MISATFOR Meeting

November 8 – November 9, 2017

Florida Department of Education

Welcome by Juan Mestre

Administrative announcements.

Comparative Frequency Deep Dive by Juan Mestre

Discussed the reports and when they are available to colleges during *.prod* submission.

This report is part of the verification zip file.

Good uses of Comparative Frequency Reports:

- During the submission window before the 1st load
- Provides a barometer; a level of magnitude to take action on data elements
- Use after load to clean data before the close of the window

Email is sent out to colleges about possible problems with data elements outlined in the comparative frequency report. This email is sent out to each college as well as higher administrative personnel at the Florida Department of Education. MISATFOR representatives requested that Juan review the wording of the email sent out to the colleges. Eric Godin suggested that he could address concerns on list serve.

Division of Colleges by Eric Godin

Academic Program Inventory

Create a yearly Academic Program Inventory of all colleges. Students enrolled in multiple programs and submitted. A work group will be formed to assist in setting up how the data will be collected. Goal is to have it submitted to the Division of Colleges in 2018-19 year. Board of Governors have a list on line.

Discussed issue with students with multiple programs and the Division wants to be able to identify what the primary program for the student is.

Graduation Exit Survey

Division of Colleges want to add questions to the Graduation Exit Survey for state reporting. Will be establishing a work group to address the survey questions and how the data will be reported to the Division of Colleges. Implementation goal is Spring 2018 and this will probably be a supplemental data request from the Division and not embedded within normal database term submissions.

Dual Enrollment

Reporting Dual Enrollment and Charter School – DE 3018 FTE Flag – these students should be listed as a "D". These students are not part of base / funded FTE. How do you report them as program level – they are still reported.

Civic Literacy Requirement

Legislature passed new legislation – can test out of it or take a course. Division of Colleges is working through what this course looks like and how it will be reported in the data dictionaries. Will report the data in the 2018-19 year. All students who begin college in the 2018-19 year. Division of Colleges has been working with the State Academic Affairs group on how this legislation will be implemented in the college system.

Data Web Page on the Florida College System

Website: https://www.floridacollegesystem.com/data.aspx

Links to the Fact Books, Data Snapshots, Ed Stats BI tool, CCTCMIS College Reports and FETPIP College Reports.

Data Snapshots are reports on different issues with a brief explanation and chart. They are doing a few a month on specific issues.

Ed Stats BI tool is a portal with K-12, Colleges and FETPIP data. Provides detailed data for system and colleges on different topics (success, completion, etc.).

Chancellor Summits

The Chancellor is holding summits across the state to review data and trends for specific issues. These summits are publicized on Chancellor's newsletter and on the college system website.

Data Research

Currently researching math pathways and will be sharing the research on the next conference call. Based on the research, they will be reviewing policy and discuss how math pathways influence success in college-level and gateway courses.

FTE by Scott Kittel

FTE process effects funding for colleges. Discussed the process for FTE projections and FTE Estimates (FTE-1 and FTE-2). The FTE projections/estimates are sent to the colleges and then colleges can make adjustments along with justifications for those adjustments. Once the college submits the FTE, the FTE are shared with Legislature Estimating Conference (Economic Demographic Research Office, Governor, Senate and House staff). The FTE and Justifications for changes are reviewed by this conference and they can ask questions back to the colleges. The conference usually meets in November and March/April but this year but they will be meeting earlier this year.

Apprenticeship by Tara Goodman

Colleges who are entering into agreements with Apprenticeship sponsors. Federal system who register the Apprenticeship programs with the program number. The state is developing a data system of all the registered Apprenticeship programs. State would develop a unique code that is assigned to the Apprenticeship sponsor.

Can colleges tell the registered Apprenticeship Sponsor where on the data bases they could put the information? Colleges provided information on how apprenticeship programs are set up at each of the colleges. Colleges recommended that they discuss the information with their Apprenticeship offices.

Colleges recommended that we put in a field on the Program record type (record type 4) on the Student Data Base. Tara's office will coordinate with CCTCMIS on what type of data would be added to the program record type (record type 4). The goal is to implement collecting these data elements during the 2018-19 reporting year. Tara is asking for volunteers to review the proposals of the data elements and procedure on collecting these new Apprenticeship data elements. Colleges should contact Juan Mestre if they are interested in reviewing the draft data elements and procedures.

Perkins Update by Tara McLarnon

The Division is processing 2016-17 data and PERA is working on this.

Share through the Perkins sharing tool the accountability data.

The Data tool in early December: Website: https://web02.fldoe.org/PerkinsSearch/DataTool.aspx

2016-17 performance is used in the 2018-19 targets.

Targeted technical assistance this year will focus on 2P1 Completion for college credit measures. The focusing on colleges who are not meeting the rate.

Developing grants to review non-traditional enrollments and completers. Non-tradition gender and found enrolled in a targeted program. There are two measures on credit and non-credit and these are very different measures.

TABE 11/12 by Tara McLarnon

The TABE 11/12 is used by Adult Education and meeting basic skills for vocational programs. OCTAE approved the new test on September 7, 2017. Two rules are impacted and they need to be updated.

Colleges should continue to use the TABE 9/10 until colleges receive notification from the Chancellors' office that the test can be added to the list of reportable assessments. This will occur in the 2017-18 year.

TABE 9/10 will sunset on December 31, 2018 after that point of time, you will have to use and report on the TABE 11/12. Additional training will be provided by the state on the TABE 11/12 in the coming year.

New table values will be added to the Student Test Record type data elements (2017-18 year).

Adult – Pretest TABE 11/12 and Post-test TABE 9/10. TABE 11/12 is a longer test that the TABE 9/10.

Pre-test on 9/10 then must post test on 9/10. Then have to pretest on 11/12 and posttest 11/12. By next fall, colleges used be on the TABE 11/12.

CCTCMIS will work with Tara's office and get to colleges the data reporting changes that will need to be made to implement the TABE 11/12.

Perkins TSA Process – Bruce Harrington

Perkins TSA of links CIP numbers to Perkins TSA industry certifications.

TSA means Perkins Technical Skills Attainment. The CIP is linked to the industry certification and the industry certification must be on this list to report the specific industry certification.

The process starts in the spring with a preliminary industry certification inventory. It will include last year's list with deleted program or if no certifications – CIP Code was, then the linkage was not included on the preliminary list. If industry certifications are not on the list, the colleges can request they be added to the list. The list for the next year to add certifications in the list in May and June of each year. Once the window is closed, the no additional requests can be accepted and the state is in the review process. The requirements for inclusion are industry specific, learning outcomes of the program are linked to the industry certification.

After review, the approved industry certifications are released in late fall. The TSA Certification list is ready and will be posted on the Florida DOE Perkins website. Website is: fldoe.org/academics/career-adult-edu/funding-opportuniteis/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml.

Hurricane Related Student Assistance by Juan Mestre

Colleges should send any policy questions to Scott Kittel.

Data requirements for reporting students who were displaced by Hurricane Related Student Assistance. No data element changes will be made in the data dictionary. Division of Florida Colleges did a survey, sent to Colleges Presidents/Student Affairs on how many displaced students from Hurricanes are at each college and what type of services are being provided. The first survey had 90 students identified by the colleges.

FETPIP – Kendra Jahnke

FETPIP Reports by college were distributed.   Kendra provided an overview of the FETPIP process. Reports can be found on their website: http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/. Kendra discussed the FETPIP Training relatedness application. The application only includes vocational degrees and certificates. Colleges discussed with Kendra the best way to determine training relatedness. In the application, colleges can add supplemental placement data for students. Leaver is a leaver who does not complete and then does not come back to the college the following year. How is this data used? Accountability reports and it does show the college if they are placed in training related jobs. Why does it take FETPIP 1 ½ years to provide data? Data is not available for matching until a year after the completion. The 2015-16 placement data will be available on the web site at the end of December – beginning of January 2018. FETPIP standard is the 4th quarter. For performance based funding, the salary is based on the best quarter. FETPIP does aggregate data, not by individual student information.

SharePoint Migration Towards Website by Kris Bice

The new TIBCO system is used to transfer data files. Edit jobs are run 12 times an hour and verification reports are delivered 4 times a day. This will be the main way that colleges submit data to CCTCMIS.

Data Dictionaries by Kris Bice

New dictionary are now available. Mainframe procedures have been removed and added to new location for reference files. Data element structure inform for footer into body of each data element page.

Summary of changes is also available. Kris reviewed the changes made to the data dictionaries.

The dictionaries are available on the website: http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml

Student Data Base Data Elements

Data Element 1043-Career Pathways Flag

Retire this data element

Data Element 1101 – Score

Added the Accuplacer test score ranges in the data element. Colleges will be able to report Accuplacer scores beginning Fall 2017-18.

Data Element 1105 – Test-Date / Data Element 1109 – Adult Test Date

Do not send test data more than 5 years old. Informational edits will begin on test date data element beginning in 2017-18, 2018-19 and the edits will become critical in 2019-20.

Data Element 1034 – Transfer Institution

Updating the institutions for Vocational and Technical Centers as transfer institutions. Also the web file with transfer files will be updated (as well XFERINST.2018.txt).

Data Element 1104-Entry Level/Exit Test – Type

Accuplacer has a new value and edits have been modified for this new data value. This will begin in Fall End of term 2017-18 submission.

Data Element 3208 – Financial Aid Award Type

A new value will be added for Bright Futures Scholar program – Florida Gold Seal Cap Scholars award (GSC). This will be available in 2017-18 4E record submission. Edits have also been modified to include this new data value.

Adult Education – NRS Update by Tara McLarnon

The federal government / NRS is assessing if Florida is meeting the NRS requirements are being met. The State may need to report additional data to supplement what is needed for to meet NRS requirements.

2017-18 NRS Report was due to **October 16, 2017** and received an extension to **October 31, 2017**.

2018-19 NRS will be due on **October 1, 2018**.

DCAE and WEDS will be working on new data quality reports to review the measurable skill gains performance throughout the year.

All competitions for the AWEFLA geographic grants have closed.

Adult high school clarification- students with disabilities who have withdrawn from K-12 with a statewide standardized assessment waiver may now transfer this waiver to an Adult High School program upon enrollment.

Initial Education Functioning Level – the policy at the state is that continuously enrolled students should never be reported with a lower functioning level than a one previously reported.

LCPs reported must match with the functioning level for the student.

LCP Date earned and course exit – New edit looking at LCP date earned and course exit date. If a posttest occurs after the course exit, any gains (LCPS) should be reported with the next term's enrollment. You would reported it for the next course the student enrolled. You need to post test before the course ends. LCPs must be tied within a course entry and exit date.

Data Element 2021-AGE Withdrawal Reason

Added clarifying language to data element to specify which students are excluded from NRS performance outcome measures.

Data Element 2121-Completion Date

New edit added so that LCP completion date on Record Type 5 is less than or equal to the course exit date for the corresponding course for the LCP. The edit will be added in Fall (2E) 2017-18 as an informational edit and will turn critical in the 2018-19 reporting year.

Data Element 3012 Course Section Hours

Clarifying language has been added to reference Florida Administrative Code Rule 6A-10.0381 for Adult Education online courses.

Data Element 2004 – Program Hours

What are the standard hours for Adult Education programs and how do we report this data element? State will review and provide a clarification to the colleges. Colleges will send an example to CCTCMIS to determine what the edit is checking.

Adult Education Report issues for 2016-17 by Joan Roddenberry

CCTCMIS will review the edits for these data elements to determine if proper edits are in place.

Data Element 1048 – Adult Origin of Schooling

Data Element 1052 – ABE employment Status

Data Element 1064 – AGE Level of Schooling Achieved

College should ensure that WOIA data elements are reported correctly for each of their colleges.

If students are enrolled in Adult Education, Data Element 3022-Adult Functioning Level – Initial should not be coded as Z.

Thursday, November 9, 2017

IPEDS by Steve Kimble

IPEDS Outcome Measures Survey

Reports a full year cohort (1E, 2B, 2E, 3B, 3E).

Four cohorts – Full Time FTIC, Part Time FTIC, Full Time Transfer in, Part Time Transfer in

The full time / part time is based on their first term. For Summer, they look at the next semester they are enrolled to determine full time / part time.

Capture the highest award for the student during the year, for the 6–year and 8-year review and now they are adding 4-year reviews which will be like the 6-year.

Exclusions: These are based on data provided by the colleges. If the student completer or transfer is then counted, otherwise excluded from the file.

What is the hierarchy of the highest degree type: FCS: BSN, AA, AS, Certificate. Colleges would like to review this hierarchy.

Colleges are requesting that the EF2 File is generated before close of Fall Beginning of Term. Steve Kimble will add another field that tells what type of student it is, Summer FTIC, Fall FTIC or Dual. Steve Kimble will also review the EF2 File review process to see if the file can be generated before the close of the Fall Beginning of Term process.

Outcome Measures year long file – colleges would like to see that file before the 3E closes to be part of the verification report generation. Steve Kimble will review the process and add the file to the process.

Review of the reporting of the Financial Aid Survey is based on awarded Pell Grants and for the Outcome Measures and Graduation Rate Survey; the state uses the disbursed Pell Grants.

IPEDS and Gender

TRP 51 which is a document where the federal is reviewing the gender discussion. FCS is tracking this policy issue that is being reviewed.

IPEDS Notes

Key Holder can reach out to IPEDS to unlock a survey as long as it is within the window of submission.

Steve cannot change a college's username and password – you have to contact IPEDS directly.

Files will now be out on TIBCO and verification reports on the restricted hub.

MISATFOR Administration

Approve the minutes from the last meeting. Judy Menadier from Central Florida moved to approve the meeting minutes. Gary Hartage from Santa Fe, seconded the motion.

Minutes were approved.

MISATFOR decided to change the structure of the MISATFOR officers. MISATFOR will now have three officers: Chair, Vice Chair and Record Keeper. A motion was made by Margaret Thompson from

Tallahassee Community College and seconded by Theresa Dimmer from St. Petersburg. Three officers for MISATFOR motion was approved.

MISATFOR Officers for the coming 2018 year are the following:

Chair: Margaret Wingate Thompson, Tallahassee Community College

Vice-Chair: Judy Menadier, College of Central Florida

Record Keeper: Nicole Jagusztyn from Hillsborough Community College

TIBCO Process

Colleges discussed how they are managing the TIBCO submission and downloading of files/reports.

IDB Updates by Katie Mueller

Faculty Load Report

Selection Criteria in the data dictionary is changed to reflect the actual selection being used now.

Katie Mueller is changing the selection criteria, if a student has a LLL flag = Yes, these students will be moved to the Lifelong Learning column. A note will be added to the report to describe logic of lifelong learning students. Adult education will be excluded from the report until Katie can determine how to research the issue on fixed course standardization.

IDB Edits

Site is reported on the course record. On the PDB Site, building and room are reported for each class. On the IDB, a new edit will be in place to cross check these two data elements on SDB and PDB.

Adult Education Distance Learning reporting will be changed in 2018-19. Starting in 2018-19, the PDB Course Classification table value of A will be deleted and a table value of D for distance learning Adult courses. Cross edits will be developed and will be critical.

Facilities Data Base

Colleges should work with the College Facilities to ensure that all rooms, facilities and sites have the current status because of the storms. This does affect your room/space utilization.

Personnel Data Base

For 2018-19, Data Element 4060 – Primary Course Classification table value of A will be deleted and a table value of D for distance learning Adult courses. Cross edits will be developed and will be critical.

College Perspective

Presentation from Theresa Chesney from Florida State College at Jacksonville and Theresa Dimmer from St. Petersburg College.

Validation /Verification

Working with subject experts to ensure data that is reported to state is accurate. Their colleges use an internal verification form process. Review informational edits as well as critical edits.

Reports that are very valuable to use: Exceptions Report and Comparative Frequency Report.