATE: October 27, 2011

AGENDA ITEM: Accountability

TOPIC OF DISCUSSION: Accountability 2011

Accountability 2011 Documentation available on the Restricted Hub:
   https://restrictedbi.fldoehub.org/CCTCMIS/c/Pages/default.aspx
   All Common Documents\Accountability\Accountability 2011

Accountability 2011 Reports located in PDF format at Northwest Regional Data Center (NWRDC) at:
   CCxx.ACNT2011 (where xx is the college number)

Accountability Data currently available for review:
   Measure 1 Part 1 (M11Y2011)
   Measure 1 Part 2 (M12Y2011)
   Measure 1 Part 2 BA (M12B2011)
   Measure 2 (M2Y2011)
   Measure 3 Part 2 (M32Y2011)
   Measure 4 Part 1 (M41Y2011)
   Measure 4 Part 2 (M42Y2011)

Accountability data Measure 3 Part 1 not being available

Institutions should be reviewing data for accuracy

Please contact Lisa Lu at (850) 245-9524 or lisa.lu@fldoe.org if you have any questions.

New Accountability Reports are being rewritten due to the move to the new SAS Enterprise Guide and the new Race/Ethnicity Codes.

CCTCMIS STAFF RECOMMENDATION: Information

MISATFOR RECOMMENDATION:

CCTCMIS STAFF DECISION:

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:

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
    - o 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.[14] 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.

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[10] s. 1009.22(2), F.S., fee exemption for most adult general education students was deleted from s. 1009.25, F.S.
[11] s. 1009.22(2), F.S. [12] s. 1011.80(7)(b), F.S., as amended in Chapter 2011-63, §35, Laws of Florida [13] 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.
[14] 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.[15] 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

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, 13201, 13202, 13203, 13204, 13102, 13104, 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.	F, N, D and Course-ICS (DE 3001) EQ 13202 and Course Dual Enrollment/Co-Enrollment (DE 3005) = E	Informational
7	V and Course-ICS (DE 3001) not equal to 13201, 13202, 13203, 13204, 13102, 13104	Critical

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:

FLORIDA
COMMUNITY
COLLEGES

FLORIDA COLLEGE SYSTEM

SDPREADY
DATE: 09/21/11
PAGE: 1

READINESS OF STUDENTS ENROLLED IN FLORIDA POSTSECONDARY EDUCATION

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

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

Memorandum Number 08-2012-04

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.

> ➤ *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) 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	asarria@broward.edu
Chipola College	Lou Cleveland	clevelandl@chiploa.edu
Daytona State College	Amy Ringue	RingueA@daytonastate.edu
	Kristy Presswood	presswk@daytonastate.edu
Edison State College	Erin Harrel	eharrel@edison.edu
Indian River State College	Marta Cronin	mcronin@irsc.edu
Miami Dade College	Susan Neimand	sneimand@mdc.edu
Northwest Florida State College	Diane Hodgins	hodginsd@nwfsc.edu
St. Petersburg College	Jill Peerenboom	Peerenboom.jill@spcollege.edu

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 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:

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

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

PHYSICAL DESCRIPTION: PIC 9(05)   **CREATE/CHANGE DATE:** 06/01/2012

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.	Less than 60 hours and Program of Study, Level (2005) EQ 0, 1 or A	Critical

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

PHYSICAL DESCRIPTION: PIC X(01)   **CREATE/CHANGE DATE:** 10/27/2011

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:
10/27/201105/01/2007

Section 3.2 – Data Element Dictionary
Version 23.0   153   June 1, 2011

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) 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

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	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 TRP (Held in June 2010)	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.	Human Resources
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**
Institutional Characteristics (All institutions) 2012-13	
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
Completions (All institutions) 2012-13	
Add an item to collect the total number of **students** who earned degrees or certificates, by race/ethnicity and gender.	Completions TRP
Add items to collect the numbers of **students** 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): • Less than 1-year certificates • At least 1 but less than 4-year certificates • Associate's degrees • Bachelor's degrees • Postbaccalaureate and Post-Master's certificates • Master's degrees • Doctor's degrees * Age categories are: under 18; 18-24; 25-39; 40 and above; and age unknown.	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
12-month Enrollment (4-yr institutions) 2012-13	
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
Fall Enrollment (all institutions) 2012-13	
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

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HUMAN RESOURCES 2012-13

The changes for the Human Resources survey component fall into two categories:

- Proposed new occupational categories **for all institutions** 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. **Each job at the institution will need to be categorized according to the 2010 SOC in order to report HR data in 2012-13.**

- Changes **for degree-granting institutions** 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.

Human Resources (all institutions) 2012-13	

Adopt new occupational categories to replace the current primary function/occupational activity categories.
 	
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 **Primarily Instruction, Instruction Combined with Research and/or Public Service, Primarily Research, and Primarily Public Service** will continue to be used, and will not change. The professional/non-professional terminology will no longer be used.
 	
NCES will ask OMB for approval to use the following categories:
   • Management Occupations
   • Business and Financial Operations Occupations
   • Computer, Engineering, and Science Occupations
   • Community Service, Legal, Arts, and Media Occupations
   • **Primarily Instruction**
   • **Instruction combined with Research and/or Public Service**
   • **Primarily Research**
   • **Primarily Public Service**
   • Graduate Assistants – Teaching
   • Graduate Assistants – Research
   • Graduate Assistants - Other
   • Library and Non-postsecondary Teaching Occupations
      ◦ Archivists, Curators, and Museum Technicians
      ◦ Librarians
      ◦ Library Technicians
      ◦ Non-postsecondary Teaching Occupations
   • Healthcare Practitioners and Technical Occupations
   • Service Occupations
   • Sales and Related Occupations
   • Office and Administrative Support Occupations
   • Natural Resources, Construction, and Maintenance Occupations
   • Production, Transportation, and Material Moving Occupations
	2010 SOC

Human Resources (all degree-granting institutions) 2012-13	
Add a screening question to determine if an institution has graduate assistants.	HR TRP

Revise the Primarily Instruction occupational category so that data in the EAP section (Part A) are reported for three subcategories:
 	
   • Primarily Instruction
      ◦ Exclusively credit
      ◦ Exclusively not-for-credit
      ◦ Combination credit/not-for-credit
	HR TRP

Make the following revisions to the *Salaries* section (Part E):
 	
   • Eliminate the contract length differentiation from the survey screens.
   • 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.)
	HR TRP

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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).	
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. **Note:** 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: • Management Occupations • Business and Financial Operations Occupations • Computer, Engineering, and Science Occupations • Community Service, Legal, Arts, and Media Occupations • Primarily Research • Primarily Public Service • Library and Non-postsecondary Teaching Occupations • Healthcare Practitioners and Technical Occupations • Service Occupations • Sales and Related Occupations • Office and Administrative Support Occupations • Natural Resources, Construction, and Maintenance Occupations • Production, Transportation, and Material Moving Occupations	2010 SOC

Human Resources (degree-granting institutions with 15+ FT staff) 2012-13	
To streamline data collection across component sections: • Eliminate full-time non-instructional research and public service staff from Part G reporting in the *Fall Staff* section, better aligning this section with the Salaries section, which collects data exclusively on instructional staff. • Add items to Part I of the *Fall Staff* 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.	HR TRP
Add a screening question to determine if the institution has a tenure system.	HR TRP
Add the following non-tenure track contract faculty categories to the *Fall Staff* section (Part G): • Multi-year contract • Annual contract • Less than annual contract • Without faculty status	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.

Proposed IPEDS Occupational Categories for Implementation in 2012-13	
IPEDS Category	**SOC Major/Minor Group Elements and Detailed Occupations**
Management Occupations	11-0000 Management Occupations
Business and Financial Operations Occupations	13-0000 Business and Financial Operations Occupations
Computer, Engineering, and Science Occupations	15-0000 Computer and Mathematical Occupations 17-0000 Architecture and Engineering Occupations 19-0000 Life, Physical, and Social Science Occupations
Community Service, Legal, Arts, and Media Occupations	21-0000 Community and Social Service Occupations 23-0000 Legal Occupations 27-0000 Arts, Design, Entertainment, Sports, and Media Occupations
Primarily Instruction	25-1000 Postsecondary Teachers
Instruction combined with research and/or public service (I/R/PS)	
Primarily Research	
Primarily Public Service	
Graduate assistants - teaching	25-1191 Graduate teaching assistants
Graduate assistants - research (I/R/PS)	
Graduate assistants - other	
Archivists, Curators, and Museum Technicians	25-4010 Archivists, Curators, and Museum Technicians
Librarians	25-4020 Librarians
Library Technicians	25-4030 Library Technicians
Non-postsecondary Teachers	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
Healthcare Practitioners and Technical Occupations	29-0000 Healthcare Practitioners and Technical Occupations

Service Occupations	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
Sales and Related Occupations	41-0000 Sales and Related Occupations
Office and Administrative Support Occupations	43-0000 Office and Administrative Support Occupations
Natural Resources, Construction, and Maintenance Occupations	45-0000 Farming, Fishing, and Forestry Occupations 47-0000 Construction and Extraction Occupations 49-0000 Installation, Maintenance, and Repair Occupations
Production, Transportation, and Material Moving Occupations	51-0000 Production Occupations 53-0000 Transportation and Material Moving Occupations
Not applicable in IPEDS because IPEDS collects data on civilian staff only	55-0000 Military Specific Occupations

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.

PHYSICAL DESCRIPTION: PIC X(1)   **CREATE/CHANGE DATE:** 10/27/2011
Section 3.2 – Data Element Dictionary
Version 23.0   191   June 1, 2011

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:

1.	Missing or Non-numeric	Critical
2.	CIP not a AAS, AS, PSAVC, PSVC, ATD programs	Critical

PHYSICAL DESCRIPTION: PIC X(1)   **CREATE/CHANGE DATE:** 10/27/2011

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

PHYSICAL DESCRIPTION: PIC 9(04)   **CREATE/CHANGE DATE:** 07/10/2002
Section 3.2 – Data Element Dictionary
Version 23.0   180   June 1, 2011

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

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 Record Type 8** 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

PHYSICAL DESCRIPTION: PIC X(01)   **CREATE/CHANGE DATE: 10/5/11**

MISATFOR

DATE: October 27, 2011

AGENDA ITEM: Student Data Base

TOPIC OF DISCUSSION: Miscellaneous Information

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

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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
Preparedness		
Measure 1	**College Readiness** The percentage of Florida high school graduates who are college ready.	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
Access		
Measure 2	**Current System Enrollment** Number and percentage of students who • Apply • Are Admitted • Enroll	Simple counts of applications, admissions, and enrollments provide contextual information about the size of each sector and the types of students accessing them. For open enrollment institutions, applications and admissions will be available or applicable.
Measure 3	**Disparity analysis** The racial and gender make up of	Comparing the percentages admitted and enrolled allows analyses of potential disparities among races or genders. This

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	Measure	Definition/Explanation
	students who • Apply • Are Admitted • Enroll Compared to the racial and gender demographics of the state's population age 18-24	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.
Measure 4	**Financial Accessibility** Net Cost of Attendance	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.

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
Retention		
Measure 5	**Retention rates** The percentage of students who	This is the percentage of students who did not earn a credential and return the

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	enroll and the subsequently re-enroll in the <u>following</u> year. Reported by race, gender, and age where possible.	following year.

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**
Transfer		
Measure 6	**Transfer Activity** 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	**Transfer Rates** 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	**Transfer Effectiveness** 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.

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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
Completion		
Measure 9	**Completions** Total degrees and credentials awarded	This measure will provide valuable information about the state's total production of postsecondary credentials and degrees.
Measure 10	**STEM Completions** Total STEM degrees and credentials awarded	This measure is subset of total completions but focused exclusively on STEM related fields.
Measure 11	**Graduation rates** 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	**Educational Attainment** 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.

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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
Placement into the Workforce		
Measure 13	**Pass Rates** Licensure pass rates, where available	This is available only for fields that require licensure exams.
Measure 14	**Placement Rate** 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	**Income** 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	**High Skill/High Wage** 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	**Family Sustainability** The percentage of program completers receiving public	This measure tracks the percentage of recent graduates who receive some form of public assistance.

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	assistance compared to the rate for students without postsecondary education.	

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).

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 | | | | | | | | |
		A	C	D	E	F	J	X	Z	TOTAL
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
TOTALS	22,106	676	186	2,065	1,132	108	16	17,153	0	21,336

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/Imporve 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.

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

College	Unduplicated Enrolled	Adult Goal2 Reported								
		A	C	D	E	F	J	X	Z	TOTAL
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.JOHNS 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
TOTALS	22,106	456	19	674	181	527	42	329	0	2,228

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/Imporve Basic Skills or Learn English

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

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

College	Unduplicated Enrolled	Adult Goal3 Reported								
		A	C	D	E	F	J	X	Z	TOTAL
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.JOHNS 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
TOTALS	22,106	228	31	31	45	385	61	149	0	930

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/Imporve 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.

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

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

Adult Goal1 Reported

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

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								CC Total
		A	C	D	E	F	J	X	TOTAL	
MIAMI DADE	13104	0	0	0	0	0	0	1,792	1,792	
	13201	0	0	0	0	0	0	2,662	2,662	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	248	248	
	13204	0	0	0	0	0	0	976	976	
										5,678
NORTHWEST FLA	13104	0	0	0	0	0	0	0	0	
	13201	0	0	16	0	0	0	288	304	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	28	0	0	0	37	65	
	13204	0	0	0	0	0	0	121	121	
										490
PASCO-HERNANDO	13104	0	0	0	0	0	0	0	0	
	13201	8	8	171	1	0	0	42	230	
	13202	0	0	0	0	0	0	0	0	
	13203	0	1	12	0	0	0	4	17	
	13204	0	0	0	0	0	0	0	0	
										247
PENSACOLA	13104	0	0	0	0	0	0	0	0	
	13201	69	4	316	14	54	0	95	552	
	13202	2	0	0	664	2	1	1	670	
	13203	3	0	32	1	2	0	1	39	
	13204	12	1	6	1	13	3	80	116	
										1,377
ST.JOHNS RIVER	13104	0	0	0	0	0	0	0	0	
	13201	3	0	43	5	2	1	85	139	
	13202	0	0	0	0	0	0	0	0	
	13203	1	0	9	5	0	0	0	15	
	13204	0	0	0	0	0	0	0	0	
										154
SANTA FE	13104	0	0	0	0	0	0	0	0	
	13201	219	94	50	1	16	0	71	451	
	13202	1	2	0	0	4	0	1	8	
	13203	6	4	10	0	0	0	1	21	
	13204	27	33	0	0	6	2	28	96	
										576
SEMINOLE	13104	0	0	0	0	0	0	0	0	
	13201	18	0	136	9	1	1	664	829	
	13202	4	0	0	74	1	0	261	340	
	13203	0	0	15	2	0	0	46	63	
	13204	13	0	0	1	0	0	643	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	
	13201	0	0	12	0	0	0	357	369	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	123	0	0	0	0	123	
	13204	0	0	0	0	0	0	150	150	
										642
TALLAHASSEE	13104	0	0	0	0	0	0	0	0	
	13201	0	0	205	0	2	0	39	246	
	13202	0	0	0	0	0	0	0	0	
	13203	3	0	193	0	2	0	66	264	
	13204	0	0	7	0	0	0	44	51	
										561
TOTALS		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

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

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 Goal2 Reported								
		A	C	D	E	F	J	X	TOTAL	CC Total
MIAMI DADE	13104	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0
NORTHWEST FLA	13104	0	0	0	0	0	0	0	0	
	13201	0	0	14	0	0	0	0	14	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	5	0	0	0	0	5	
	13204	0	0	3	0	0	0	0	3	22
PASCO-HERNANDO	13104	0	0	0	0	0	0	0	0	
	13201	0	0	5	1	1	0	0	7	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	1	0	0	1	
	13204	0	0	0	0	0	0	0	0	8
PENSACOLA	13104	0	0	0	0	0	0	0	0	
	13201	0	1	36	9	27	2	7	82	
	13202	0	0	0	1	0	0	0	1	
	13203	0	0	3	1	1	0	0	5	
	13204	0	0	1	1	1	2	9	14	102
ST.JOHNS RIVER	13104	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0
SANTA FE	13104	0	0	0	0	0	0	0	0	
	13201	8	2	114	0	37	0	220	381	
	13202	0	0	0	0	3	0	5	8	
	13203	3	1	10	0	2	0	4	20	
	13204	0	0	0	0	18	1	49	68	477
SEMINOLE	13104	0	0	0	0	0	0	0	0	
	13201	139	5	77	29	59	3	14	326	
	13202	97	2	5	18	86	0	10	218	
	13203	15	0	8	2	9	0	0	34	
	13204	180	2	17	10	40	34	10	293	871

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

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	
	13201	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	
										0
DAYTONA	13104	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	
										0
FL SC @ JAX	13104	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	
										0
GULF COAST	13104	0	0	0	0	0	0	0	0	
	13201	1	0	2	0	13	0	0	16	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	
										16
HILLSBOROUGH	13104	0	0	0	0	0	0	0	0	
	13201	6	0	13	0	166	0	0	185	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	5	0	0	5	
	13204	0	0	0	0	0	0	0	0	
										190
INDIAN RIVER	13104	0	0	0	0	0	0	0	0	
	13201	0	0	1	0	0	0	0	1	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	1	0	0	0	0	1	
	13204	0	0	0	0	0	0	0	0	
										2
GATEWAY	13104	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	
										0

College	ICS	Adult Goal3 Reported					J	X	TOTAL	CC Total
		A	C	D	E	F				
MIAMI DADE	13104	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0
NORTHWEST FLA	13104	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0
PASCO-HERNANDO	13104	0	0	0	0	0	0	0	0	
	13201	0	0	0	1	1	0	1	3	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	3
PENSACOLA	13104	0	0	0	0	0	0	0	0	
	13201	0	0	2	3	18	0	7	30	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	1	0	0	1	
	13204	0	0	0	0	1	0	0	1	32
ST.JOHNS RIVER	13104	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	0
SANTA FE	13104	0	0	0	0	0	0	0	0	
	13201	1	3	0	0	49	0	108	161	
	13202	0	0	0	0	0	0	3	3	
	13203	0	0	0	0	7	0	9	16	
	13204	0	1	0	0	0	2	16	19	199
SEMINOLE	13104	0	0	0	0	0	0	0	0	
	13201	95	6	5	22	47	2	2	179	
	13202	60	12	0	9	31	2	3	117	
	13203	11	0	1	1	4	0	0	17	
	13204	54	8	6	9	41	54	0	172	485

College	ICS			Adult Goal3 Reported					TOTAL	CC Total
		A	C	D	E	F	J	X		
SOUTH FLORIDA	13104	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	0	0	0	
	13202	0	0	0	0	0	0	0	0	
	13203	0	0	0	0	0	0	0	0	
	13204	0	0	0	0	0	0	0	0	
										0
TALLAHASSEE	13104	0	0	0	0	0	0	0	0	
	13201	0	0	0	0	0	1	0	1	
	13202	0	0	0	0	0	0	0	0	
	13203	0	1	1	0	0	0	0	1	
	13204	0	0	0	0	1	0	0	1	
										3
TOTALS		228	31	31	45	385	61	149	930	

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

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MISATFOR

FACILITIES/CAPITAL OUTLAY
DATA BASE

October 27, 2011

MISATFOR

DATE: October 27, 2011

AGENDA ITEM: Facilities Data Base

TOPIC OF DISCUSSION: DE5220 – Facility Type

SUMMARY:

As part of the Educational Plant Survey process, Division of Florida Colleges (DCF) staff would like to know how many parking spaces are available for students and staff. Therefore, DCF would like to add Facility Type 7 (Building with Parking) and Facility Type 8 (Parking Garage).

Room records will need to be created for both of these Facility Types describing the parking area by using the Room-Use Code (DE5320) '740' and a Room ICS Code (DE 5340) of '90000000'.

When using Facility Type 7 the facility will include rooms with Room-use Codes other than '740', '10', '20', '30', or '40'.   For Facility Type 8, the facility will only have rooms with a Room-Use Code of '740', '10', '20', '30', or '40'. The Aggregate Room Area Report and possibly other reports will be changed so that the square footage of Room-Use Code '740' will not be included in Support Services calculations but will be added into the category of Non-Assignable square footage.

For this purpose, CCTCMIS staff is proposing for the 2012-13 year submission to add two new facility types to help capture the data for DE5290 parking spaces available at the college. The edits for the new facility types will be informational for the first year.

1. If Facility Type (DE5220) NE 7 or 8 and rooms have been associated with Facility; then the record will be flagged.

2. If Facility Type (DE 5220) NE 7 or 8 and Facility Ownership (DE5260) NE 9 and Facility Area (DE5250) EQ 0; then the record will be flagged.

3. If Facility Type (DE5220) EQ 7 and Facility Condition (DE5240) NE 5 or 6 then the facility must have rooms in the room file other than room records with Room-Use Code (DE5320) of 740, 10, 20, 30, or 40; then the record will be flagged.

4. If Facility Type (DE5220) EQ 8 and Room-Use Code (DE5320) NE 740, 10, 20, 30, or 40; then the record will be flagged.

Attached is the data element description.

CCTCMIS STAFF RECOMMENDATION: Approve

MISATFOR RECOMMENDATION:Approved

CCTCMIS STAFF DECISION:

Description of Data Element:

Number: 5220	Name: Facility Type

Data Element is Used in the Following Reports:

❑ Facilities and Capital Outlay

Description:

Code to designate the nature of the facility.

TABLE VALUES:

0	Other
1	Building (without parking)
2	Parking Area
3	Athletic Area
4	Agricultural Field
5	Outdoor Swimming Pool
6	Covered Walkway
7	Building (with parking)
8	Parking Garage

NOTE:

Building as Facility Type 7 or 8 need to have assignable parking spaces included in the gross square footage of the building. The building will need to have Room Record(s), described as parking using a Room Use Code of 740 and an ICS Code of 90000000. Facility Type 7 will need to include Room Records with a Room Use Code other than 740, 010, 020, 030, or 040 and Facility Type 8 will have only Room Records with the Room Use Codes of 740, 010, 020, 030 or 040.

Edit:

1.	Missing, invalid, or non-numeric	Critical
2.	EQ 1 or 6 and Facility Ownership (DE 5260) NE 9 and Facility Area (DE 5250) EQ 0.	Critical
3.	EQ 1 and Facility Condition (DE 5240) NE 5 or 6 then the facility must have rooms in the room file.	Critical
4.	NE 1 and rooms have been associated with facility.	Critical
5.	NE 7 or 8 and rooms have been associated with facility.	Informational
6.	NE 7 or 8 and Facility Ownership (DE5260) NE 9 and Facility Area (DE5250) EQ 0.	Informational

PHYSICAL DESCRIPTION: PIC 9 (01)

CREATE/CHANGE DATE:
07/01/2005 10/27/2012

 7.   EQ 7 and Facility Condition (DE5240) NE 5 or 6 and the facility must also
        have rooms in the room file with Room-Use Code (DE5320) other than 740,
        10, 20, 30, or 40.   Informational

 8.   EQ 8 and Room-Use Code (DE 5320) NE 740, 10, 20, 30, or 40.

                                                                                                    Informational

PHYSICAL DESCRIPTION: PIC 9 (01)   **CREATE/CHANGE DATE:**
                                                         ~~07/01/2005~~10/27/2012

Section 7.2 – Data Element Dictionary
Version 17.0   52   June 1, 2011

MISATFOR

DATE: October 27, 2011

AGENDA ITEM: Facilities Data Base

TOPIC OF DISCUSSION: Facility Parking Spaces – New DE 5290

SUMMARY:

As part of the Educational Plant Survey process, Division of Florida Colleges (DCF) staff would like to know how many parking spaces are available for students and staff at the college. The number of parking spaces will be reported only on Facility Types of 2 (Parking Area), 7 (Building with Parking), and 8 (Parking Garage).

For this purpose, CCTCMIS staff is proposing for the 2012-13 year submission to add new data element to capture the number of parking spaces available at the college.

- The Facility Parking Spaces (DE 5290) located on the Facility Record for the number of parking spaces.

The edits for the new element will be informational for the first year.

1. If missing or invalid the record will be flagged.

2. If Facility Parking Spaces (DE 5290) EQ 0 and Facility Type (5220) EQ 2, 7, OR 8 then the record will be flagged.

Attached is the record layout and data element description.

CCTCMIS STAFF RECOMMENDATION: Approve

MISATFOR RECOMMENDATION:Approved

CCTCMIS STAFF DECISION:

Description of Data Element:

Number: 5290   **Name:** Facility Parking Spaces

Data Element is Used in the Following Reports:

❑   Facilities and Capital Outlay

Description:

Enter the number of parking spaces.

NOTE:

Enter a zero when Facility Types are 0 (Other), 1 (Building), 3 (Athletic Area) , 4 (Agricultural Field), 5 (Outdoor Swimming Pool), and 6 (Covered Walkways) .

Edit:

1.   Missing or invalid   Informational
2.   EQ 0 and Facility Type (DE 5220) equal 2, 7, or 8.   Informational

PHYSICAL DESCRIPTION: PIC 9 (05)   CREATE/CHANGE DATE: 07/01/2012
Section 7.2 – Data Element Dictionary
Version 17.0   60   June 1, 2011

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Machine Record Format

Field Characteristics				Facility Record Record Type 2
A Alphabetic Only A/N Alphanumeric N Numeric Only Z Zoned Numeric R Right Justified with Leading Zeros L Left Justified				Create a record for each Facility.
DE#	**From/To**	**Size**	**Field Char**	**Field Description**
5001	1-2	2	N	College Number
	3	1	N	FILE NUMBER = 2
5100	4-5	2	N	Site Number
5200	6-9	4	N	Facility Number
5210	10-29	20	A/N	Facility Name
5220	30	1	N	Facility Type
5230	31	1	N	Facility Status
5240	32	1	N	Facility Condition
5250	33-38	6	N	Facility Area in Gross Sq. Ft.
5260	39	1	A/N	Facility Ownership
5270	40-41	2	N	Facility Length of Holding
5280	42-47	6	N	Facility Original Inspection Date (CCYYMM)
5002	48-52	5	N	Term Identifier
5295	53-58	6	N	Facility Last Inspection Date (CCYYMM)
5290	59-63	5	N	Facility Parking Spaces
	564-80	162	A/N	FILLER

Shaded fields are unique key elements.

MISATFOR

DATE: October 27, 2011

AGENDA ITEM: Facilities Data Base

TOPIC OF DISCUSSION: FL-SOLARIS System

SUMMARY:

Due to budget constraints The Department of Management Systems (DMS) is not going to build the special batch interface for the Florida Colleges System. CCTCMIS staff and the Division of Florida Colleges (DFC) staff compiled information into a spreadsheet using the 2010-11 Winter/Spring Facilities Data Base and submitted it to DMS. DMS staff is verifying the data and we are working on getting data loaded to the FL-SOLARIS system. DFC and CCTCMIS staff will contact the colleges when their data is ready to be reviewed.

The FL-SOLARIS component went live in production on October 7, 2011. The Facilities Manager of each college will need to register in the system at the address below.
The URL address is: http://webapps.dep.state.fl.us/DepMyportal

The next phase for FL-SOLARIS will be to capture information regarding the leased facilities (see attachment). If the Title Entity is agency owned then the colleges will not submit any leased attributes

The information to be submitted is listed below:

FACILITY DATA

Campus Name	Campus Number	Facility Name
Internal Agency	Facility ID	Adm. Bldg. Facility Flag
Title Entity	Ownership Entity	Space Type

LEASE INFORMATION

Lease ID	Agency Lessee Acronym	Division Number
Bureau	Lease Start Date	Lease End Date
Leased Square Footage	Rate per Square Footage	Month Rent
Annual Rent	Lessor Name	Lessor Address
Lessor City	Lessor State	Lessor Zip Code
Lessor County	Lease Options	Services in Lease

CCTCMIS staff would like the colleges to start compiling information about the leased facilities.

CCTCMIS STAFF RECOMMENDATION: Discussion

MISATFOR RECOMMENDATION: Colleges voted to input information directly to the Solaris system

CCTCMIS STAFF DECISION:

College	Site No	Fac Num	Facility Name	Facility Area	Type Ownership	Total Facilities
Brevard	1	41	WICKHAM COMMONS	8824	LEASED-TYP	1
Broward	10	35	BOOKSTORE TRAILER	4123	LEASED-TYP	
	10	39	TRAILER	864	LEASED-TYP	
	10	43	CLASSROOM TRAILER	864	LEASED-TYP	
	10	44	CLASSROOM TRAILER	864	LEASED-TYP	
	10	45	CLASSROOM TRAILER	864	LEASED-TYP	
	10	46	CLASSROOM TRAILER	864	LEASED-TYP	
	10	47	CLASSROOM TRAILER	864	LEASED-TYP	
	10	48	CLASSROOM TRAILER	864	LEASED-TYP	
	10	49	SIMULATOR LAB	240	LEASED-TYP	
	10	50	STORAGE	693	LEASED-TYP	
	10	401	CLASSROOM TRAILER	1235	LEASED-TYP	
	10	402	CLASSROOM TRAILER	1235	LEASED-TYP	
	10	403	CLASSROOM TRAILER	1235	LEASED-TYP	
	10	404	CLASSROOM TRAILER	1235	LEASED-TYP	
	10	405	CLASSROOM TRAILER	1235	LEASED-TYP	
	10	406	CLASSROOM TRAILER	801	LEASED-TYP	
	10	407	CLASSROOM TRAILER	801	LEASED-TYP	
	10	408	CLASSROOM TRAILER	801	LEASED-TYP	
	10	409	CLASSROOM TRAILER	1235	LEASED-TYP	
	10	410	CLASSROOM TRAILER	1257	LEASED-TYP	
	10	411	BREAKROOM TRAILER	799	LEASED-TYP	
	10	412	OFFICE TRAILER	1257	LEASED-TYP	
	10	413	OFFICE TRAILER	1257	LEASED-TYP	
	11	35	FOUNDATION	4579	LEASED-TYP	
	12	110	WESTON CENTER	22000	LEASED-TYP	
	20	413	CLASSROOM MODULAR	864	LEASED-TYP	
	20	414	CLASSROOM MODULAR	864	LEASED-TYP	
	20	415	CLASSROOM MODULAR	864	LEASED-TYP	
	20	416	CLASSROOM MODULAR	864	LEASED-TYP	
	20	417	CLASSROOM MODULAR	864	LEASED-TYP	
	20	418	CLASSROOM MODULAR	864	LEASED-TYP	
	20	419	CLASSROOM MODULAR	864	LEASED-TYP	
	20	420	CLASSROOM MODULAR	864	LEASED-TYP	
	20	421	CLASSROOM MODULAR	864	LEASED-TYP	
	20	422	CLASSROOM MODULAR	864	LEASED-TYP	
	20	423	CLASSROOM MODULAR	864	LEASED-TYP	
	20	424	CLASSROOM MODULAR	864	LEASED-TYP	
	20	425	CLASSROOM MODULAR	864	LEASED-TYP	
	30	403	CLASSROOM MODULAR	884	LEASED-TYP	
	30	404	CLASSROOM MODULAR	884	LEASED-TYP	
	30	405	CLASSROOM MODULAR	884	LEASED-TYP	
	30	406	CLASSROOM MODULAR	884	LEASED-TYP	
	30	407	CLASSROOM MODULAR	884	LEASED-TYP	
	30	408	CLASSROOM MODULAR	884	LEASED-TYP	

College	Site No	Fac Num	Facility Name	Facility Area	Type Ownership	Total Facilities
	30	409	CLASSROOM MODULAR	884	LEASED-TYP	
	30	410	CLASSROOM MODULAR	884	LEASED-TYP	
	30	411	CLASSROOM MODULAR	884	LEASED-TYP	
	30	412	CLASSROOM MODULAR	884	LEASED-TYP	
	35	100	PINES CENTER	33065	LEASED-TYP	
	35	102	PINES CENTER LIBRARY	85000	LEASED-TYP	50
Central Florida	2	1	STORE FRONT FACILITY	15091	LEASED-TYP	
	6	91	PORTABLE 1	1440	LEASED-TYP	
	6	92	PORTABLE 2	1440	LEASED-TYP	3
Daytona	7	104	OFFICE RELOC	864	LEASED-TYP	
	7	105	CLASSROOM RELOC	864	LEASED-TYP	
	7	106	CLASSROOM RELOC	864	LEASED-TYP	
	7	107	CLASSROOM RELOC	864	LEASED-TYP	
	7	1000	DELTONA CITY HALL	3793	LEASED-NOM	5
Edison	4	12	NCEF DENTAL CLINIC	2014	LEASED-TYP	
	6	3	BUILDING C	5070	LEASED-TYP	2
Fla SC at Jax	1	314	BREWER EARLY LEARNIN	13013	LEASED-NOM	
	8	8	AVIATION CENTER	17350	LEASED-NOM	
	8	9	BUILDING J	10879	LEASED-NOM	
	8	14	HANGAR #14	31915	LEASED-NOM	4
Gulf Coast	1	101	DENTAL CLINIC	2016	LEASED-TYP	
	1	112	EMS	1440	LEASED-TYP	
	1	223	NURSING LAB	2016	LEASED-TYP	
	1	226	RESPIRATORY	1440	LEASED-TYP	
	1	303	SONOGRAPHY	1440	LEASED-TYP	
	1	307	SURG TECH	2016	LEASED-TYP	
	3	900	C	960	LEASED-TYP	
	3	901	D	864	LEASED-TYP	
	3	903	F	864	LEASED-TYP	
	5	1	EDUCATION CTR	23342	LEASED-NOM	10
Hillsborough	2	210	PALM PARKING GARAGE	0	LEASED-TYP	
	12	1211	TEMPORARY MODULAR 1	993	LEASED-TYP	
	12	1212	TEMPORARY MODULAR 2	993	LEASED-TYP	
	12	1213	TEMPORARY MODULAR 3	993	LEASED-TYP	
	12	1214	TEMPORARY MODULAR 4	993	LEASED-TYP	
	12	1215	TEMPORARY MODULAR 5	993	LEASED-TYP	
	12	1216	TEMPORARY MODULAR 6	993	LEASED-TYP	

College	Site No	Fac Num	Facility Name	Facility Area	Type Ownership	Total Facilities
	12	1217	TEMPORARY MODULAR 7	864	LEASED-TYP	
	12	1218	TEMPORARY MODULAR 8	1680	LEASED-TYP	
	12	1219	TEMPORARY MODULAR 9	864	LEASED-TYP	
	12	1220	TEMPORARY MODULAR 10	864	LEASED-TYP	
	14	1405	TEMPORARY MODULE I	967	LEASED-TYP	
	14	1406	TEMPORARY MODULE II	967	LEASED-TYP	
	14	1407	TEMPORARY MODULE III	967	LEASED-TYP	14
Florida Gateway	7	1	DIXIE COUNTY CENTER	2380	LEASED-TYP	1
Miami Dade	1	1001	PORTABLE ICJ	1259	LEASED-TYP	
	2	706	PORTABLE	1483	LEASED-TYP	
	2	707	PORTABLE	890	LEASED-TYP	
	6	10	INTERAMERICAN PLAZA	19737	LEASED-TYP	
	51	701	MDC AVIATION CENTER	9976	LEASED-TYP	
	52	1	TAMIAMI AVIATION CT	10276	LEASED-TYP	
	52	2	TAMIAMI AVIATION PAR	24330	LEASED-TYP	7
North Florida	4	4001	GREEN INDUSTRIES BLD	2893	LEASED-TYP	
	4	4002	GREEN INDUSTRIES BLD	1350	LEASED-TYP	2
Palm Beach State	1	721	MOD 21	960	LEASED-TYP	
	1	722	MOD 22	960	LEASED-TYP	
	1	723	MOD 23	960	LEASED-TYP	
	1	724	MOD 24	960	LEASED-TYP	
	1	725	MOD 25	960	LEASED-TYP	
	1	726	MOD 26	960	LEASED-TYP	
	1	727	MOD 27	960	LEASED-TYP	
	1	728	MOD 28	960	LEASED-TYP	
	1	729	MOD 29	960	LEASED-TYP	
	1	730	MOD 30	960	LEASED-TYP	
	1	899	MEDICAL FACILITY	1000	LEASED-NOM	
	4	125	THEATRE MOD	960	LEASED-TYP	12
Polk	1	41	CHAIN OF LAKES MODUL	1188	LEASED-TYP	
	1	42	CHAIN OF LAKES MODUL	1188	LEASED-TYP	
	1	43	CHAIN OF LAKES MODUL	1188	LEASED-TYP	
	1	44	CHAIN OF LAKES MODUL	1188	LEASED-TYP	
	1	45	CHAIN OF LAKES MODUL	1188	LEASED-TYP	
	1	46	CHAIN OF LAKES MODUL	1188	LEASED-TYP	
	1	47	CHAIN OF LAKES MODUL	475	LEASED-TYP	
	1	48	CHAIN OF LAKES MODUL	1188	LEASED-TYP	
	1	49	COMMUNICATION AND PU	2800	LEASED-TYP	
	5	1	AIRSIDE CENTER	20500	LEASED-TYP	10

Florida College System
Facility Lease/Rent Facilities

College	Site No	Fac Num	Facility Name	Facility Area	Type Ownership	Total Facilities
St. Petersburg	2	104	PORTABLE 104	864	LEASED-TYP	
	2	106	PORTABLE 106	864	LEASED-TYP	
	2	108	PORTABLE 108	864	LEASED-TYP	
	5	100	TAU PORTABLE	864	LEASED-TYP	
	5	105	IOTA PORTABLE	864	LEASED-TYP	
	5	107	RHO PORTABLE	864	LEASED-TYP	
	5	109	ZETA PORTABLE	768	LEASED-TYP	
	5	110	ETA PORTABLE	768	LEASED-TYP	
	5	111	KAPPA PORTABLE	864	LEASED-TYP	
	5	112	LAMBDA PORTABLE	768	LEASED-TYP	
	5	114	OMICRON PORTABLE	864	LEASED-TYP	
	16	1601	CTR FOR ACHIEVEMENT	10234	LEASED-TYP	
	17	101	PORTABLE 101	864	LEASED-TYP	
	17	103	PORTABLE 103 FIRE TR	864	LEASED-TYP	
	17	1701	BURN BUILDING	3360	LEASED-NOM	
	17	1702	APPARATUS BUILDING	4536	LEASED-NOM	
	17	1703	TOWER BUILDING	9076	LEASED-NOM	17
Santa Fe	2	100	ANDREWS CENTER	13589	LEASED-TYP	
	2	200	AC CULTURAL BUILDING	8634	LEASED-TYP	
	2	300	AC STUMP BUILDING	3965	LEASED-TYP	
	3	100	DOWNTOWN CENTER	14885	LEASED-TYP	
	3	200	DTC PHASE II	10749	LEASED-TYP	
	3	300	DTC PHASE III	12720	LEASED-TYP	
	5	100	DAVIS CENTER	10000	LEASED-TYP	
	6	100	WATSON CENTER KA	10000	LEASED-TYP	
	6	200	WATSON CTR KB	10000	LEASED-TYP	9
South Florida	3	9003	JACARANDA	1000	LEASED-TYP	
	6	9006	TEACHERAGE	2730	LEASED-TYP	
	9	9009	LORIDA SCHOOL HOUSE	4088	LEASED-TYP	3
Tallahassee	1	59	QUINCY SERVICE CENTE	4200	LEASED-TYP	
	1	60	WAKULLA SERVICE CENT	3835	LEASED-TYP	
	4	1	CAPIT0L CENTER	46500	LEASED-NOM	
	5	1	GHAZVINI CENTER FOR	112108	LEASED-TYP	4
Valencia	3	1	DOWNTOWN CENTER	28950	LEASED-TYP	
	6	2	BUILDING B	1307	LEASED-TYP	
	6	8	BUILDING G	864	LEASED-TYP	
	6	9	BUILDING H	864	LEASED-TYP	
	6	10	BUILDING I	480	LEASED-TYP	
	6	11	BUILDING J	864	LEASED-TYP	

Florida College System
Facility Lease/Rent Facilities

College	Site No	Fac Num	Facility Name	Facility Area	Type Ownership	Total Facilities
	6	13	BUILDING K	864	LEASED-TYP	
	6	14	BUILDING M	864	LEASED-TYP	
	6	16	BUILDING N	864	LEASED-TYP	
	9	100	SAND LK CTR BLDG 1	15967	LEASED-TYP	
	9	200	SAND LK CTR BLDG 2	15978	LEASED-TYP	11
System Total						165

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MISATFOR

Annual Personnel Reports
DATA BASE

October 27, 2011

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MISATFOR

DATE: October 27, 2011

AGENDA ITEM: Annual Personnel Database / Personnel Database
TOPIC OF DISCUSSION: Activity/Occupational Activity

SUMMARY:

 IPEDS has proposed changes for the 2012-2013 reporting year which include new Occupational Categories in alignment with the Standard Occupational Categories (SOC) codes. The Activity/Occupational Activity Code is defined in the Accounting Manual for Florida's Public Colleges. The Accounting Manual is currently being rewritten to align with the new SOC codes. CCTCMIS is coordinating with staff responsible for the rewrite to ensure IPEDS reporting requirements are being met and will provide DE revisions upon completion of the rewrite for the Accounting Manual.

This change will affect the following:

   APR: D.E. Activity/Occupational Activity Code.

   PDB: DE 1009 Primary Activity/Occupational Activity Code
          DE 2005 Activity/Occupational Activity Code

The currently used categories Primarily Instruction, Instruction Combined with Research and/or Public Service, Primarily Research, and Primarily Public Service will continue to be used, but will be more narrowly defined.

If approved by the Office for Management and Budget (OMB) the IPEDS categories will be:

• Management Occupations
• Business and Financial Operations Occupations
• Computer, Engineering, and Science Occupations
• Community Service, Legal, Arts, and Media Occupations
• **Primarily Instruction**
• **Instruction combined with Research and/or Public Service**
• **Primarily Research**
• **Primarily Public Service**
• Graduate Assistants – Teaching
• Graduate Assistants – Research
• Graduate Assistants - Other
• Library and Non-postsecondary Teaching Occupations
         ◦ Archivists, Curators, and Museum Technicians
         ◦ Librarians
         ◦ Library Technicians
         ◦ Non-postsecondary Teaching Occupations

• Healthcare Practitioners and Technical Occupations
• Service Occupations
• Sales and Related Occupations
• Office and Administrative Support Occupations
• Natural Resources, Construction, and Maintenance Occupations
• Production, Transportation, and Material Moving Occupations

CCTCMIS STAFF RECOMMENDATION: Discussion

MISATFOR RECOMMENDATION: colleges will be contacted when the accounting manual is ready and the SOC are defined

CCTCMIS STAFF DECISION:

Description of Data Element:

Number: 0130	**Name:** Activity/Occupational Activity Code

Data Element is Used in the Following Reports:

- ❑ IPEDS Reports
- ❑ Equity Reports

Description:

A two-digit code to indicate the employee's Occupational Activity Classification. These classifications are defined in the Accounting Manual for Florida's Public Colleges.

TABLE VALUES:

01   Executive - All persons who exercise primary college-wide responsibility for the management of an institution. Assignments must require the performance of work directly related to management policies and require the incumbent to customarily and to regularly exercise discretion, independent judgment, and to direct the work of major divisions of college employees and functions. Examples of positions included in this category are: President, Executive Vice-President, Vice President, Provost or Campus President (if college-wide authority), and Dean (if college wide authority and if levels between Dean and President do not exist).

02   Instructional Staff - All persons whose specific assignments customarily are made for the purpose of conducting instruction, academic research, curriculum development, or public service as a principal activity (or activities), and who may hold academic-rank titles of Professor, Associate Professor, Assistant Professor, Instructor, Adjunct Instructor, Lecturer, or the equivalent of any one of these academic ranks.

   Instructional personnel on sabbatical leave will be included at their regular salary. Replacement for these personnel should not be reported. Instructional personnel on leave without pay should not be reported; full-time replacement for these should be included.

03   Instructional Support - This personnel category includes those persons who provide direct managerial support to instructional departments or divisions while devoting a smaller portion of their time (from 0% to less than 50%) to instructional/teaching duties. If instructional duties comprise 50% or more of their work schedule, they should be classified under the Instructional Staff category. If less than 50%, prorate 10% of the position and salary to Instructional Staff per course taught, per year.

04   Librarian/Counselor - If instructional duties comprise 50% or more of their work schedule, they should be classified under the Instructional Staff category. Otherwise, prorate 10% of their position and salary to Instructional Staff per course taught, per year.

05   Teaching Assistant/Associate - Teaching Assistant/Associate assists Department Chairperson,

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PHYSICAL DESCRIPTION: PIC 9(02)   **CREATE/CHANGE DATE:** 07/01/2008
Section 5.2 – APR Data Element Dictionary
Version 20.0   35   June 1, 2011

Faculty, or other Professional Staff members in the college performing any combination of the following duties: develops teaching materials, such as syllabi and visual aids; prepares and gives examinations; assists in student conferences; and/or grades examinations and papers.

06   Professional Support - Individuals employed for the purpose of performing academic support, student services, and institutional support activities. Includes employees such as Department Heads, Coordinators, Accountants, Student Services Professionals, Systems Analysts, Programmers, Coaches, Lawyers, Dietitians, and Pharmacists. Also includes management of the institution but may assist the EAM staff. Excludes Supervisors who have executive or college-wide responsibilities in these specialist/support areas; they are reported as Executive, Administrative, and Managerial Staff.

07   Clerical and Secretarial - Includes those persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than Computer Programmers) and/or information, and other paper work required in an office, such as Bookkeepers, Stenographers, Clerk Typists, Office Machine Operators, Statistical Clerks, Payroll Clerks, etc. Also include Sales Clerks, such as those employed full-time in the bookstore, and Library Clerks who are not recognized as Librarians.

08   Technical and Paraprofessionals - Includes those persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many Two-Year Technical Institutes, Florida Colleges, or through equivalent On-The-Job Training. Include Computer Operators, Drafters, Engineering Aides, Junior Engineers, Mathematical Aides, Licensed Practical or Vocational Nurses, Dietitians, Photographers, Radio Operators, Scientific Assistants, Technical Illustrators, Technicians (Medical, Dental, Electronic, Physical Sciences), and similar occupational-activity categories but which are institutionally defined as Technical Assignments.

May also include persons who perform some of the duties of a professional or technician in a supportive role, which usually requires less formal training and/or experience than normally required for professional or technical status.

09   Skilled Crafts - Includes those persons whose assignments typically require special manual skills and a thorough or comprehensive knowledge of the processes involved in the work acquired through on-the-job training and experience, apprenticeship, or formal training programs. Include Mechanics and Repairers, Electricians, Stationary Engineers, Skilled Machinists, Carpenters, Compositors, and Typesetters.

10   Service/Maintenance - Includes persons whose assignments typically consist of Janitorial, Custodial, Grounds, Transportation, and other semi-skilled or unskilled labor activities.

11   Student Assistants - Includes students who render services for on-campus experience or as Student Assistants and are paid from state funds.

NOTES:
1. Refer to the Accounting Manual for Florida's Public Colleges for the GL Codes. On the following page is a listing of the two-digit Occupational Activity Code table values with their corresponding GL Codes.

PHYSICAL DESCRIPTION: PIC 9(02)   **CREATE/CHANGE DATE:** 07/01/2008
Section 5.2 – APR Data Element Dictionary
Version 20.0   36   June 1, 2011

Valid Activity Code/GL Code Combinations

01 - Executive
51000-51099
51400-51499*
51500-51599*
55000-55099*

02 - Instructional Staff
52000
52001
52005-52099*
52100-52199
52200-52299
52400-52499
52501-51599*
56000
56001
56007-56099
56100-56199

03 – Instructional Support
51100-51199
51400-51499*
51500-51599*
52005*
55000-55099*
56005

04 - Librarian/Counselor
52002
52003
56002
56003

05 - Teaching Assistant/Associate
52300-52399
52501-52599*
56006*

06 – Professional Support
51200-51299
51400-51499*
51500-51599*

52004
53000-53099
53100-53199
53200-53299
53500-53599
55000-55099
56004
56500-56599*

07 - Clerical and Secretarial
53300-53399*
54000-54099*
54100-54199*
54500-54599*
56500-56599*
57000-57099*

08 - Technical and Paraprofessionals
53300-53399*
54000-54099*
54100-54199*
54500-54599*
56006*
57000-57099*

09 - Skilled Crafts
54000-54099*
54100-54199*
54500-54599*
57000-57099*

10 - Service/Maintenance
54000-54099*
54100-54199*
54501-54599*
57000-57099*

11 - Student Assistants
58200-58299
58300-58399

* GL Code occurs under more than one Activity Code.

PHYSICAL DESCRIPTION: PIC 9(02)   **CREATE/CHANGE DATE:** 07/01/2008

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MISATFOR

PERSONNEL DATA BASE

October 27, 2011

MISATFOR

DATE: October 27, 2011

AGENDA ITEM: Personnel Database

TOPIC OF DISCUSSION: Date Employed at the Institution (DE 1040)
SUMMARY:

 At the MISATFOR in June, the Colleges decided to change the APR critical edit: "LT Date Hired at Institution (DE 0060)" for Tenure Date (DE 0190) to informational. There has been some discussion concerning the PDB critical errors: "Valid Date GT Date Continuing Contract Granted (DE 1050)" and "Valid Date GT date of Academic Rank (DE 2035)" for Date Employed at the Institution (DE 1040). The critical edits are causing some colleges a problem with faculty members that have worked for the college for a long time which left and returned several years later and were given a new Date Employed at the Institution (DE 1040) which is less than their Continuing Contract Granted Date and Date of Academic Rank. Faculty members that returned in some cases still have the same dates as before causing a critical edit for those colleges.

CCTCMIS is opening the topic up for discussion to change the above critical edits to informational on the PDB. Any changes will be implemented the upcoming Fall 2011-12 Submission to insure the data accuracy.

CCTCMIS STAFF RECOMMENDATION: Discussion

MISATFOR RECOMMENDATION: Approved

CCTCMIS STAFF DECISION:

Description of Data Element:

Number: 1040	**Name:** Date Employed at the Institution

Data Element is Used in the Following Reports:

❑   State Reports

Description:

The month, day, and year the person was first employed at the institution. This data element is primarily to indicate new employees or employees who are rehired following termination at the institution. Do not enter a new date for those returning from a leave of absence.

TABLE VALUES:

Format MMDDCCYY as follows:

MM	Month	(01 thru 12)
DD	Day	(01 thru 31)
CC	Century	(19 or 20)
YY	Year	(00 thru 99)

NOTES:

1.   Code 99999999 if unknown.

Edit:

1.	Missing, invalid range or non-numeric	Critical
2.	Valid Date GT Termination Date (DE 2055)	Critical
3.	Valid Date GT Date Continuing Contract Granted (DE 1050)	~~Critical~~Informational
4.	Valid Date GT Date Employed in Current Activity (DE 2015)	Critical
5.	Valid Date GT Date of Academic Rank (DE 2035)	~~Critical~~Informational

PHYSICAL DESCRIPTION: PIC 9 (08)

CREATE/CHANGE DATE:
~~07/01/2002~~10/27/2011

MISATFOR

DATE: October 27, 2011

AGENDA ITEM: Personnel Data Base

TOPIC OF DISCUSSION: Distance Learning Definition

SUMMARY:

At the MISATFOR in June, the Distance Learning Definition was tabled until further clarification was received from John Opper. As of now, no new information from John Opper has been received. CCTCMIS will bring this item up for discussion at the next MISATFOR.

In February CCTCMIS discovered that there were no edits between DE 4065 – Instructional Delivery Method and DE 4070 – Technology Delivery Indicator. After reviewing the data some colleges were reporting courses as 100% traditional with the Technology Indicator not equal to none, and courses reported as non 100% traditional with no Technology Indicator. There are also concerns as to if Life Long Learning and CWE courses should be exempt.

Currently there are two Informational Edits that were added in the Winter/Spring End-of-Term submission.

CCTCMIS requested all colleges who were reporting the data incorrectly to resubmit, which caused a lot of discussion concerning the distance learning definition.

Attached for discussion are two data elements Instructional Delivery Method (DE 4065) and Technology Delivery Indicator (DE 4070).

CCTCMIS STAFF RECOMMENDATION: Discussion

MISATFOR RECOMMENDATION:

CCTCMIS STAFF DECISION:

Description of Data Element:

Number: 4065

Name: Instructional Delivery Method

Data Element is Used in the Following Reports:

❑   State Reports

Description:

A classification of a course based on the delivery of direct instruction.

TABLE VALUES:

T   Traditional - 100% face to face instruction with no technology used.

TE   Technology Enhanced – Primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials and *no more* than   50% of direct instruction.

HB   Hybrid Blend
          50- 80% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both.

DL   Distance Learning
          80% or more of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both.

Edit:

1.   Missing or invalid   Critical

PHYSICAL DESCRIPTION: PIC X (02)   **CREATE/CHANGE DATE: 08/03/2009**
Section 6.2 - Data Element Dictionary
Version 17.0   89   June 1, 2011

Description of Data Element:

Number: 4070		**Name:** Technology Delivery Indicator

Data Element is Used in the Following Reports:

❑ State Reports

Description:

An indicator of the type of technology that is being used by the instructor instead of face-to-face contact.

TABLE VALUES:

M   Materials - Primarily print-based materials for check-out or mail-out which may be packaged with other materials including CD-ROM, DVD, and video tapes which are not telecourses. Correspondence courses would fall into this category.

P   Live Broadcast - Course delivered by open broadcast (such as PBS), satellite, cable TV, ITFS, microwave that is synchronous or live. Transmission is one-way, although it could be interactive via phone or web/email access.

Q   Taped Courses/Telecourses - Pre-taped courses which have been licensed or locally produced and are delivered asynchronously. Videotapes may be checked out, broadcast, or delivered by some other system.

R   Videoconferencing, Compressed Video, ITV - Two-way, audio and video, synchronous, interactive between two or more locations.

V   Audio-tapes, Audio-conferencing, Radio - Primarily audio, no video. Audio may be made available synchronously (radio, audio-conference) or asynchronously (audio-tape).

X   Web-based or Internet-based Courses - Can include Web-TV, video streaming on the computer, or any other technology heretofore not yet thought of.

H   Mixed Delivery- Those courses using a combination of technology. For example, a course requiring 40% class attendance, 30% Web, and 30% TV.

N   None

Edit:

1.	Missing or invalid	Critical
2.	NE N and Instructional Delivery Method (DE 4065) EQ T	Informational
3.	EQ N and Instructional Delivery Method (DE 4065) EQ TE or HB or DL	Informational

MISATFOR

DATE: October 27, 2011

AGENDA ITEM: Annual Personnel Database / Personnel Database
TOPIC OF DISCUSSION: Activity/Occupational Activity

SUMMARY:

 IPEDS has proposed changes for the 2012-2013 reporting year which include new Occupational Categories in alignment with the Standard Occupational Categories (SOC) codes. The Activity/Occupational Activity Code is defined in the Accounting Manual for Florida's Public Colleges. The Accounting Manual is currently being rewritten to align with the new SOC codes. CCTCMIS is coordinating with staff responsible for the rewrite to ensure IPEDS reporting requirements are being met and will provide DE revisions upon completion of the rewrite for the Accounting Manual.

This change will affect the following:

       PDB: DE 1009 Primary Activity/Occupational Activity Code
                DE 2005 Activity/Occupational Activity Code

       APR: D.E. Activity/Occupational Activity Code.

The currently used categories Primarily Instruction, Instruction Combined with Research and/or Public Service, Primarily Research, and Primarily Public Service will continue to be used, but will be more narrowly defined.

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• Computer, Engineering, and Science Occupations
• Community Service, Legal, Arts, and Media Occupations
• **Primarily Instruction**
• **Instruction combined with Research and/or Public Service**
• **Primarily Research**
• **Primarily Public Service**
• Graduate Assistants – Teaching
• Graduate Assistants – Research
• Graduate Assistants - Other
• Library and Non-postsecondary Teaching Occupations
        ◦ Archivists, Curators, and Museum Technicians
        ◦ Librarians
        ◦ Library Technicians
        ◦ Non-postsecondary Teaching Occupations

- Healthcare Practitioners and Technical Occupations
- Service Occupations
- Sales and Related Occupations
- Office and Administrative Support Occupations
- Natural Resources, Construction, and Maintenance Occupations
- Production, Transportation, and Material Moving Occupations

CCTCMIS STAFF RECOMMENDATION: Discussion

MISATFOR RECOMMENDATION: colleges will be contacted when the accounting manual is ready and the SOC are defined

CCTCMIS STAFF DECISION:

Description of Data Element:

Number: 1009   **Name:** Primary Activity/Occupational Activity Code

Data Element is Used in the Following Reports:

❑   State Reports

Description:

The primary activity for the employee as determined by the college. For employees with a single activity, this will match the activity reported on the Employment Activity record (Record Type 2) in Activity/Occupational Activity Code (Data Element 2005). For employees with multiple activities, the activity the college considers the employees main/primary activity.

TABLE VALUES:

See Activity/Occupational Activity Code (Data Element 2005) for descriptions of the table values.

01	Executive
02	Instructional Staff
03	Instructional Support
04	Librarian/Counselor
05	Teaching Assistant/Associate
06	Professional Support
07	Clerical and Secretarial
08	Technical and Paraprofessionals
09	Skilled Crafts
10	Service/Maintenance
11	Student Assistants

Edit:

1.	Missing, invalid range, or non-numeric	Critical
2.	Primary Occ Activity (DE 1009) EQ 02 and Faculty Status (DE 1065) EQ N	Critical

PHYSICAL DESCRIPTION: PIC 9 (02)   **CREATE/CHANGE DATE:** 04/01/2009

Description of Data Element:

Number: 2005   **Name:** Activity/Occupational Activity Code

Data Element is Used in the Following Reports:

❑ State Reports

Description:

A two-digit code to indicate the employee's Occupational Activity Classification. These classifications are defined in the Accounting Manual for the Division of Florida's Colleges.

TABLE VALUES:

01   Executive - All persons who exercise primary college-wide responsibility for the management of an institution. Assignments must require the performance of work directly related to management policies and require the incumbent to customarily and to regularly exercise discretion, independent judgment, and to direct the work of major divisions of college employees and functions. Examples of positions included in this category are: President, Executive Vice-President, Vice President, Provost or campus president (if college-wide authority), and Dean (if college wide authority and if levels between Dean and President do not exist).

02   Instructional Staff - All persons whose specific assignments customarily are made for the purpose of conducting instruction, academic research, curriculum development, or public service as a principal activity (or activities), and who may hold academic-rank titles of Professor, Associate Professor, Assistant Professor, Instructor, Adjunct Instructor, Lecturer, or the equivalent of any one of these academic ranks.

      Instructional personnel on sabbatical leave will be included at their regular salary. Replacement for these personnel should not be reported. Instructional personnel on leave without pay should not be reported; full-time replacement for these should be included.

03   Instructional Support - This personnel category includes those persons who provide direct managerial support to instructional departments or divisions while devoting a smaller portion of their time (from 0% to less than 50%) to instructional/teaching duties. If instructional duties comprise 50% or more of their work schedule, they should be classified under the Instructional Staff category. If less than 50%, prorate 10% of the position and salary to Instructional Staff per course taught, per year.

04   Librarian/Counselor - If instructional duties comprise 50% or more of their work schedule, they should be classified under the Instructional Staff category. Otherwise, prorate 10% of their position and salary to Instructional Staff per course taught, per year.

05   Teaching Assistant/Associate - Teaching Assistant/Associate assists Department Chairperson, Faculty, or other Professional Staff members in the college performing any combination of the following duties: develops teaching materials, such as syllabi and visual aids; prepares and gives examinations; assists in student conferences; and/or grades examinations and papers.

06   Professional Support - Individuals employed for the purpose of performing academic support, student services, and institutional support activities. Includes employees such as Department Heads, Coordinators, Accountants, Student Services Professionals, Systems Analysts, Programmers, Coaches, Lawyers, Dietitians, and Pharmacists. Also includes management of the institution but may assist the EAM staff. Excludes Supervisors who have executive or college-wide responsibilities in these specialist/support areas; they are reported as Executive, Administrative, and Managerial Staff.

07   Clerical and Secretarial - Includes those persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than Computer Programmers) and/or information, and other paper work required in an office, such as Bookkeepers, Stenographers, Clerk Typists, Office Machine Operators, Statistical Clerks, Payroll Clerks, etc. Also include Sales Clerks, such as those employed full-time in the bookstore, and Library Clerks who are not recognized as Librarians.

08   Technical and Paraprofessionals - Includes those persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many Two-Year Technical Institutes, Division of Florida Colleges, or through equivalent On-The-Job Training. Include Computer Operators, Drafters, Engineering Aides, Junior Engineers, Mathematical Aides, Licensed Practical or Vocational Nurses, Dietitians, Photographers, Radio Operators, Scientific Assistants, Technical Illustrators, Technicians (Medical, Dental, Electronic, Physical Sciences), and similar occupational-activity categories but which are institutionally defined as Technical Assignments.

May also include persons who perform some of the duties of a professional or technician in a supportive role, which usually requires less formal training and/or experience than normally required for professional or technical status.

09   Skilled Crafts - Includes those persons whose assignments typically require special manual skills and a thorough or comprehensive knowledge of the processes involved in the work acquired through on-the-job training and experience, apprenticeship, or formal training programs. Include Mechanics and Repairers, Electricians, Stationary Engineers, Skilled Machinists, Carpenters, Compositors, and Typesetters.

10   Service/Maintenance - Includes persons whose assignments typically consist of Janitorial, Custodial, Grounds, Transportation, and other semi-skilled or unskilled labor activities.

11   Student Assistants - Includes students who render services for on-campus experience or as Student Assistants and are paid from state funds.

NOTES:
1. Refer to the Accounting Manual for the Division of Florida's Colleges for the GL Codes. On the following page is a listing of the two-digit Occupational Activity Code table values with their corresponding GL Codes.

Valid Activity Code/GL Code Combinations

01 - Executive
51000-51099
51400-51499*
51500-51599*
55000-55099*

02 - Instructional Staff
52000, 52001
52005-52099*
52100-52199
52200-52299
52400-52499
52501-52599*
56000, 56001
56007-56099
56100-56199

03 - Instructional Support
51100-51199
51400-51499*
51500-51599*
52005*
55000-55099*
56005

04 - Librarian/Counselor
52002, 52003
56002, 56003

05 - Teaching Assistant/Associate
52300-52399
52501-52599 *
56006 *

06 - Professional Support
51200-51299
51400-51499*
51500-51599*
52004

53000-53099
53100-53199
53200-53299
53500-53599
55000-55099*
56004
56500-56599*

07 - Clerical and Secretarial
53300-53399*
54000-54099*
54100-54199*
54500-54599*
56500-56599*
57000-57099*

08 - Technical and Paraprofessionals
53300-53399*
54000-54099*
54100-54199*
54500-54599*
56006*
57000-57099*

09 - Skilled Crafts
54000-54099*
54100-54199*
54500-54599*
57000-57099*

10 - Service/Maintenance
54000-54099*
54100-54199*
54500-54599*
57000-57099*

11 - Student Assistants
58200-58299
58300-58399

*NOTES:

GL Code occurs under more than one Activity Code

General Session Wednesday, June 15, 2011

1. Welcome & Administrative Issues – Trina Condo
   - Trina opened the meeting and welcomed everyone to MISATFOR at Lively Technical Center.
   - She reminded everyone of:
     o The AWR refresh course – crash course will be scheduled in spring and fall for coordinators.
     o Use the website to communicate on needs with coordinators. (Referred to PowerPoint presentation)
     o The mentoring opportunities new initiative
     o The CCTCMIS Newsletters – on CCTCMIS SharePoint site and everyone is encouraged to review and give feedback.
   - Staffing and personnel updates:
     o Robert McMullen retiring on June 30, 2011
     o Judith Thompson will assume Robert McMullen's position.
     o Staffing changes within DOE – Commissioner – John Winn, Interim
   - The focus on Data Quality
     o Research and Data Projects – Submitting Requests process and request early
     o Introduction of Kit Goodner as Deputy Commissioner for Data Systems

2. IPEDS - Judith Thompson - Information
   - Judith will assume Robert McMullen's position.
   - IPEDS. Net Price Calculator due date October 29, 2011 on each college institution's website.
   - OCP – benchmarks only to institutions, not to the Fed. (Refer to handout for notes)
- Provided a report schedule for IPEDS 2011-12; also available on IPEDS Home Page: Http://inces.ed.gov/ipeds/

3. Introduced Lisa Lu for Accountability; she is replacing Katie Decoteau
   - Measure Part 1 – will be re-worked due to problems

4. NRS – Mark Baird., Bruce Harrington/ Joan Roddenberry -
   - Table 4b. Students who are post-tested – hours
     o Found low numbers in Table 4b. , hours were not counted those from Table 4 – problem was worked out.
   - Post test status – report when student is post-tested, not only if there was a test gain. Student pre-tested and post-tested, if yes, and there is a test gain, then award LCP
   - ESOL – no documentation provided – Mark agreed to work on the process to create the policy on the programming of these LCPs. (Refer to the Proposed Changes for NRS 2012-13 handout)
     These changes will be at the state level, not at the college end.
     Table 4 changes – will undergo all the proposed changes for NRS 2012-13

     It was asked if after these proposed changes are completed, the information on these cohorts and all of their student levels will be fed back to the institutions. Colleges want to have the successful rate of their cohorts. Mark will find out, but, not likely – cohorts/numbers/totals yes, whether employed or not, but not the employer. Trina Condo affirmed on verifying what can be shared back to the colleges on their cohort.

5. Perkins IV – Tara Goodman/Bruce Harrington / Joan Roddenberry.
   - Allocations went down to the colleges. Future allocation is not certain due to federal cuts for 2012-13. This information was released by Kathleen Taylor. (No handout)
   - The 08-09 will be reposted. The 09-10 is now available.
   - The 10-11 and 11-12 non-traditional may be off track on targets
   - Three sub-committees set up on questions:

- Performance based funding
- Tech skill attainment requirement – use the proxy measures college credit on GPA or hours on OCP – Occupational Points attainment
- Post-Sec allocation program – econ disadvantage CTE students – by Pell award number
- Problems with the post sec allocation funding formula – no changes made by the committee

6. SharePoint Updates - Debbie Fitzpatrick. (No handouts)
Issues/concerns
- Passwords –keep it handy or change to a user-friendly word
- Accounts management – Provide staff addition and removals
- Debbie was asked if she could provide the current accounts by college to reports coordinators for cleanup
  - Accounts disappearing –technically resolved by using Active Directory (AD) groups for site access. Each college/district will have 2 AD groups (1-Read Only access, 1- Contribute access).
  - SharePoint alerts will no longer work b/c AD Groups cannot handle individual email addresses.
  - Certification Archives:
  - Will set up archives in year folders – with read-only certification for proof-of-certification
  - Download error message – when double-clicking on the file icon then select Open in New Tab or New Window

7. Special Purpose Planning Session - Karen Lippe – Robert McMullen's retirement send-off.

8. Accountability 2011 Information – Judith Thompson (Refer to the handout)
- Accountability Outcome Data Measure 4 part 1 Draft is attached – to be re-worked

MISATFOR Thursday, June 16, 2011

1. Distance Learning Reporting - John Opper
- To explain the data elements for Distance learning and how heavily used it is by others at the state level.
- 2008 legislature created the dl task force chaired by S. Wallace and Jim Heape. Charged to look at what DL was defined 50% to 51% as online. The Sloan consortium use DL of 80% definition, and so on.
- The task force got the recommendation from the colleges to use DL indicators. 2 stage discussion of delivery and tech of 80% and is a FL statute, traditional – face-to-face and no tech use, and hybrid were not used and are not FL statutes.
- Hybrid / blended course substituted at least 1% with enhanced technology or remote
- At this time open to improvement on the data elements created by the task force.
- Questions -Karen - PBSC
  - Lecture class but submitted work online = Ans. Technology Enhanced course or Hybrid – see percentages.
  - See table values to determine the percentages.
- Question - Valencia.
  - Problem on delivery method. – She has all courses as TE – not as classroom based technology.
  - John Opper discussed the following issues:
    - Number of students in traditional, or DL or either.
    - What types of technology are being used?
    - Some of the colleges feel that the cost of DL is not being reflected on the state reporting.

2. Division of Florida Colleges - Special Projects Overview - Kathy presented for John Hughes
- Business intelligence tool – used for the Achieving the Dream – holds data via a portal – colleges will be able to pull data on Achieving the Dream Complete College America measures – and give feedback back to John's office before the Dashboard is deployed.
  - Question:

- ▪ Will the cubes' definitions be shared to the colleges? Yes. By July 1, 2011 – to get/finish the discussion in.
- ▪ One of the goals to share this information via the portal to align data that is currently shared or dispersed by various sources.

3. Personnel, Facilities, Integrated Data Base Issues - Benita McMillian, Linda Wheatcraft-Smith, Cesar Regazzoni
- Annual Personnel Reports Database
  - o Tenure Date (DE 0190) – To avoid critical error on DE 0060, require rehired faculty member to report a new tenure date that is greater than the date hired or change the two dates to be equal. Motioned and approved to make the error an informational error.
- Annual Personnel Reports Database and Personnel Database
  - o College Employee Headcount Verification Reports – Motioned and approved new reports includes employees with the EAM indicator (DE 0225) set to 'Y' added to the EAM counts. The PBD includes five new additional reports with the EAM Indicator (DE 1096) set to 'Y' in the EAM counts.
- Personnel Database and Annual Personnel Reports Database
  - o Date of Birth (PDB DE 1010/APR DE 0110) Motioned and approved informational edit 2. 'The person's age is LT 15 or GT 99' to critical for submission 2011-12.
- Personnel Database
  - o Comparative Frequency Report – Discussed (DE 2045) to show unduplicated count of employees on sabbatical leave only. And, for the colleges to determine what other DE that need to be changed in this report. Cesar suggested putting this item on the Let's Discuss It.
  - o Distance Learning Definition – Postponed.
- Personnel Database (PDB), Admission Database (ADB), Student Database (SDB)
  - o PDB person id number DE 0130 – Motioned and approved to use PDB (DE 0130), ADB (DE 1012), and SDB (DE 1021) instead of the checking the social security number for 2011-12 year submission.
    Personnel Database
  - o Salary (RT 6) / Fringe Benefits (RT 7) – Motioned and approved to add 2 informational error edits to check the demographic records against the salary and fringe benefits records for matching employee data for now to give a chance for the colleges to catch up. As suggested it is not a problem now, but, it will become when this data goes to warehouses.
- Facilities/Capital Outlay Database
  - o Frequency Analysis - Discussed, motioned and approved to add additional DE starting in 2012 as shown with the additional % at the end of the Comparative Frequency Report and as part of the Verification Report process.
  - o (DE 5280) Facility Inspection Date and Facility Last Inspection Date – New (DE 5295) Motioned and approved – original date – original construction and the last inspection – new DE5295 implemented in August 2011 and will be used in the Spring 2012. Make it informational edits with value of '9' for the last inspection should be the same as the inspection date.
  - o What value to add in until the colleges implement the new DE5295 field – '9'. If these inspections dates are different, then it will indicate that the facility has been remodeled/renovated, etc. – edit the description. Will have informational edits – not Critical.
  - o Facility Number of Parking Spaces – New DE 5290 room parking area flag – new 5370. Need to know of parking spaces count – this information is needed to determine the parking needs of colleges. If not available, then enter '0'. Discussed to table.
  - o New Data Elements for FL SOLARIS – SB 1516 – Discussed to postpone. The state will report on Jan 2012 from data that it is already available. Estimating that the colleges will be able to report on new data elements by 2012-13. This data will be reported yearly on June 30, thereafter. Colleges' facility departments will be given access to the SOLARIS system for them to verify what satellite maps are theirs. Colleges suggested for Linda team to send the colleges facilities departments the new requirements directly as a package.

4. Reporting of Adult ESOL LCPs – Mark B.
- Reading and Listening tests
  - o Take lower pre-test score (usually is LI) look for the post test and take lowest score to compare to the pre-test
  - o Comparing Score to score. (Not like to like – based on the directions in Appendix A)
  - o Joan – additional information - Advance the student only after the student advances on reading scores.

5. MISTAFOR - Mission and Purpose of Meetings – Peter (not on the agenda)
- Improvements, definitions, and suggestions. Trina Condo stated that the mission statement of MISATFOR was outdated. And, Kit G. reminded that it had been formed by a council of the presidents, with a coordinator – not a formal council.
- There were many points of view / perspective and own experiences about the meetings frequency and communication of new requirements.
- Suggested for all to think about how to improve the requiring of mandates without enough notice and knowing of the impact it will have on the colleges.
-
6. Admissions Database – Murray Cooper
  - o Admissions Headcount Report – Motioned and approved – a new verification report

7. Student Database - Cesar Regazzoni
- Adult Education Tuition – FYI – Beginning July 1, 2011, fees will be charged for all adult students but tuition will apply to all courses beginning after July 1, 2011.
- Tara – clarification – if the initial enrollment is over one year, then no residency will be asked. If the break is over a year, then the residency proof will be required and tuition will be charged.
- Adult Education – Residency – Motioned and approved - Beginning July 1, 2011 – proof of residency required of adult education students. Critical edit – on DE 1004, DE 3001, DE 3005 in the Fall, but information edit in Summer
- Co-Enrollment – Motioned and approved the SB 2150 for FY 2011-02 – exemption limited to 2 courses per year. For 2011-12 year submission will add informational edit for DE 1104 and DE 3001 -- check 'X' for DE 3005. Will not be reported after 2011-12.
- College Prep courses – Motioned and approved to update the edit (3001_22) to allow the colleges to report the SLS courses provided by SCNS staff. Cesar will remove the EAP references.
- State Approved Teacher Prep Programs - Student Teaching Data – Discussion only of additional data to ERDR and of 2 new data elements on the Program record. If accepted it will be implemented in 2012-13
- Entry Level Tests – Discussion only –To correct the reporting of test type and all subtests for FTIC or for non FTIC are not being reported for College Prep Completion or Adult testing, not for both. There were questions on whether the over-2-year tests are eligible to use as entry level tests.
- HECC Sate Wide Program Inventory – FYI – CCTCMIS and DFC staff is submitting data to the SUS staff that is responsible for the collection and output of the project.
- Miscellaneous Information – Discussion only on NRS items of concern; Perkins items of concern; Level II Program review; and the form for the Recreation and Leisure Headcount Certification is due by July 12th.
-
8. Other – Joan R.
- Continue to report student goals until 2013.
- Need LCP post test score to show gain and advancement functional levels
- Need to report the correctional student funded via Fed grants

9. Teresa Miller – Director of training relatedness
- Need to get correct list for those who need access for training relatedness.

10. Baccalaureate Discussion Group - Pat Frohe – Director of Baccalaureate programs and Abbey Cunningham – Coordinator of Baccalaureate programs
- Student Database
  - o Baccalaureate Session – Index
  - o CIP code changes – Programs are now growing – page 3 for only the programs that changed – new CIP – all the programs
  being replaced by '1' at the end from '0', and one for Interior Design '3' replaces '2'
  - o Early Childhood Ed Programs – A second track was been approved for the BAS degree. Pre-K to Grade 3 and Birth through age 4 – age 8
  - o ATC student issue with Upper level courses – ATC students program only supplement their associate degrees – not allow to include credit types 2 and 4 in the BAS. Need further discussion by BAS and other state departments.

MISATFOR Friday, June 17, 2011
1. CCTC Directory - Debbie F. –Motioned and approved - the Baccalaureate be included in the CCTC directory
2.

2. Gainful employment – FYI -- Financial aid department – Valencia College
NSLDS – http://www.ifap.ed.gov/nsldsmaterials/NSLDSGainfulEmploymentUserGuideUpdate060311.html
http://www.ifap.ed.gov/ifap/
http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html
eop # for the instructions where is this provided – not provided in tracker warehouse

3. Accountability - Lisa Lu – presented on Thursday

4. SLDS Update—program -Trina Condo
- PowerPoint presentation websites addresses
  http://edwapp.doe.state.fl.us/home.aspx
  http://www.fldoehub.org/IEDS/Pages/default.aspx
- State longitudinal data system – Made up of up-to 15 projects:
  - o SLDS 09 ARRA (Round 4)
  - o RTTT – Race to the top
http://www.fldoehub.org/Research/Documents/FLDOE%20RTTT%20Research%20Agenda%202011-12.pdf
  - o Portal and Single Sign-on
    - ▪ Central point to access data
    - ▪ 6 systems identified SS0; 3 year deployment
  - o Dashboards and pre-defined customizable reports
  - o Provide user-friendly aggregate data
  - o Professional development
  - o Research
  - o Other component relevant to Pre-K - 12
- Round 3 – data governance - formalize data governance
  - o Metadata management tool – house, track, and maintain system
  - o Researcher's sandbox
  - o Automated approval access to external requestors
  - o Report building Tool(s) – via the web
  - o Data Mining tool (external capability only)
- ARRA
  http://www.fldoe.org/ARRA/RacetotheTop.asp
- Goals:

- o Integrate
- o Improve the quality of data
- o Support decision making – improved statewide longitudinal data system
- o Automate approval
- o Sandbox (SLDS R3)
- o Single Sign-on (RTTT) – a brand new unique identifier number will be created at the state level and colleges
- Progress Up-to-date
  - o Inventories and all exiting reports:
  - o User interfaces k12, WDIS and colleges
- Completion of the architectural design or conceptual diagrams of the new system
- The issue raised by missing grades, such as dual enrollment grades, Trina asked the colleges to raise questions and participate in the CCTCMIS Let's Discuss when it is available
- Data Modeling Efforts
  - o Logical data modeling
  - o Only select data from EDW1 will be incorporated into the EDW2
  - K12 and WDIS complete
  - o Colleges modeling is in progress and validation will be completed in the next four weeks.
- SLDS – 10 month activity view – will be posted on the website
  - o From May 2011 to Feb2012 (migration efforts) data to be included 2001 forward
  - o Pilot will be released on 2013, not known who will be in it at this time. (See handouts- odd pages missing)

5. Budget and Legislative Update - John Holdnak – (Also see the handout)
- Revamp all financial systems per SB1292 – promote accountability and data transparency in the use of public funds initiative – produced common charts of accounts.
- Start Oct 2011 thru 2012 – will be very costly to implement
- CWE – no longer funded, but still reported
- Adult General Education-Use the standard tuition rates
- Continue to report the FTE hours for Adult General Education

6. Follow Up - Old Business From Last Meeting – Dee Nielsen
- No handout for the minutes from last July 2010 meeting – will be posted on the website
- Motion to approve - Officers elections for 2010-11 MISATFOR officers
- Motion was approved to keep the same officers for 2011-12 as follows:
  Chair – Dee Nielsen
  Vice-Chair – Margaret Wingate
  SDB – Newton Beardsley
  FACDB/PDB – Vince Jones
  Recorder – Blanca Adams

8. Retirement send-off for Robert McMullen

9. Adjournment – A motion to adjourn was seconded and approved at 11:30 a.m.