



**Academic Courses:** Courses which provide the first two years of baccalaureate degree programs and which support Workforce Education programs in such areas as math, science, and English.

**Academic Disadvantage:** A one-character code indicating a student's enrollment in a course designated for students who are academically disadvantaged, i.e., courses in the basic skills or developmental CIP code series. Schools can also manually code students who are not enrolled in one of these courses if they meet any one of these requirements: 1) Failed to attain minimum academic competencies, 2) Scored at or below the 25<sup>th</sup> percentile on a standardized achievement test, or 3) Secondary grades were below 2.0 on a 4.0 scale.

**Achieving the Dream (AtD):** Conceived as an initiative in 2004 by the Lumina Foundation and seven founding partner organizations, Achieving the Dream leads the most comprehensive non-governmental reform movement for student success in higher education. AtD consists of a network of over 200 institutions of higher education, 100 coaches and advisors, 15 state policy teams, and numerous investors and partners working throughout 34 states and the District of Columbia. This movement aims to help nearly 4 million community college students have a better chance of realizing greater economic opportunity and achieving their dreams. RTC is currently an AtD Leader College.

**Apprenticeships:** There are currently 12 apprenticeship programs representing 29 crafts affiliated with RTC, offering classroom and on-the-job training in the building and construction trades, manufacturing, and public utilities. Apprentices work full-time in their field and attend related schooling part-time, a few weeks/year or evenings/week. In several programs, apprentices have the option of earning an Associate of Applied Science (AAS) degree in addition to their journey-level certificate.

**BFET:** Basic Food and Employment Training funds. The Washington State BFET program provides job search, job search training, self-directed job search, educational services, skills training, and other employment opportunities to Basic Food (SNAP) recipients who are not participating in the Temporary Assistance for Needy Families (TANF) WorkFirst work program. Services are provided through community or technical colleges and/or community based organizations. BFET is an important part of the state's comprehensive workforce development system serving the needs of low-income individuals, displaced workers, and employers by encouraging financial independence from public assistance through skill acquisition, personal responsibility and gainful employment.

**CASAS (Comprehensive Adult Student Assessment Systems) Test:** The pre- and post-instruction tests completed by basic studies students to assess significant gains.

**CIP Code:** Classification of Instructional Programs. Each program at RTC is assigned a CIP, while similar programs have the same CIP code, e.g., Accounting Clerk and Accounting Paraprofessional. These are 6-digit codes that are assigned by the US Department of Education

to describe the subject area of courses and major areas of study. There is a difference between federal CIP codes and local (SBCTC) CIP codes (see also EPC Code).

**Class:** A specific offering of a course.

**CLASS Table:** Data warehouse table that contains summarized enrollment data for each class offered at RTC in a given quarter.

**Cohort:** Group of students who fit specific criteria that are tracked for retention and graduation statistics. For example: First-time, degree-seeking students enrolled in a fall quarter. **The following are cohorts typically used by IR for reporting purposes:**

**IPEDS First-Time Degree-Seeking Cohort:** Students who are new to RTC, or who are returning to RTC after a gap of at least seven years (STATE\_START=1), not BAS students (INTENT=I), and whose planned length of attendance is at least one year (PLAN\_ATTND>=13). While this criterion is a reporting standard, it's utility for internal decision making is limited by the small sample size of RTC students who fulfill these requirements.

**Program Enhancement Plan (PEP) Cohort:** Derived from the Student Achievement Initiative database. Students are included in this cohort if they: (1) Started in Summer, Fall, Winter, or Spring Quarter (2) Earned zero credits prior to that year, (3) Attempted at least 1 credit during that year, (4) Had an F, I, or M intent code (i.e., degree-seeking), and (5) They were coded as a Workforce Training student (see Kind of Student). Program is determined by using the field ProgramCode\_First from SAI. This field will capture a student's initial program, but may not capture students moving between programs, or students moving into programs after completing pre-requisite academic transfer courses.

**Program Viability Cohorts:** Program viability cohorts include any student with an intent of F, M, or I. Students are coded to programs using their Educational Program ID (EPC). Programs retain students as long as their EPC code is still aligned with an EPC code associated with the program. For example, if a Culinary Arts student enters a program on the certificate track, then decides to pursue a degree, they're still counted as retained in Culinary Arts since their EPC code is still associated with Culinary Arts. If they switched to Professional Baking, they would not count as being retained by Culinary Arts. While the program viability cohort is a useful tool to track program retention and completion rates, it is not well suited to track institution level outcomes.

**College and Career Pathways:** The College and Career Pathways division of RTC provides instruction for adults who seek to master or brush up on the basic skills of reading, writing, math, and oral communications for those with limited proficiency in English. Instructional programming includes English as a second language (ESL), high-school completion, and college-readiness. Students may elect to prepare for the General Educational Development (GED) examination or complete requirements for a high school diploma. Coursework in the various programs enables students to achieve personal, educational or career goals.

**College Bound Scholarship (CBS):** Allows students who signed up in junior high to not get in trouble with the law and attend school and maintain good grades. Pays full tuition at state institutions.

**Completion:** Any certificate or degree awarded to a student. For total academic year completions, students who received more than one degree or certificate are counted for each completion. The IR office tracks completions of short-term certificates under 20 credits, 20-44 credit certificates, 45-89 credit certificates, 90+ credit certificates, AAS degrees, AAS-T degrees, DTAs, and High School Diplomas/GEDs. Information is also available separately for apprenticeship completions.

**Completion Database:** Data warehouse database that contains one record for each student for each degree or certificate that they complete. The completions database is cumulative and therefore any changes or additions to previous quarters will be reflected in the most recent database and may change over time.

**Completion Rate:** The completion rate is calculated as the percentage of students in an identified cohort that received a certificate or degree within a specified amount of time. For example, for IPEDS reporting, a 150% and 200% completion rate are calculated, which represents a completion within 3 years and 4 years, respectively, for the first-time, full-time, degree-seeking cohort. The College internally tracks completion rates using the PEP cohort. When calculating completion rates, students are only counted as a completer once within the cohort, regardless of the number of completions they received. In comparison, a student can be counted as a completer multiple times in the Program Viability Cohorts if they earn degrees from multiple programs. Within a program, a student is coded to the highest level of credential awarded.

**Continuing Education:** Provides students and employees with new skills or allows them to upgrade current skills with professional development and career advancement classes. These classes are offered at convenient times to help accommodate the working student and for shorter periods of time. Some classes are offered on-line.

**Continuing Student:** A student that was enrolled at the college in the previous year.

**Contract Supported (Funded):** Courses funded by grants and contracts with external organizations. Includes Running Start and International Contract enrollments.

**Cost of Attendance (COA):** Cost of Attendance is the total amount it will cost to go to school—usually stated as a yearly figure. COA includes tuition and fees; room and board (or a housing and food allowance); and allowances for books, supplies, transportation, loan fees, and dependent care. It also includes miscellaneous and personal expenses, including an allowance for the rental or purchase of a personal computer; costs related to a disability; and reasonable costs for eligible study-abroad programs.

**Course:** Courses share a common course number (e.g., ENG 101, PSYC& 101), but have different class offerings.

**Course Success Rate:** The course success rate is calculated as the percentage of transcript grades that are a 2.0 or higher or a satisfactory, out of the total number of transcript grades.

**Credential:** A college or industry recognized certificate or a degree.

**ctcLink:** The implementation of a single, centralized system of online functions to give students, faculty and staff anytime, anywhere access to a modern, efficient way of doing their college business.

**Current/Former Basic Studies:** A student who was federally reportable in WABERS during the current or the previous two academic years at the current institution (used in the Student Achievement Initiative database).

**Data Warehouse (DW):** A series of databases compiled by the SBCTC that contain tables with RTC's data on students, employees, degrees awarded, transcripts, and financial aid. Most information provided by the IR office is based on these data tables. The data files are usually not available until 1-2 months after the end of each quarter, while some databases are only issued once a year.

**Degree-Seeking:** A student who indicates they are seeking a degree or a certificate. This can be coded in several ways. The SBCTC definition indicates a student is degree seeking if they have (a) an intent code of B, F, G, or M, and their planned length of attendance is one year, up to two years, or long enough to complete a degree; (b) an intent code of A and a planned length of attendance of long enough to complete a degree; or (c) an intent code of I. In other instances, students might be considered degree seeking if they have intent codes of F or M. The IR office defines degree-seeking students as those with F, I, or M intent codes, unless alternate criteria for degree-seeking are requested.

**Disability:** In the Data Warehouse, there are two ways to identify students with a disability. First, the student can self-report a disability, and second, a student can also have an officially documented disability. The IR Office usually reports Self-Reported Disability, but can provide information on both groups of students if requested.

**DLOA (Data for Linking Outcomes Assessment):** Database containing data compiled on an annual basis to meet college and SBCTC needs for outcomes data related to employment and further education of college students. Includes data for completers and leavers of vocational, academic, worker retraining or apprenticeship programs that left the system during the previous academic year. This database is used mainly to report estimated placement for the previous year and median wages for completers and/or early leavers of a program.

**Dis-Enrollment:** Non-returning students at the END of the measurement period.

**Economic Disadvantage:** A one-character code that indicates whether or not a student received need-based financial aid in the year of enrollment. This variable is often used as a proxy for low income.

**E-Learning:** Flexible learning formats including online and hybrid courses. All E-Learning courses, no matter the delivery method, meet the same objectives as traditional courses.

**Hybrid:** A hybrid course is an ideal combination of classroom interaction with the use of online resources. Because so many of the course interactions are conducted online, the amount of class meeting time is up to half that of the traditional campus version of the course. Students may use computers in the campus computer labs or use their home computers with internet access to complete online course activities.

**On-Line:** In an online course, the instruction, learning activities, and interactions between faculty and students take place online at the course site. Online courses allow students to study on their own schedule, and save on transportation cost and time. Note that some online courses have required on-campus orientation sessions and a few online courses meet from one to four times a quarter.

**Web-Enhanced:** In a web-enhanced course, the class meets just like a traditional class, in the classroom, with an instructor at the regular scheduled day, time and location, but components of the class will be available online.

**Employment Securities Department (ESD):** Employment Security Department. This department provides various reports and tools to examine labor market information including demand, wages, and estimated job openings. The ESD serves as the primary data source for entry level wage estimates, and growth estimates for SOC codes connected to College technical programs.

**Enrollment Status:** The enrollment status variable is used to designate a student as part-time (under 12 credits) or full-time (12+ credits).

**EPC Code:** Educational Program Code. Each program at RTC is also assigned an EPC code, which is different for each level of a program. For example, the Accounting Clerk certificate has a different EPC code than the Accounting AAS degree.

**Expected Family Contribution (EFC):** The amount the student is expected to contribute to their educational expenses.

**Federal Direct Subsidized Student Loan:** Subsidized student loan. Students do not pay interest until they complete.

**Federal Direct Unsubsidized Student Loan:** Unsubsidized student loan. Interest accrues while the student is in school.

**Federally Reportable:** A student is considered to be federally reportable in WABERS if they have valid (1) Gender; (2) Date of Birth (age 16 or older); (3) Ethnicity; (4) Employment Status; (5) Level and type of schooling; (6) CASAS pre-test score within the federal eligible

range; and (7) 12 or more contact/attendance hours. In a given year, approximately 75-80% of students in WABERS are federally reportable.

**Federal Work Study:** Federal funding for students who qualify to obtain jobs on or off campus.

**Fee Pay Status:** A two character code representing the types of fees a student is paying in each class they take. This coding helps RTC calculate fees for various groups such as veterans and Running Start students, similar to an unusual action code.

**Financial Aid Management System (FAM):** The system used in financial aid to award funding.

**Financial Aid Suspension:** Student's aid suspended due to continued low grades or pace of progression. Financial aid suspension will occur when: (a) A student on financial aid warning does not meet 67% pace of progression or does not achieve a quarterly and cumulative GPA of 2.0 in the consecutive quarter, or (b) A student who has changed their program of study more than 2 times or has reached 150% of their program credit requirements. Students whose aid has been suspended are not eligible for future financial aid (grants, work study or loans).

**Financial Aid Warning:** Student on "warning" due to grades or pace of progression. Financial Aid Warning will be assigned when a student's progression is less than 67% and/or his/her cumulative or quarterly GPA falls below 2.0 at the end of a quarter. Students on Financial Aid Warning are eligible to receive financial aid for the next quarter of attendance.

**Financial Management System (FMS):** The FMS system contains financial and accounting information and can only be accessed by designated employees on campus such as the Financial Aid office.

**First Generation:** A students whose parents did not go to college. This information is self-reported on the admission form.

**First-Time Student:** There are several definitions for this data element which may depend on the type of reporting required. IPEDS defines first-time students as those who have never attended RTC or any other college. First-time might also refer to students who are new to RTC in their first quarter, or the first state enrollment or first non-summer state enrollment for a former Running Start student (i.e., new state start) at RTC.

**First-Time, Full-Time, Degree-Seeking:** Students who have never attended college before, take 12 or more credits, and are seeking a degree. This definition is used most often for IPEDS reporting.

**Full-Time Equivalent (FTE):** "Full-time equivalent" equals 15 credit hours in a quarter.

**Student FTE (FTE-S):** Full-time equivalency for all students.

**State-Funded (FTES-SF):** Full-time equivalency for state-funded students.

**Faculty FTE (FTE-F):** Full-time equivalency for faculty. Per the SBCTC: The percent of a full-time teaching load assigned to a course. The value is assigned in the SMIS database based on the FTEF distribution/calculation process which matches personnel and distributes FTEF based on the methodology a college chooses to use.

**Annual FTE (A-FTE):** Equals total FTE for an academic year divided by 3 or total credit hours divided by 45.

**Quarterly FTE (Q-FTE):** A sum of all FTE's for the quarter.

**Full-Time Student:** A student enrolled in 12 or more credits in a quarter.

**Fund Source:** A description of the funding for the class.

- 1: Fully State Funded
- 2: Partially State Funded, Supplemental
- 3: Partially State Funded, Shared
- 4: Grant and Contract Funded
- 5: Student Funded/Community Service

**Gainful Employment:** This is required reporting for the Department of Education that is done once a year in January. Schools are required to report on-time completion rates, length and type of program, estimated tuition, books, supplies, and fees, in addition to median loan amounts for applicable certificate programs. This information is entered into a template and provided on the program web pages. This rule was recently rescinded by the department of education.

**Gaps:** According to the Glossary of Education Reform, an opportunity gap “refers to inputs—the unequal or inequitable distribution of resources and opportunities—while *achievement gap* refers to outputs—the unequal or inequitable distribution of educational results and benefits. *Learning gap* refers to relative performance of individual students; i.e., the disparity between what a student has actually learned and what students are expected to learn at a particular age or grade level.”

(Retrieved June 16, 2016 from <http://edglossary.org/opportunity-gap/>)

**General Education Courses:** Academic courses that students need to complete their program, many of which will transfer to four-year colleges.

**I-BEST:** Integrated Basic Education and Skills Training. I-BEST pairs two instructors in the classroom—one to teach professional/technical or academic content and the other to teach basic skills in reading, math, writing, or English language. As students progress through the program, they learn basic skills in real-world scenarios offered by the college and career part of the curriculum.

**Institutional Intent:** A two-character code assigned to a course for identifying the primary intent of the college for offering the specified course. RTC uses the following codes:

- 11: Academic Transfer (General Education)
- 12: Academic Basic Education (Basic Studies)
- 21: Occupational Preparatory (Career Training)

- 22: Occupational Supplemental (Supplemental, Apprenticeship)
- 31: Community Service (rarely used)

**Institutional Student Information Record (ISIR):** The result of the student's financial aid application that determines their eligibility for financial aid.

**Integrated Postsecondary Education Data System (IPEDS):** RTC regularly reports information to IPEDS during the winter, spring, and fall quarters. Reporting requirements include fall enrollment, completions, financial aid, human resources, finance, and academic library. All information that has been submitted to IPEDS can be accessed online at their data center, which can be located at: <http://nces.ed.gov/ipeds/datacenter/Default.aspx>.

**Intent Codes:** The student's intent for enrolling, as coded by the colleges. This data element is collected each quarter that the student is enrolled and may change for each student over time. The following is a list of currently used intent codes and their definitions.

B: Academic Transfer (General Education)

D: Basic Studies

F: Occupational Preparatory (Career Training)

G: Occupational Preparatory, Applicant (Career Training Pre-Registration/Waitlist)

H: Apprenticeship

I: Applied Baccalaureate Program

J: Upgrading Job Skills

M: Multiple Goal Seeker (Students who have completed career training coursework and are working towards general education requirements for a degree)

**Note: Intent Codes F, I, and M are considered "degree-seeking" intents.**

**Key Performance Indicator (KPI):** A measure of student and/or college success, as outlined in the Operational Plan.

**Kind of Student:** A one-character field used to describe students based on their purpose for attending. The variable is coded by SBCTC based on the student's intent code, purpose for attending, and Program CIP. This data element is used by the SBCTC in their annual reports. Below is a list of kind of student types and their definitions.

**Transfer:** Students preparing to transfer to a four-year institution.

**Basic Skills:** Students enrolled in ABE/ESL/GED preparation or high school completion courses with the goal of gaining basic skills.

**Workforce Training:** Students preparing for a new job or upgrading their job skills.

**Other:** Students who have not specified a purpose for their enrollment, who enroll for personal interest, or who enroll for other reasons.

**Note: The SBCTC has recently recommended using Intent Codes instead of the Kind of Student variable to determine a student's intent. The IR Office has followed this recommendation.**

**Lagging Indicator:** Lagging indicators are affected by what you do to influence your leading indicators. Lagging indicators have already happened, are hard to control, are reactive, are easy to capture, are summative, and are fewer in number than leading indicators. If we focus on making changing to our leading indicators, such as Course Success Rates and Retention



Rates, we should see changes in lagging indicators over time. Examples of lagging indicators include Completion Rates and Placement Rates.

**Leading Indicator:** Leading indicators are more often in our control and usually lead to our hoped-for success (i.e., lagging indicators). Leading indicators are predictive, can be controlled, are proactive, are hard to capture, are formative, and are greater in number than lagging indicators. Examples of leading indicators are 1<sup>st</sup> to 2<sup>nd</sup> Quarter Retention Rates and Course Success Rates.

**Learning Cohort:** A group of students who share common academic courses, who meet regularly to collaborate on classwork. These communities are characterized by a similar entry point and progress together through a program.

**Learning Community:** A group of students who share common academic goals, who meet semi-regularly to collaborate on classwork. These communities are characterized by a similar entry point and interdisciplinary study.

**National Student Clearinghouse (NSC):** The NSC provides participating institutions with support for their compliance, administrative, student access, accountability, and analytical needs. Services are designed to facilitate compliance with FERPA, The Higher Education Act, and other applicable laws. Enrollment Services reports student data to NSC on a monthly basis.

**Need-Based Aid:** In the Student Achievement Initiative database, need-based aid includes Pell Grant, State Need Grant, and Opportunity Grant recipients.

**Operational Data Store (ODS):** The ODS is a replication of SMS tables that the IR Office accesses on a server. It is considered a transactional database, but unlike SMS that reflects changes in real time, the ODS only replicates tables every three hours. This data source is used when variables are needed that are not contained within the Data Warehouse, or when information is needed about the current quarter, or previous quarter when the Data Warehouse tables have not yet been released.

**Opportunity Grant (OG):** State funds for students who qualify to assist with tuition, books and supplies, childcare, and other emergency needs. The OG helps low-income adults train for high-wage, high-demand careers. These careers provide a beginning wage of \$13 per hour (\$15 per hour in King County).

**Overpayment:** Student dropped before earning all the aid they were paid for – owes funds back to the program that paid (i.e., Pell, Loan, etc.).

**Pace of Progression:** The calculation of the number of credits attempted versus the number of credits earned. Can be quarterly and cumulative. Students must complete a minimum of 67% of the cumulative credits attempted and complete their degree within 150% of the program credit requirements to maintain Satisfactory Academic Progress. Attempted credits are reviewed at the financial aid census date (5th day of the term). Transfer credits are included in this percentage and maximum time frame. The 150% maximum timeframe applies only to the

student's current program of study. If a student completes one program and moves to another program, their prior credits will count in the maximum timeframe of 150% if they apply to or are required for the new program of study. Students may complete two degrees or two certificates, in any combination, not to exceed four years as long as they meet all Satisfactory Academic Progress Policy requirements.

**Part-Time Student:** A student enrolled in fewer than 12 credits in a quarter.

**Passport to College Promise:** State funds for foster care youth.

**Pell Grant:** Free federal funds for students who qualify, usually based on the student's financial need calculated by their Expected Family Contribution. Federal Pell Grants are limited to students with financial need, who have not earned their first bachelor's degree, or who are not enrolled in certain post-baccalaureate programs, through participating institutions.

**Persistence:** A similar tracking concept to retention is persistence, which describes a student's ability to persist towards the completion of a degree or certificate.

**Persistence Rate:** A persistence rate is calculated as the number of students in a cohort who have graduated or are still enrolled (retained) typically after their first year at a 2-year college (e.g., Fall to Fall persistence). Once students start to graduate, only the persistence rate makes sense because the retention rate starts to decline. Although IPEDS reports Fall to Fall retention rates for colleges, for 2-year colleges like RTC, it is calculated as the number of students who graduated or were retained, so is actually a measure of persistence.

**Placement Rate:** The Data Linking for Outcomes Assessment (DLOA) database provides employment status and wages for students in the 3<sup>rd</sup> quarter after college. Research indicates that most community and technical college graduates are able to move into the kinds of jobs consistent with their level of training by the 3<sup>rd</sup> quarter. Prior to that time, many are employed, but may be continuing in the employment they had while in college or in jobs that are not consistent with their level of training. As indicated under the common data standards outlined by the SBCTC, the administrative data linking does not result in a count of those employed, but only those who are placed in Unemployment Insurance (UI). The placement rate must also account for those not placed in UI but who are actually employed (self-employed or employed in states other than Washington, Oregon, Idaho and Montana). The SBCTC indicates that the total employment rate can be estimated based on the percent of completers and leavers placed in UI by the 3<sup>rd</sup> quarter they are employed following college. If the placement rate is 90% or lower for students who completed a degree or certificate, an adjustment factor of 1.1 is added. In this way, the placement rates we provide at RTC are considered "estimated" job placement rates. The employment rate of Apprenticeship completers is not adjusted, as the vast majority of those workers are placed in UI.

**Planned Length of Attendance:** A two-character code representing a student's planned length of attendance. This data is most accurately collected in the first quarter a student attends. The following is a list of the codes and their definitions.

11: One quarter

- 12: Two quarters
- 13: One year
- 14: Up to two years, no degree planned
- 15: Long enough to complete a degree
- 16: I don't know
- 90: Other

**Personnel and Payroll Management System (PPMS):** The PPMS system contains employee and payroll information and can only be accessed by designated employees on campus such as Human Resources staff.

**Pre-College (Developmental) Courses:** Remedial courses that are considered to be below college-level and prepare students for college-level courses.

**Return to Title IV (R2T4):** The process required when a financial aid student stops attending/drops to determine what funds may be owed back to the program that paid the student.

**Realize the Dream:** Also known as The Dream Act – state funding for undocumented students. These students are known as DACA (Deferred Action for Childhood Arrivals). They are not eligible for federal financial aid, but their DACA status allows them to work and enter college legally, and they are eligible to receive Washington State Financial Aid.

**Recent High School Graduate:** A student who enrolls at the college the fall quarter following their spring graduation from high school.

**Retention:** Retention is a measure of academic progress of a cohort of students from one quarter or year to the next.

**Retention Rate:** Retention rate is expressed as a percentage of the students who return each quarter or year. In a 2-year community or technical college, retention is usually assessed over shorter time periods such as Fall to Winter or Fall to Spring, as some students might graduate within a year. If you are interested in Fall to Fall rates, consider requesting persistence rates instead (see definition of persistence).

**RTC Funds:** State funds from 3.5% of tuition funds, which are used for student grants.

**Running Start:** Dual enrollment program which allows students to simultaneously complete high school and college classes with no tuition charge to the student.

**Satisfactory Academic Progress (SAP):** A student who is maintaining a cumulative GPA of 2.0 or higher for academic purposes. In Financial Aid, SAP for federal funding is defined as maintaining a cumulative GPA of 2.0 and completing a minimum of 67% of attempted credits (pace of progression). SAP for state funding is defined as maintaining a cumulative GPA of 2.0 and completing at least 50% of attempted credits.

**Section:** A class or the combined levels of a class that is offered by the same instructor that begins and ends in the same quarter.

**Significant Gain:** A basic studies student is considered to have made a significant gain on their CASAS test IF:

- They scored 210 or less on the pre-test and scored 5 or more points higher on the post-test in the same subject.
- OR
- They scored 211 or more on the pre-test and scored 3 or more points higher on the post-test in the same subject.

**SOC Code:** The Standard Occupational Classification (SOC) system is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 840 detailed occupations according to their occupational definition.

**State Board for Community and Technical Colleges (SBCTC):** The SBCTC is governed by a nine-member Governor-appointed board responsible for administering the Community and Technical College Act and providing leadership and coordination for Washington's system of 34 public community and technical colleges.

**State Need Grant (SNG):** State funding for eligible students. The State Need Grant (SNG) program provides need-based financial aid to income-eligible students pursuing postsecondary education. Eligible students have a household income that is less than 70 percent of the state's median household income.

**State Supported (Funded):** Courses funded completely or in part by legislative appropriations of state funds plus student tuition.

**State Work Study:** State funding for students who qualify to obtain jobs on or off campus.

**Stop-Out:** Students who drop out and return during their academic career.

**STUCLASS Table:** Data warehouse table that contains one record for every student for every class taken in a given quarter.

**Student Achievement Initiative (SAI) Database:** The SAI Database helps colleges track their students for the incremental gains they make during the year in basic skills, pre-college (college ready) courses, earning their first 15 and first 30 college-level credits, earning their first 5 credits in college level math or reasoning and for certificate, degree, and apprenticeship awards. These gains are termed "momentum points" because they add momentum to a student's longer term success. The database is constructed so that a college can see the college-level momentum students have behind them to start and the momentum they build during the academic year and to analyze students to develop achievement strategies. All state-supported,

award-seeking, and Running Start students from SMS except international and Department of Corrections students, and non-state, non-award seeking students are included.

**Student Aid Report (SAR):** The SAR is a summary of the information submitted on the *Free Application for Federal Student Aid* (FAFSA).

**Student/Faculty Ratio:** The number of students per faculty member, based on student and faculty FTE.

**Student Management System (SMS):** The SMS system is used to administer and manage all student-related business functions on campus and can only be accessed by designated employees on campus such as Enrollment Services and Institutional Research staff.

**Student Supported (Funded):** Courses funded entirely through fees charged to the enrolled students.

**STUDENT Table:** Data warehouse table that contains demographic and enrollment data for each student who attended in a given quarter.

**Stu-Work Attend:** Coding that represents Worker Retraining and Work First categories.

**Supplemental Educational Opportunity Grant (SEOG):** Free federal funds for students who qualify. The FSEOG Program provides need-based grants to help low-income undergraduate students finance the costs of postsecondary education.

**System:** Comprised of all of the community and technical colleges under the SBCTC.

**Transcript Database:** Data warehouse database that contains transcript information for each student for each quarter and course they have taken. The database is updated quarterly for any student enrolled in the current quarter or the eight previous quarters. Finalized transcript data for the academic year is released in the fall after the end of that year. Records for non-graded courses and classes not yet graded are not included in the transcripts table.

**Transfer-In Student:** Students who are transferring credits into RTC from another institution.

**Transfer-Out Student:** A student who leaves RTC and attends another 2-year or 4-year institution. In IPEDS, this is separated out by completers who transfer out and non-completers who transfer out. Detailed information about students who transfer out is not readily available, but can be requested through the National Student Clearinghouse.

**Transition:** In basic studies (ABE/GED/ESL), a student who moves on to complete college level courses is considered to have transitioned.

**Transition Rate:** The transition rate is calculated as the number of current or former basic studies students in the Student Achievement Initiative (SAI) database who subsequently enrolled in college-level courses. More specifically, a student is counted as having transitioned

if they earn at least one point in one of the following SAI point categories: Precollege Math, Precollege English, College Transition (6 college level credits), Communication Course Points, 15 College Level Credits, 30 College Level Credits, 45 College Level Credits, Quantitative Course, or Completion. This information is available in the Student Achievement Initiative dataset and is also provided to each college in the Measuring Up workbook.

**Unusual Action (UA) Code:** Used as a flag for tracking grant information. These codes may also be punitive in nature which may prohibit a student from certain activities like registering for courses.

**Vanished Student:** A student who stops attending in the middle of a given quarter without notification.

**Veteran:** There are two ways to identify a student as a veteran. First, a student can be counted as a veteran if they received any veterans benefits and second, a student can also be identified as a veteran through an Unusual Action Code. The Data Warehouse only includes a count of those who received veterans benefits, but the IR Office can provide information for both groups of veterans if requested.

**WABERS (Washington Adult Basic Education Reporting):** The WABERS snapshot database is provided to IR staff by the SBCTC on a quarterly basis. The database is cumulative, hence, the quarterly snapshot in Spring will include all students reported for the academic year. Basic Studies staff at RTC are responsible for entering and reporting data via an online application on a quarterly basis.

**Washington Online (WAOL):** WAOL is a collaborative effort by community and technical colleges to develop and deliver coordinated online instruction.

**Washington Student Achievement Council (WSAC):** Established as a cabinet-level state agency on July 1, 2012, the Washington Student Achievement Council provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington.

**Worker Retraining:** Federal funds for students who qualify to assist with tuition and books, transportation, childcare and other living expenses. Worker Retraining can help pay for training expenses at Washington's community and technical colleges and select licensed private schools for individuals who lost their jobs due to economic changes and for those receiving Unemployment Insurance (UI) benefits. Community and technical colleges also receive Worker Retraining funding to improve programs that prepare people for work. Based on input from local employers, government, and community, these funds are used to update equipment, revise curriculum, and develop work experience opportunities. Colleges also hire staff to advise Worker Retraining students and coordinate Worker Retraining programs.

**WorkFirst:** State funding for students who qualify to assist with tuition and books as well as work study positions. WorkFirst is Washington State's temporary cash assistance program.

The goals of the WorkFirst Program is to help low-income families stabilize their lives, so they can go to work and take better care of their families.

**Workforce Course:** Courses which prepare students for entry-level employment or provide retraining and upgrading for employed adults.