



CODING MANUAL

STUDENT AND COURSE CODING MANUAL

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Revisions

Change reference	Date	Version
Original version	1/23/2015	1.0
Corrected typos Added Data Services as contact for questions Renamed DOCIBEST course attribute value to CONTIBEST Added Veteran coding Added Foster Care coding Added Customized Training Program and Job Skills Program coding Added Mononym instructions	2/11/2015	1.1
Added finalized Credit for Non-Traditional Learning coding Added Legacy Exit Coding details.	3/19/2015	1.2
Added new Basic Skills CIP code 32.0401 for Special Non-State Funded Adult Education Added coding related to the Resources to Initiate Successful Employment (RISE) program Added PeopleSoft Tech Prep coding Added coding associated to high school reengagement programs	8/20/2015	1.3
Clarification added for high school reengagement programs	8/25/2015	1.4
Added the MESA program coding	9/22/2015	1.5
Added Childcare for Student Parents coding Added WABERS+ coding Updated Parent Education coding Updated DOC coding Updated RISE coding Removed STEM coding	11/13/2015	1.6
Added Student Group information Added FTES Calculation Corrected “FND” typo to be “SFND” Added Course Attribute SINT value of “WRKFRCESUP”	4/19/2016	1.7
Added Course Attribute of “SOER” Added Exit Codes “X” and “Y” Added Intent “I” for Worker Retraining Updated links to QRGs	7/11/2016	1.8
Revised Worker Retraining Section to reflect only one “81” Work Attend Code and retirement of “K” Intent	7/26/2016	1.9
Revised Intent coding to reflect the retirement of Intents “C”, “E”, “K”, “X”, and “Z” Revised coding for identifying PLA Credit by Exam in PeopleSoft	8/30/2016	2.0

Revised Continuing Education section to include “W” Intent Added a Student Intent code section	9/13/2016	2.1
Updated the Visa Codes for the International Student (SINT) Student Group criteria Updated the CIP Codes for BEdA and WABERS+ Added the coding for co-enrolled WRT and WF students Added additional instructions for entering DOC numbers Added Vet Benefit Code changes	1/23/2017	2.2
Removed “Drop-Out” from the High School Reengagement title Updated OER description and definition Added additional PeopleSoft coding information to Worker Retraining and WorkFirst sections	7/19/2017	2.3
Changed the Apprenticeship (SAPR) Student Group to “mass assigned”. Added Apprenticeship Student Attribute Values (used for mass assign) Added Appendices Updated Student Group section to link with associated programs/criteria	9/6/2017	2.4
Revised the Academic Credit for Prior Learning (ACPL) section	10/13/2017	2.5
Added CIP Code to required coding Revised the I-BEST section with simplified coding Revised the Pre-Apprenticeship Student Attribute Value Added Early Achievers Grant section Added to the coding for Accelerated Outcomes in PeopleSoft Added Intent/Plan Crosswalk for PeopleSoft Added Appendix G – Legacy Unusual Action Codes Made tables accessible	3/12/2018	2.6
Corrected I-BEST Coding Updated manual format	7/5/2018	2.7
Updated Early Achievers Grant Coding Updated OER Coding Added Low-Cost Course Coding	8/24/2018	2.8
Updated typo in Fund Source section Updated descriptions of Course Intent Attributes Added Meta-Major coding Added Swap Reason Code to Accelerated Outcomes section Added CIP Code 32.0501 to basic skills and WABERS sections	3/26/2019	2.9
Updated codes for Academic Credit for Prior Learning Updated codes for Meta-majors Updated Exit Coding to indicate retired awards/degrees	11/14/2019	3.0

Updated Course Attribute for Customized Training Program Added additional Meta-major codes Added Ability to Benefit Coding, including new Student Group Updated links to QRGs	2/6/2020	3.1
Updated and reformatted ACPL Coding Updated links to QRG's Added additional Early Achievers Grant coding Added Course Contact Hours section Updated course contact hours in FTE Calculation Updated SDIS Student Group assignment	4/13/2020	3.2
Updated Ability to Benefit Coding Updated Appendix G with ATB UA codes Updated link to QRG in DOC section	8/25/2020	3.3
Updated course information for basic skills and contract high school to clarify that they cannot share courses in PeopleSoft	10/5/2020	3.4
Added baccalaureate certificates	2/1/2021	3.5
Added new coding for Corrections Added coding for Associate in Materials Science and Manufacturing Engineering AS-T Track 2/MRP (re-using exit code "J") Updated coding sections and appendix for basic skills and high school programs Updated I-BEST attributes	4/13/2021	3.6
Added new coding for Student Emergency Assistance Grant and Supporting Students Experiencing Homeless Pilot Updated Appendix C for basic skills and Appendix G for UA Codes	6/3/2021	3.7
Updated ACPL section to include which grading basis should be used for awarding or transferring in credit Added appendices listing the state-defined Student Attributes and Values, Course Attributes and Values, and Student Groups	7/14/21	3.8
Added reference to the Continuing Education Career plan code for Job Skills Programs (JSP) Added note to PeopleSoft eLearning section about coding hybrid courses Added SOPG to Appendix E (Student Groups) Updated OER and Low-Cost descriptions	1/10/2022	3.9
Added SHS4 to Student Group lists Added Direct Funded High School Coding	2/22/2022	4.0
Added new BEdA CIP codes Updated Exit Coding section Updated Apprenticeship section with Journeyman information Updated SEAG section with STARS ID information	5/3/2022	4.1
Updated HB number for the HS_HBHSC plan code Added SCYB to Appendix F (Course Attributes)	8/3/2022	4.2

PeopleSoft Required Coding

Course Intent

Each course must be coded with an Intent COURSE ATTRIBUTE “SINT” with **one** of the following values:

WORKFORCE – typically part of an approved workforce program, but may include stand-alone classes that are workforce in nature

ACADEMIC – typically part of an approved academic program, but may include stand-alone classes that are academic in nature

PERSENRI (Personal Enrichment) – classes of a recreational or leisure nature, also known as community services

WRKFRCSUP (Workforce Supplemental) – academic courses offered specifically for the purpose of supporting vocational programs

Basic Skills and Developmental course intents will be characterized in the Data Warehouse based on the CIP code. Basic Skills courses are coded in the CIP 32* series and Development courses are coded in the CIP 33* series. When applying a Course Intent attribute value to Basic Skills and Developmental courses, use the attribute that most accurately reflects the purpose of the class.

Funding Source

Each course that generates FTES must be coded with a FundingSource COURSE ATTRIBUTE “SFND” with one of the following values:

1. Fully State Funded
2. Partially State Funded – Supplemental (approval required)
3. Partially State Funded – Shared* (approval required)
4. Contract Funded
5. Student Self-Support

*If a funding source of “Partially State Funded – Shared” is selected, you must also apply a COURSE ATTRIBUTE of “SXTF” with a value representing the percent externally funded.

A college must receive approval from SBCTC before using funding sources 2 and 3 (supplemental or shared state funded). The policy related to this coding can be found in the State Board Policy Manual, Chapter 5 Section 100 (5.100).

Courses that do not generate an FTE should not have a funding source COURSE ATTRIBUTE and must be coded with a COURSE ATTRIBUTE of “SNFG”, Non-FTE Generating.

CIP Code

Each course must have a valid approved 6-digit CIP. For a listing of approved CIP Codes, see [SBCTC's Coding and Reporting Guidelines](#)

Course Contact Hours

Course contact hours are required to calculate the credit equivalent for non-credit bearing courses. All enrollments generate FTE, so contact hours must be entered for all courses/classes that do not have units. Course contact hours are also used for Faculty Workload (FWL)

Contact hours should be entered by taking the total contact hours for the term and dividing by 11. This calculation is standard across all courses, regardless of the length of the course. For assistance in adding or adjusting contact hours, please see [Adjusting Contact Hours for a Class ORG](#)

Common Course Numbered Courses

Each course considered as commonly numbered should be coded with an ampersand (&) as the last character of the Subject. For example, for English 101, the subject should be “ENGL&” and the Course Number should be “101”.

The “&” is considered the primary data point for indicating that the course is commonly numbered.

Legacy Coding

Use an “&” in the last digit of the Department Division (Dept_Div) code of the course.

PeopleSoft Coding

Use an “&” in the last digit of the Subject code of the course.

Single Names (mononyms)

The PeopleSoft online admissions application requires students to enter both first and last names while applying for admission. Instructions have been added to the admissions form to instruct students who have a single how to enter values in both name fields. The instructions are: Legal single name (mononym) should to be entered into the last name field with a required “-“ (hyphen) in the first name field.

Student Attributes

Student Attributes are manually assigned along with a Student Attribute Value by college staff and designate a student’s participation in a particular program for reporting purposes. Student Attributes starting with “S” are created by SBCTC and used for state-level reporting. These Student Attributes are used to “mass assign” students to the appropriate Student Group, as described in the next section. The full list of state-defined Student Attributes and Values are available in [Appendix D](#).

Student Attribute	Description	Attribute Values
SAPR	Apprenticeship	SAPR Student Attribute Values
SEAG	Early Achievers Grant	SEAG Student Attribute Values
SWRF	WorkFirst	SWRF Student Attribute Values
SWRT	Worker Retraining	SWRT Student Attribute Values

Course/Class Attributes

Course/Class Attributes are manually assigned along with an Attribute Value by college staff and designate a characteristic of the course or class for reporting purposes. Course/Class Attributes starting with “S” are created by SBCTC and used for state-level reporting. These Course/Class Attributes are also used to “mass assign” students to the appropriate Student Group, as described in the next section.

Course/Class Attribute	Description	Attribute Values
SAHS	Direct Funded High School	DFHS
SBST	I-BEST	SBST Attribute Values
SCHS	College in the High School	COLHS
SCJT	Customized Job Training	SCJT
SCOR	Corrections Specific Units	SIMU, SSBU, and SSOU
SCYB	Cybersecurity 500	CYBER
SFND	Fund Source	SFND Attribute Values
SINT	Course Intent	SINT Attribute Values
SJST	Job Skills Training	SJST
SLCM	Low Cost Course Material	SLCM
SLER	Learning Communities	SLER
SNFG	Non-FTE Generating	NON-FTE
SOER	OER/No textbook to purchase	OER
SOTH	Other Course Attribute	SACC
SWRK	Workbased Learning	WRKBASED
SXTF	Percent Externally Funded	1-99 (percent externally funded)

Student Groups

Student Groups designate a group of students by demographic, program, and/or enrollment information for reporting purposes. Student Groups starting with “S” are created by SBCTC and used for state-level reporting. Some student groups are “mass assigned”, or assigned automatically, based upon student characteristics or information gathered at admissions. Other student groups are “manually assigned” by college staff.

Because these codes are for the purpose of state-level reporting, use caution if using them for local operational purposes as the criteria or effective dating application may differ by purpose.

Student Group	Description	How Assigned	Criteria
SABC	Ability to Benefit	Manually Assigned	Students receiving financial aid based on ATB eligibility using 6-credit/equiv.
SABS	Ability to Benefit	Manually Assigned	Students receiving financial aid based on ATB eligibility using state option
SABT	Ability to Benefit	Manually Assigned	Students receiving financial aid based on ATB eligibility using a test
SAPR	Apprenticeship	Mass Assigned	SAPR Student Attribute Values
SBFT	BFET	Manually Assigned	Participation in the Basic Food Employment and Training program, and participation must be <u>reviewed quarterly</u>
SBST	I-BEST	Mass Assigned	SBST Course Attribute Values
SCLD	Child Care Center	Manually Assigned	Students with children in college-sponsored child care centers
SDIS	Self-Reported Disabled	Mass Assigned	Not currently being mass assigned; working on new source for assignment
SDOC	Corrections	Mass Assigned	Location code of the courses , but staff are also required to record the DOC# as an External System ID
SDRF	Responsible for Dependent	Mass Assigned	Collected on online admissions form
SEAG	Early Achievers Grant	Mass Assigned	SEAG Student Attribute Values
SEAP	Student Emergency Assistance	Manually Assigned	Staff assigned for eligible students
SFCY	Foster Care Youth	Manually Assigned	Formerly or currently in foster care
SFGA	Parent less than HS grad	Mass Assigned	Collected on online admissions form
SFGB	Parent HS grad	Mass Assigned	Collected on online admissions form

Student Group	Description	How Assigned	Criteria
SFGC	Parent BA or higher	Mass Assigned	Collected on online admissions form
SHEE	HEET	Manually Assigned	Participation in the Hospital Employee Education and Training program, and participation must be <u>reviewed quarterly</u>
SHS1	Open Doors	Manually Assigned	Participation in Open Doors
SHS2	Gateway to College	Manually Assigned	Participation in Gateway to College
SHS3	HS Reengagement	Manually Assigned	Participation in a high school reengagement program that is not Open Doors
SHS4	Direct Funded High School	Manually Assigned	Participation in a direct funded technical high school program
SINC	International Contract Student	Manually Assigned	Participation in a contract-funded international program
SINT	International Student	Mass Assigned	Student has Visa code A1, A2, A3, B1, B2, C1, C2, C3, D, E1, E2, E3, F1, F2, G1, G2, G3, G4, G5, H1, H2, H3, H4, I, J1, J2, K1, K2, L1, L2, M1, M2, O1, O2, O3, Q1, R, R2, U1, U2, or U3
SMSA	MESA Program	Manually Assigned	Participation in the Mathematics Engineering Science Achievement program
SOPG	Opportunity Grant	Manually Assigned	Staff assigned for eligible students
SRSL	Running Start Waiver	Manually Assigned	Staff assigned for eligible students
SRSR	Running Start	Manually Assigned	Participation in Running Start
SSEH	Students Experiencing Homelessness	Manually Assigned	Staff assigned for eligible students
SVBA	Chapter 30 MGIB	Manually Assigned	Montgomery GI Bill
SVBB	Chapter 31 VR&E	Manually Assigned	Participation in Vocational Rehabilitation and Employment Program

Student Group	Description	How Assigned	Criteria
SVBC	Chapter 32 VEAP	Manually Assigned	Participation in Veterans Educational Assistance Program
SVBD	Chapter 33 Post 9/11 Veterans	Manually Assigned	Post 9/11 veterans
SVBE	Chapter 33 Post 9/11 TOE/Dependent Child	Manually Assigned	Post 9/11 transfer of benefits to dependent child
SVBF	Chapter 35	Manually Assigned	Dependent child of 100% disabled or deceased veterans
SVBG	Chapter 1606 MGIB	Manually Assigned	MGIB Selected Reserve
SVBH	Chapter 1607 REAP	Manually Assigned	Participation in the Reserve Educational Assistance Program
SVBJ	Active Duty TA	Manually Assigned	Active duty (including national guard/reserves) currently using military tuition assistance
SVBK	Active Duty Military Benefits	Manually Assigned	Active duty military students using military benefits
SVBL	Active Duty Dependent Benefits	Manually Assigned	Active duty military dependents using military benefits
SVBM	Chapter 33 Post 9/11 TOE/Eligible Spouse	Manually Assigned	Post 9/11 transfer of benefits to eligible spouse
SVBN	Chapter 35 Eligible Spouse	Manually Assigned	Eligible spouse of 100% disabled or deceased veterans
SVBP	All Other Veterans with Benefits	Manually Assigned	Veterans receiving benefits not listed above
SVBV	VRAP	Manually Assigned	Participation in the Veterans Retraining Assistance Program
SVBZ	All Other Veterans with No Benefits	Manually Assigned	Veterans not receiving benefits , including those who decline using their benefits
SVET	Veteran Information	Mass Assigned	Collected on online admissions form (student requested information about veterans' educational benefits)
SW29	Waive nonresident operating fee	Manually Assigned	Staff assigned for eligible students

Student Group	Description	How Assigned	Criteria
SW70	Eligible Vets/National Guard	Manually Assigned	Staff assigned for eligible students
SW71	Military Other	Manually Assigned	Staff assigned for eligible students
SW9A	Wrongfully Convicted Felon	Manually Assigned	Staff assigned for eligible students
SWBR	Wabers	Mass Assigned	Basic skills CIP Code AND SBST Course Attribute Values
SWRF	WorkFirst	Mass Assigned	SWRF Student Attribute Values
SWRT	Worker Retraining	Mass Assigned	SWRT Student Attribute Values
SWSA	Employed FT	Mass Assigned	Collected on online admissions form
SWSB	Employed PT	Mass Assigned	Collected on online admissions form
SWSC	Unemployed seeking	Mass Assigned	Collected on online admissions form
SWSD	Unemployed not seeking	Mass Assigned	Collected on online admissions form

NOTE: Student Groups are not associated with a specific YRQ, so you will need to deactivate students once they are no longer in the program. When you deactivate a student, make sure you do so in the quarter in which they should no longer count. This is because we use the most recent effective date when pulling the data for the Data Warehouse. For example, if a student becomes eligible for BFET on 9/1/2016 and you code the student with the student group code on this day, the effective date becomes 9/1/2016. When the State Board pulls data at the end of fall quarter, it looks for active codes that are dated less than or equal to your college's term end date. Therefore, this student would be counted as BFET for fall quarter. If the student becomes ineligible for BFET for winter quarter, you would want to inactive the BFET student group after fall quarter term end date. This way when the State Board pulls data at the end of winter quarter, the student's most recent effective dated BFET record makes them inactive and they will not count for winter quarter. This is similar to how legacy works, as you want the students' coding to be correct by the last day of your quarter. So for accuracy, do not make modifications for the next quarter until you are past your current quarter's end date.

FTE Calculation

The formula to calculate FTES (full-time equivalent student) for reporting is:

$$\text{FTES} = \text{Census-day Enrollment} \times \text{Credit Equivalent} \div 15$$

The divisor of 15 is constant.

FTES are calculated for each fund source enrollment category, as ALL enrollments (enrolled courses) during the quarter should generate an FTE value and be associated to a fund source enrollment category.

There are four categories of fund source enrollment:

- **State-Supported** – all enrollments in state funded classes (Legacy Fund Source = 1, or PeopleSoft Course Attribute SFND = 1 or 2)
- **Contract-Funded** – all enrollments in contract funded classes (Legacy Fund Source = 4, or PeopleSoft Course Attribute SFND =4)
- **Self-Support** – all enrollments in self-support funded classes (Legacy Fund Source = 5, or PeopleSoft Course Attribute SFND = 5)
- **Non-Reportable** – any state-supported enrollments that are not allowed to be included in state-supported FTES. These are listed below.

Official legislative FTES are calculated for state-supported reportable students only. Some categories of **students** are not eligible to generate state-supported FTES.

Type	Legacy Fee Pay Status	PS Waiver or Residency Exception
Senior Citizens – Audit	10	W10
Full-Time Employees	11	Included in W51
Unemployed Waiver	21	W21
Underemployed Waiver	22	W22
Native American non-resident waiver	25	SF02
Washington National Guard	28	NA
Not Paid	34	NA
State Employees	51	W51
WSU Employees	53	Included in W51
Senior Citizens - Credit	56	W56

Some categories of **students** are only eligible for contract-funded FTES though they are likely to be enrolled in state-supported courses. The FTES for these students are converted from state to contract:

- Running Start students - for enrollments within the 1.2 FTE limit (Legacy FPS R?, S?, M? or N?, or PeopleSoft Student Group SRSR or SRSL)
- International contract students (Legacy FPS 35 or 67, or PeopleSoft Student Group SINC)

Some categories of **classes** are not eligible for official legislative FTES. These include CTE Dual Credit (Tech Prep) classes and Prior Learning Assessment credits.

Most I-BEST course categories generate 175% of the credit equivalent of the course. The courses are those that are team-taught and coded with Legacy FPS 42 or PeopleSoft Course Attribute SBST values BASICKILL or DEVELOPMTL. The enhancement of the FTE is only performed on state-supported enrollments. Contract funded I-BEST FTES should not be enhanced.

Census-day Enrollment

Census-day Enrollment = The count of students enrolled as of the census date of the class. If the student's enrollment (add) date of the class is after the class census date or the student drops from the class prior to the class census date, the student is not included in the census-day enrollment value. *(This value is used when doing aggregate reporting and not needed for unit record, student enrollment FTES calculations.)*

The **quarter census date** is the 10th instructional day after the quarter begins.

If the quarter is less than 10 weeks long, summer quarter for example, the quarter census date is based on the number of weeks in the quarter. If the quarter is 9 weeks, the census date is the ninth instructional day. If the quarter is 8 weeks, the census date is the eighth instructional day, etc.

For courses that begin within the first few days of the start of the quarter and run for the duration of the quarter:

The **class census date** = the quarter census date

For shorter courses that do not meet within the first few days of the start of the quarter or do not run for the duration of the quarter:

The **class census date** = the date in which the course has met for 20% of the instructional days of the course

For example, if a course runs 5 weeks spanning 25 instructional days, 20 percent of the instructional days are five. The census date of this course would be the fifth instructional day after the beginning of the course. If a course runs 7 weeks spanning 35 instructional days, 20 percent of the instructional days are seven. The census date of this course would be the seventh instructional day after the beginning of the course, etc. Standard rounding rules apply if applicable.

For open-entry courses:

Continuous enrollment courses are open-entry classes permitting students to begin instruction at any time during a quarter. The **enrollment census date** for a continuous enrollment course is the last instructional day of the class or the last day of the quarter in which the class begins, whichever happens first.

If the student's enrollment (add) date is after the official enrollment-counting day (census day), the student is not included in the calculations. There are other edits that look at the student's enrollment date, such as the add date being after the last day of the class, or the student dropping or withdrawing from the class prior to the census day of the class. Also edited are any dates entered on the quarterly class record, such as the start date and tenth day. If those dates are after the last day of the quarter, the enrollment is not calculated.

An adjustment is made to state-supported FTE calculations when the course is coded as Partially State Funded, Shared (fund source 3). The FTES are adjusted by the percent of the course that is externally funded. For example, if the course is shared equally between state-supported and a grant funding source, and the course is coded as Partially State Funded-Shared, and the FTES are split between state-supported and contract funded.

Credit Equivalent

For credit bearing courses:

credit equivalent = number of credits enrolled

For non-credit bearing (0 credit) courses:

credit equivalent = class contact hours / 11 (standard # of weeks in quarter for system)

class contact hours = the sum of:

lecture contact hours

Ten to twelve classroom contact hours, including final examinations, generate one credit hour.

lab contact hours divided by 2

Twenty to twenty-four contact hours generate one credit hour.

worksite (clinical) contact hours divided by 3

Thirty to thirty-six instructional hours generate one credit hour

other contact hours divided by 3

Thirty to thirty-six instructional hours generate one credit hour

For I-BEST enhanced FTE courses:

credit equivalent = number of credits enrolled x 1.75

Legacy MIS Credit Equivalent Checks

The census-day enrollment value and credit equivalent value are stored in the quarterly class record and is a calculated value. A student's enrollment in the class is included in the census-day enrollment if the enrollment passes a series of edits. These edits look at the following:

- The student's fee-paying status
- The student's date of the enrollment into the class

The credit equivalent of a class is determined several ways, depending on the coding on the class. If a class does not have any of the following coding, the credit value is automatically used as the credit equivalent value:

- A **V** in the first position of the Section Status field: A zero is entered into the credit equivalent value for that class.
- A **W** in the first position of the Section Status field: The credit equivalent value for the class is calculated from the class contact hours divided by the contact hour divisor. The class contact hours is the total of the lecture contact hours, the lab contact hours divided by 2, the clinic contact hours divided by 3, and the other contact hours divided by 5. The class contact hours are entered on the Course Schedule Screen (IS1001). The contact hour divisor is established on the College Options Screen (SM4003).
- A **Z** in the first position of the Section Status field: This represents a non-MIS reportable course and should not be included in FTE calculations.
- A **0** (zero) in the Credit field: The credit equivalent value for the class is calculated from the class contact hours divided by the contact hour divisor. The class contact hours is the total of the lecture contact hours, the lab contact hours divided by 2, the clinic contact hours divided by 3, and the other contact hours divided by 5. The class contact hours are entered on the Course Schedule Screen (IS1001). The contact hour divisor is established on the College Options Screen (SM4003).

- **A Y** in the Variable Credit field: The credit equivalent value for the class is an average of the enrolled credit amount of students enrolled in the class and who are included in the census-day enrollment count. In the student's enrollment record for the class, there are two credit values. One is the enrolled credit, which is the amount of credits the student registered for the class, and the second is the graded credit amount. Prior to the summer quarter 1989, the graded credit amount was used to calculate credit equivalent; after summer 1989, the enrolled credit amount is used.

Student Intent

Student Intent codes are an important aspect of the SBCTC Data Warehouse, allowing for the aggregation of students by their purpose for attending. Student Intent coding differentiates students who are award-seeking from students who are only taking a few courses, as well as differentiating transfer students from those seeking a professional/technical credential. These distinctions are important for establishing cohorts used in federal reporting and for funding purposes. The new software system, PeopleSoft, does not include a Student Intent data element; however, it has been determined that the SBCTC Data Warehouse will continue to populate this field because of its usefulness in grouping students into categories. PeopleSoft Plan Codes are cross-walked to the appropriate Intent code.

Intent Code	Program/Student Type	Descriptions
A	Academic Non-Transfer Degree Program	Students enrolled in a degree program not designed to transfer to a four year university. These are students who are pursuing a general studies degree coded as Exit code 1 and CIP code 24.0101.
B	Academic Transfer Program	Students enrolled in the DTA/MRP or local agreement programs intended for transfer to a four year university.
D	Basic Education for Adults	Non-award seeking students enrolled in adult education including ESL, ABE, HSE, HSC. Students who are enrolled in a certificate or degree program and taking adult education to prepare for college level work should be coded with the INTENT code that best represents their purpose for attending.
F	Professional/Technical Program	Students who are enrolled in a professional/technical program. This includes Apprenticeship students who are award seeking. Professional/technical programs are also commonly referred to as vocational or workforce programs. For legacy, a valid professional/technical EPC is required.

Intent Code	Program/Student Type	Descriptions
G	Professional/Technical Program Applicant (preparatory coursework only)	Student has no interest in preparing for multiple degree pathways and does not intend to remain at the institution if they are not accepted into the selective admissions program. At a time when the student is no longer in prerequisite status (acceptance into selective admissions for example), the intent code should adjust accordingly. For legacy, a valid professional/technical EPC is required.
H	Apprenticeship Program	Students enrolled in an apprenticeship program not seeking an award from the college but an L&I journeyman card. For legacy, a valid professional/technical EPC is required.
I	Baccalaureate Program	Students matriculated in a baccalaureate program. For legacy, a valid professional/technical EPC is required.
J	Upgrading Job Skills Courses	Students enrolled for the purpose of upgrading their job skills by taking one or more courses. These students are not seeking a certificate or degree completion.
L	Non-Award Seeking Student	Students taking one or more classes but not seeking a certificate or degree. This category is also used for dual enrollment students such as non-award seeking Running Start and College in the High School.
M	Multiple Programs	Student is enrolled in prerequisites for a selective admissions workforce program <u>and</u> intends to concurrently complete a transfer degree (to include a Nursing DTA) <u>or</u> intends to complete a transfer degree if not admitted to the selective admissions workforce program. At the time when the student is accepted, or not, into a program, the Intent code should adjust accordingly. The M Intent code should not be permanently placed on a student.
W	Exclusive Continuing Education	Used for PeopleSoft Colleges Only. Students enrolled exclusively in non-credit bearing continuing education courses. This includes students who are exclusively enrolled in the PeopleSoft Continuing Education career with a Plan Code of "CNED".
Y	None of the Above	Colleges should strive to assign the appropriate INTENT code. Blank INTENT codes are set to "Y" in the SMIS extracts during MIS finals. SMS is not updated.

Legacy Intent Codes to PeopleSoft Plan Crosswalk

Priority	Legacy INTENT codes	INTENT Description	PeopleSoft Criteria
7	A	Academic Non-Transfer Degree	DEGREE TYPE = AGS
6	B	Academic Transfer	DEGREE TYPE = AA or AS
1	D	High School Diploma/GED Certificate	DEGREE TYPE = HSC or ACAD_PLAN IN (HSD, HSE, ESL, ABE)
4	F	Professional/Technical Program	DEGREE TYPE = APT, AAS, C01, C20, C45, C90 or ACAD_PLAN = RENDTAA
5	G	Professional/Technical Program Applicant	ACAD_PLAN LIKE %PRQ
3	H	Apprenticeship Program	STDNT_GROUP = SAPR
2	I	Applied Baccalaureate Program	DEGREE TYPE = BAA, BAS, BAT, or BS
9	J	Upgrading Job Skills	Plan Code = NASJU
11	L	General Studies (Non-Degree/Certificate)	Plan Code = NASOT or UNDECLTR
12	W	Exclusive Continuing Education	ONLY CAREER = CED
8	Y	Undecided	All Others

Source for Criteria used in Crosswalk

Criteria	Field	Source Table	View
DEGREE TYPE	DEGREE	SYSADM_CS.PS_ACAD_P LAN_TBL	SYSADM_CS.PS_ACAD_ PLAN_VW
Plan Code	ACAD_PLAN	SYSADM_CS.PS_ACAD_P LAN	SYSADM_CS.PS_ACAD_ PLAN_VW
STDNT_GROUP	STDNT_GROUP	PS_STDNT_GRP S_HIST	

Determining the Primary INTENT Code for the Data Warehouse:

Step 1: Associate an intent with each **active** plan code.

Step 2: Prioritize the intent code based on Priority in the crosswalk above

- INTENT will be prioritized for students pursuing more than one career, program or plan during the same term.
- The highest priority will be the student's primary academic program and shown in the Student table of the Data Warehouse

Transitional Studies Programs and Courses

High School and Dual Enrollment Courses, Programs, and Completions

High School Completion Programs

High school completion programs are operated under graduation requirements adopted by the college's board of trustees that conform to the State Board of Education's graduation requirements as appropriate.

Four high school completion programs are currently offered by the CTC system; general High School Completion, High School Diploma (SHB 1758), High School+ and International High School.

Legacy Coding

Students are coded with INTENT "D".

Courses are coded with different CIP codes, based on whether the courses are state or contract, as follows:

HSC courses not funded by Basic Skills (*not HS+*)

CIP Code	CIP Title
32.0205	Basic High School Completion (HSC 1)
32.0208	Advanced High School Completion (HSC 2)

HSC course funded by Basic Skills (*not HS+*)

CIP Code	CIP Title
32.9997	ABE Funded Basic HSC
32.9998	ABE Funded Advanced HSC

Note: Students enrolled in HS 21+ are not to be enrolled in the courses above. They should be enrolled in any other ABE or ESL courses.

For Alternative High School courses: In addition to the above course coding, Alternative High School courses should also be coded with the following Fee Pay Status Code and a Funding Source value of "4" (contract).

Fee Pay Status	Description
55	Alternative High School
E2	Bates Technical High School
B7	Clover Park Elective High School
B8	Lake Washington Otteson High School
B9	Renton Technical High School

Completions are coded with an EXIT CODE “6” and the appropriate Educational Program Code (EPC) and CIP Code.

Program	Exit Code	Exit EPC	Exit CIP Code
High School Completion	6	HSC	32.0208
High School Diploma (HB 1714)	6	DIP	32.0208
High School+ (formerly HS21+)	6	H21	32.0208
International High School Completion	6	IHS	32.0208

PeopleSoft Coding

Students are coded with a Plan Code of “HSD” within the Transitional Studies program. This plan code can be assigned to a student during advisement or completion.

Courses are coded with different CIP codes, based on whether the courses are state or contract, as follows:

IMPORTANT NOTE: Contract high courses must be separate courses from basic skills funded high school courses. They cannot share the same course. This is to ensure that contract high school students are not charged tuition and are not reported as ABE funded students.

HSC courses not funded by Basic Skills (*not HS 21*)

CIP Code	CIP Title
32.0205	Basic High School Completion (HSC 1)
32.0208	Advanced High School Completion (HSC 2)

HSC course funded by Basic Skills (*not HS 21*)

CIP Code	CIP Title
32.9997	ABE Funded Basic HSC
32.9998	ABE Funded Advanced HSC

Note: Students enrolled in HS+ are not to be enrolled in the courses above. They should be enrolled in any other ABE or ESL courses.

Direct Funded High School Students are coded with a Student Group Code of “SHS4”. This code should be verified each quarter and not be retained on the student after departure from the program.

Direct Funded High School Courses must have a Funding Source COURSE ATTRIBUTE “SFND” value of “4” (contract). **Courses at the high school level** require CIP Code 32.0205 or 32.0208 and must have a COURSE ATTRIBUTE of “SAHS”

Completions are coded with the appropriate Plan Code:

Program	Plan Code	CIP
High School Completion	HS_HCHSC	32.0208
College Issued High School Completion (SHB 1714)	HS_HBHSC	32.0208
High School+ (formerly HS21+)	HS_H2HSC	32.0208
International High School	HS_INHSC	32.0208

College in the High School

College in the High School (CHS) programs provide college level academic courses in high school classrooms to serve qualified high school students.

Legacy Coding

Students are coded with INTENT of “L” or “Y”.

Courses should be coded with a FEE PAY STATUS code of “62”. The course must also be coded as contract funded (FUND SOURCE 4).

Only college level courses may be coded as College in the High School.

PeopleSoft Coding

Students are identified by a Transitional Study Program Plan code of UNDECLTR.

Courses should be coded with a COURSE ATTRIBUTE “SCHS”. Courses must also be coded as contract funded with a funding source Course Attribute “SFND” value of “4” (contract).

Only college level courses may be coded as College in the High School.

High School Reengagement Programs

[High school reengagement programs](#) that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. These are contract programs with the diploma awarded by the school district.

Legacy Coding

Students are coded with INTENT of “L” or “Y” and the FEE PAY STATUS of the appropriate program as shown below.

If a **course** is intended to only enroll these students, you may use the FEE PAY STATUS code shown below on the course. **Courses** coded with one of these FEE PAY STATUS codes must also be coded as contract funded with a Fund Source value of “4” (contract).

Program	Fee Pay Status
Open Doors (HB1418)	G7
Gateway to College	G8
High School Reengagement	G9

PeopleSoft Coding

Students are identified by a Transitional Study Program Plan code of HSD.

IMPORTANT NOTE: Contract high courses must be separate courses from basic skills funded high school courses. They cannot share the same course. This is to ensure that contract high school students are not charged tuition and are not reported as ABE funded students.

Students must also be coded with a Student Group as shown below.

Program	Student Group
Open Doors (HB1418)	SHS1
Gateway to College	SHS2
High School Reengagement	SHS3

Completions for these programs are awarded by the school district. Since the school district is responsible for maintaining the transcript of the students' educational attainment and ultimate status and exit code in the k12 CEDARS system and claims the students' **completions**, the district must award the diploma. Records of diplomas issued must be maintained by the issuing agency (WAC 180-51-053), so there is no SBCTC completion coding for these diplomas.

Mathematics Engineering Science Achievement (MESA)

MESA builds a pathway to college and careers in science, technology, engineering, and mathematics (STEM) with programming and initiatives to improve diversity and retention with an emphasis on traditionally underrepresented students in STEM fields.

Legacy Coding

MESA **students** are identified through the Unusual Action code. You must first add the new unusual action code to the Unusual Action Code table in SMS (SM5021). Use unusual-action value "M!". Enter the value for the student on the Student Unusual Action screen (SM5003) including the YRQ of their enrollment in the program.

NOTE: The students will need to be coded with the Unusual Action code each quarter they are served in the MESA program.

MESA **students** must be coded as "B" Intent in a degree-seeking academic program.

PeopleSoft Coding

Students are identified by a Student Group code of "SMSA".

MESA **students** must be associated to an award granting academic Plan Code that most accurately reflects their purpose for attending.

Running Start

Running Start allows 11th and 12th grade students to take college courses at Washington's 34 community and technical colleges, Washington State University, Eastern Washington University, Central Washington University, The Evergreen State College, and Northwest Indian College if the institution's governing board decides to participate in the program.

Running Start students are allowed a maximum combined FTE of 1.2. Colleges may also waive tuition on credits above 1.2 for low-income waiver Running Start students.

Legacy Coding

Students and their courses are coded with the appropriate Fee Pay Status code from below based upon the students' high school weekly minutes.

Weekly Minutes **	FTE	Max FTE	Max Credits	Fee Pay Status	Low Income Waiver Fee Pay Status
0-307	0.00-0.20	1.00	15	R5	M5
308-412	0.21-0.27	0.93	14	R4	M4
413-502	0.28-0.33	0.87	13	R3	M3
503-607	0.34-0.40	0.80	12	R2	M2
608-712	0.41-0.47	0.73	11	R1	M1
713-802	0.48-0.53	0.67	10	R0	M0
803-907	0.54-0.60	0.60	10*	S9	N9
908-1012	0.61-0.67	0.53	8	S8	N8
1013-1102	0.68-0.73	0.47	7	S7	N7
1103-1207	0.74-0.80	0.40	6	S6	N6
1208-1311	0.81-0.87	0.33	5	S5	N5
1312-1402	0.88-0.93	0.27	4	S4	N4
1403-1500	0.94-1.00	0.20	3	S3	N3

*Students qualifying for 0.60 FTE college enrollment and registering for exactly 10 college credits, will be granted a 1 credit waiver for the 10th credit

**Weekly Minutes based on high school bell schedule

PeopleSoft Coding

Students will be identified through one of the following Student Groups:

Description	Student Group Code
Running Start	SRSR
Running Start Waiver	SRSL

Running Start FTES will be calculated by:

Units Enrolled minus (-) Units Billed

Running Start funded FTES will be considered contract funded and not included in state-support FTES calculations.

Note that Units Billed values of .01 are used to charge the appropriate fees and should not be included in FTES calculations. Units Billed values of .01 should be considered a value of 0 (zero) in credit and FTES calculations.

CTE Dual Credit (Formerly Tech Prep)

Tech Prep provides occupational pathways for students by preparing them for technologically advanced careers and postsecondary education by emphasizing strong academic, technical, problem solving, and critical thinking skills. Tech Prep prepares students for the world of work and helps maintain a quality life in a changing society.

Legacy Coding

Students are awarded Tech Prep credit through direct transcription with a **course** Section code of "T#P".

Some colleges prefer to create dummy Tech Prep courses to assist in the direct transcription procedure. These courses should be coded with a SECT STAT value of "Z" in the first position to indicate that it is a non-MIS reportable course.

PeopleSoft Coding

Former Tech Prep students must be admitted to the college prior to awarding the credit.

Students are awarded Tech Prep credits through the use of the Transfer Credit Evaluation, Other Credit pages.

To award credit through Other Credit:

Navigate to: *Records and Enrollment > Transfer Credit Evaluation > Other Credits - Manual*

On the Other Credit Detail page, complete the following steps:

1. Enter the student's Academic Program and Plan
2. Click on (check) the Include in GPA box
3. Assign an articulation term
4. Add a new Group and Sequence record
5. Click on Edit Equivalent Course
6. Enter the college course Subject and Catalog Number in the Other Credit field for example "ENGL& 101"
7. Enter the college course Title in the Long Description field for example "English Composition"
8. Select "Tech Prep" from the Other Credit Type drop down.
9. Determine equivalent course, credit, and grade
10. Click OK to post the credit to student's transcript

To award credit through Other Credit please refer to the ctcLink Quick Reference Guide found here: [Other Credit ORG](#)

Basic Education for Adults (BEaA)

Basic Skills Students

Anyone who is 16 years of age or older and not enrolled in secondary school, and who either has needs below the level of high school completion or is limited-English-proficiencies eligible to participate in Basic Education for Adults (BEaA) activities. For a full list of BEaA eligibility criteria please see the [requirements for enrollment in Basic Education for Adults](#).

Students enrolled in applicable basic skills classes or in eligible I-BEST classes will be automatically added to the SWBR Student Group and are denoted in the sections below.

Legacy Coding

Students enrolled exclusively in Basic Skills Courses should be coded with an Intent of "D".

PeopleSoft Coding

Students enrolled exclusively in Basic Skills Courses should be coded in the Transitional Study Program with a Plan Code of one of the following: ABE, ESL, HSE or HSD.

Students not enrolled exclusively in Basic Skills Courses should be coded in the Program and Plan associated to their purpose for attending.

Basic Skills Courses

Both Legacy and PeopleSoft

Adult Basic Education (ABE), ESL and High School Completion courses are coded with one of the following CIP codes:

CIP	CIP Title	Included In WABERS
32.0201	EDUCATIONAL INTERVIEWING	Yes
32.0203	ASE LEVEL 1	Yes
32.0204	ASE LEVEL 2	Yes
32.0205	BASIC HIGH SCHOOL COMPL	No
32.0208	ADVANCED HIGH SCHOOL COMPL	No
32.0210	ABE LEVEL 1	Yes
32.0220	ABE LEVEL 2	Yes
32.0230	ABE LEVEL 3	Yes
32.0240	ABE LEVEL 4	Yes
32.0301	ESL LEVEL 1	Yes
32.0302	ESL LEVEL 2	Yes
32.0303	ESL LEVEL 3	Yes
32.0304	ESL LEVEL 4	Yes
32.0305	ESL LEVEL 5	Yes
32.0306	ESL LEVEL 6	Yes
32.0401	SPECIAL NON-STATE FUNDED ADULT EDUCATION	No
32.0501	ADULT EDUCATION I-BEST SUPPORT	Yes
32.0601	INTEGRATED EDUCATION AND TRAINING	Yes
32.0701	WORKPLACE LITERACY	Yes
32.9997	ABE FUNDED BASIC HSC	Yes
32.9998	ABE FUNDED ADVANCED HSC	Yes

IMPORTANT NOTE: Contract high courses must be separate courses from basic skills funded high school courses. They cannot share the same course. This is to ensure that contract high school students are not charged tuition and are not reported as ABE funded students.

The course should be coded with the appropriate COURSE ATTRIBUTE "SFND" funding source value. CIP Codes 32.0205, 32.0208, and 32.0401 should not be coded on state-supported courses.

All courses coded with the CIPs listed above will be categorized in the Data Warehouse as Course Intent = Basic Skills.

WABERS+

WABERS+ Students

Students in WABERS+ are those enrolled in [Basic Skills](#) courses or approved [I-BEST](#) courses designed to include basic skills students. All students must meet the criteria described in the specific sections of this manual for these programs.

Legacy Coding

Basic Skills Students enrolled exclusively in Basic Skills Courses should be coded with an Intent of “D”.

I-BEST Students should be coded with an Intent of “F” for I-BEST Vocational. For Academic I-BEST, the students should be coded with an Intent of A or B.

PeopleSoft Coding

All **students** enrolled in basic skills courses and students enrolled in approved I-BEST courses that include basic skills students are identified by a STUDENT GROUP code of “SWBR”.

Basic Skills Students enrolled exclusively in Basic Skills Courses should be coded in the Transitional Study Program with a Plan Code of one of the following: ABE, ESL, HSE or HSD.

Students not enrolled exclusively in Basic Skills Courses should be coded in the Program and Plan associated to their purpose for attending.

I-BEST Students will be identified as I-BEST students with a Student Group of “SBST”. The student group will be set automatically each night based on the course coding below.

WABERS+ Courses

Course in WABERS+ are [Basic Skills](#) courses or approved [I-BEST](#) courses designed to include basic skills students. All courses must be coded as described in the specific sections of this manual for these programs.

Both Legacy and PeopleSoft

Basic Skills Courses reported in WABERS+ are coded with one of the following CIP codes:

CIP	CIP Title
32.0201	EDUCATIONAL INTERVIEWING
32.0203	ASE LEVEL 1
32.0204	ASE LEVEL 2
32.0210	ABE LEVEL 1
32.0220	ABE LEVEL 2
32.0230	ABE LEVEL 3
32.0240	ABE LEVEL 4

CIP	CIP Title
32.0301	ESL LEVEL 1
32.0302	ESL LEVEL 2
32.0303	ESL LEVEL 3
32.0304	ESL LEVEL 4
32.0305	ESL LEVEL 5
32.0306	ESL LEVEL 6
32.0501	ADULT EDUCATION I-BEST SUPPORT
32.0601	INTEGRATED EDUCATION AND TRAINING
32.0701	WORKPLACE LITERACY
32.9997	ABE FUNDED BASIC HSC
32.9998	ABE FUNDED ADVANCED HSC

IMPORTANT NOTE: Contract high courses must be separate courses from basic skills funded high school courses. They cannot share the same course. This is to ensure that contract high school students are not charged tuition and are not reported as ABE funded students in WABERS. CIP Codes 32.0205, 32.0208, and 32.0401 should not be coded on state-supported courses.

All courses coded with the CIPs listed above will be categorized in the Data Warehouse as Course Intent = Basic Skills.

Legacy Coding

I-BEST Courses reported in WABERS+ should be coded with Fee Pay Status “42”. MIS job SR2259J will enhance the FTE of any course coded with Fee Pay Status “42” to 175% of the credit equivalent.

Students and courses should be coded based upon the I-BEST model as designated below:

I-BEST Program and Student Type	Course Fee Pay Status	Course Institutional Intent	Included in WABERS?
I-BEST with Basic Skills Students	42 – Team Taught (enhances FTE)	21 Prof/Tech OR 14 Academic	Yes
I-BEST with Dev Ed Students	42 – Team Taught (enhances FTE)	24 Prof/Tech OR 15 Academic	No

PeopleSoft Coding

Basic Skills Courses should be coded with the appropriate COURSE ATTRIBUTE “SFND” funding source value.

I-BEST Courses included in WABERS+ should be coded to one of the following COURSE ATTRIBUTE “SBST” values:

Course Attribute Value	Description	Generates Enhanced FTES	Included in WABERS?
BASICSKILL	Team Taught with Basic Skills Students	Yes	Yes
DEVELOPMTL	Team Taught with Dev Ed Students	Yes	No

Workforce Programs and Courses

Workforce Students

Workforce students are those enrolled for the purpose of upgrading their job skills or earning a professional/technical certificate or degree.

Legacy Coding

Students enrolled in workforce programs should be coded with an INTENT of F, G, H, I, J, or M depending upon the student’s purpose for attending.

INTENT	Description
F	Vocational Preparatory
G	Vocational Preparatory Applicant
H	Vocational Apprentice
I	Applied Baccalaureate Program
J	Upgrading job skills (Voc Supplemental)
M	Multiple Goal Seeker

The student should also be coded with the appropriate EPC (Educational Program Code) of the program or coursework the student is pursuing. The workforce EPC code must be included on the college’s approved program table for INTENTS F, G, H, I, or M. For INTENT J, the EPC must be a valid EPC code in the system.

PeopleSoft Coding

Students enrolled in Workforce Plan Codes will be considered a workforce student. The Plan Codes are listed below:

Plan Code	Description
NASJU	Non-Award Seeking Job Skills Upgrade
NASPE	Parent Education

Last 3 Digits of Plan Code	Description
APT	Associate Degree in Professional-Technical Program
AAS	Associate in Applied Science
C90	Certificate: 90 or more credits
C45	Certificate: 45 to 89 credits
C20	Certificate: 20 to 44 credits
C01	Certificate: 1 to 19 credits
BAA	Bachelor of Applied Arts
BAS	Bachelor of Applied Science
BAT	Bachelor of Applied Technology
BS	Bachelor of Science

Workforce Courses

Legacy Coding

Courses coded with an INSTIT_INT code beginning with “2”, excluding those in CIP 32* or 33*, are considered workforce courses.

INSTIT_INT	Description
21	Vocational Preparatory
22	Vocational Supplemental
23	Vocational Home and Family Life
24	I-BEST for Vocational Education

The above INSTIT_INT values derive the INSTIT_INT_RECAT value of “V” (vocational) in the Data Warehouse.

PeopleSoft Coding

Courses coded with a COURSE ATTRIBUTE “SINT” value of “WORKFORCE” will be considered a workforce course with an INSTIT_INT_RECAT value of “V” (vocational) in the Data Warehouse. Continuing education courses not coded as personal enrichment will also be considered workforce.

Apprenticeships

Apprenticeship combines classroom studies with on-the-job training supervised by a journey-level craft person or trade professional.

Legacy Coding

Students are coded with INTENT of “H”.

Apprenticeship **FTES** are identified through the following Fee Pay Status codes on the course:

Fee Pay Status	Description
91	APPRENTICESHIP
D7	APPRENTICE - ANNUAL
D8	APPRENTICE-QTR/HRLY
D9	APPRENTICE - QTRLY

PeopleSoft Coding

Students must have a term-activated active plan stack during the quarter being reported as the student attributes are coded on the plan stack. The effective date for the program and the student attribute must be the same. For details on adding this Student Attribute, please review the [Managing Student Attributes \(ORG\)](#)

The plan stack is coded with the Student Attribute “SAPR” with one of the following values listed below.

Student Attribute Value	Description
SAPRFA	Registered Federal Apprenticeship
SAPRSA	Registered WA State Apprenticeship
SAPRAAJAC	Aerospace Joint Apprenticeship (AJAC)
SAPRHS	High School Apprenticeship
SAPRPR	Pre-Apprenticeship (not used for mass assign into Student Group)

Apprenticeship **FTES** are identified by a Waiver code of “W91”.

Students coded with one of the above Student Attribute values will automatically be included in the “SAPR” Student Group code (except SAPRPR). The Student Group code is used for SBCTC enrollment reporting purposes. **Because these codes are for the purpose of state-level reporting, use caution if using them for local operational purposes as the criteria or effective dating application may differ by purpose.**

Returning Journeyman: a journeyman is no longer an apprentice, so they are not eligible for the apprenticeship waiver.

Non-degree seeking journeyman: returning to maintain journey status – use Job Upgrade Plan code NASJU

Degree seeking: Journeyman returning for degree or certificate – should be in the appropriate plan for the degree or certificate

Baccalaureate Programs

Applied baccalaureate programs stem from the 2005 Legislature passing E2SHB 1794, giving the State Board authority to select pilot programs at designated community and technical colleges. Subsequently, the 2010 legislature passed Substitute Senate Bill 6355 giving the State Board for Community and Technical Colleges authority to approve community and technical college applied baccalaureate degree programs.

Legacy Coding

Students matriculated into a baccalaureate program are coded with INTENT “I”.

Non-matriculated students are identified as those not coded with INTENT “I” and enrolled in upper division courses, those numbered between 300 and 499.

Each college’s approved baccalaureate program is given an Educational Program Code (EPC). Matriculated students should be coded with the appropriate baccalaureate EPC.

PeopleSoft Coding

Students matriculated into a baccalaureate program are identified through their PLAN CODE. Baccalaureate Plan Codes end in either “BAS” or “BS”.

Non-matriculated students are identified as those not coded with a baccalaureate Plan Code and enrolled in upper division courses, those numbered between 300 and 499.

Baccalaureate Program Certificates

Per state statute, approved applied baccalaureate degrees may be awarded by community and technical colleges. This includes baccalaureate-level certificates, so long as the award is part of a program of study leading to an applied baccalaureate degree.

Legacy Coding

Students enrolled in a baccalaureate certificate program **with** or **without** the intent to complete an applied baccalaureate degree are coded with INTENT “I”.

Each college’s approved baccalaureate program is given an Educational Program Code (EPC). Students should be coded with the appropriate baccalaureate EPC.

PeopleSoft Coding

Students seeking a baccalaureate certificate **with** the intent to complete an applied baccalaureate degree:

- Must be “Active” in the bachelor degree plan and term activated in the bachelor degree plan. The plan stack should only contain the bachelor degree plan. The bachelor certificate plan will be contained within a separate plan stack.
- Must be “Active” in the bachelor certificate plan within the Bachelor Program. This plan will not be the term activated plan. The plan will be marked as “Completed” when the requirements for the bachelor certificate have been met.
- Students matriculated in a baccalaureate program and seeking a baccalaureate certificate will crosswalk to INTENT code “I” (Bachelor Student) in the SBCTC Data Warehouse based upon the bachelor degree in the term activated Plan Stack.

Students enrolled in a baccalaureate certificate **without** the intent to complete an applied baccalaureate degree:

- Must be term activated to the appropriate bachelor certificate Plan Code within the Bachelor Program area.
- Students enrolled in a baccalaureate certificate program without the intent to complete an applied baccalaureate degree will crosswalk to INTENT code “I” (Bachelor Student) in the SBCTC Data Warehouse.

Basic Food Employment and Training (BFET)

The Basic Food, Employment and Training program (BF E&T) provides access and services to food stamp recipients in Washington State. Services include job search and job search training, education and skills training, and support services to Basic Food recipients not participating in the state's Temporary Assistance for Needy Families (TANF) program.

Legacy Coding

Students are coded with an Unusual Action Code of "B!" on screen SM5003.

The Unusual Action code should be quarter specific. The student should not be coded as BFET after departure from the program. The quarterly records for Unusual Action Code "B!" do not need to be removed once coded as they are quarter specific.

PeopleSoft Coding

Students are coded with a Student Group Code of "SBFT". This code should be verified each quarter and not be retained on the student after departure from the program.

Note: *Student Groups are not associated with a specific YRQ, so you will need to deactivate students once they are no longer in the program. When you deactivate a student, make sure you do so in the quarter in which they should no longer count. This is because we use the most recent effective date when pulling the data for the Data Warehouse. Please see [example](#).*

Customized Training Program (CTP)

The Customized Training Program (CTP) was created by Senate Bill 6326 in March 2006 and makes funds available for contract training by way of a revolving loan fund. The CTP provides an incentive for businesses to locate or expand in Washington by providing an interest-free loan and a tax credit.

Businesses wishing to access the funds must apply for the program through a community or technical college or licensed private career college. Applications are reviewed by the State Board, and upon approval, the State Board issues a three-party contract to be signed by the business, the college, and the State Board. Funds are dispersed to the college during the project as the college invoices the State Board. The business repays the State Board after training has been completed and takes a state B & O (Business & Occupation) tax credit as specified in the Program Guidelines. Program Guidelines are available from the State Board.

Legacy Coding

Courses must be coded with a Fee Pay Status code of "43" and be designated as contract funded (Fund Source 4).

Students should be coded with an Intent code of "J" Job Upgrade.

PeopleSoft Coding

Courses must be coded with a Course Attribute of "SCJT".

Also, all CTP courses are contract funded and must be coded as such with a COURSE ATTRIBUTES "SFND" value of "4".

Department of Corrections (DOC)

On July 1, 2002, the State Board for Community & Technical Colleges (SBCTC) entered into an Interagency Agreement with the Washington State Department of Corrections to provide educational services to eligible offenders incarcerated in the state's 15 prisons. The SBCTC had sub-agreements with nine community colleges, which operate programs within the confines of each prison facility. Three prisons have closed since 2002, so SBCTC currently has agreements with eight colleges and 12 prisons.

Legacy Coding

Students should be coded with a Student FEE PAY STATUS that designates their DOC site (see table below) on their biographical record on screen SM2001.

Fee Pay Status	Site	Fee Pay Status	Site
PA	Olympic Corrections Center	PK	Washington State Penitentiary
PB	Clallam Bay	PL	Coyote Ridge
PC	Stafford Creek	PM	Ahtanum View Corr. Complex (closed)
PD	Cedar Creek	PN	Washington Corrections Ctr for Women
PE	Tacoma Pre-Release Center	PO	Mission Creek Corrections Center
PF	McNeil Island (closed)	PP	Special Offender Program
PG	Washington Corrections Center	PQ	Twin Rivers Correction Center
PH	Larch Mountain	PR	Minimum Security Unit
PI	Pine Lodge (closed)	PS	Washington State Reformatory
PJ	Airway Heights		

Classes must be coded with the following based on the type of class, and *each type of class must have a separate section*:

Type of Class	Fund Source	Class FPS
Regular DOC Classes	4	99
DOC classes Financial Aid or Privately Funded	5	99
Intensive Management, Skill Building, or Special Offender Units (IMU, SBU, or SOU)	4	PZ (new)
Open Doors classes	4	G7
Enhanced I-BEST classes	4	42

PeopleSoft Coding

Students enrolled in classes with at a DOC LOCATION code will be identified by the STUDENT GROUP "SDOC". The student's DOC ID number should be entered as an External System ID. Please use the [Entering an External System ID - DOC Quick Reference Guide \(QRG\)](#) for directions on how to enter this information.

Classes must be coded with the following based on the type of class, and *each type of class must have a separate section*:

Type of Class	SFND Value	Additional Class Attribute
Regular DOC Classes	4	
DOC classes Financial Aid or Privately Funded	5	
Intensive Management, Skill Building, or Special Offender Units (IMU, SBU, or SOU)	4	“SCOR” with value SIMU, SSBU, or SSOU
Open Doors classes	4	
Enhanced I-BEST classes	4	“SBST” with value DEVELOPMTL or BASICSKILL

Hospital Employee Education and Training (HEET)

Grants intended to build innovative programs that enhance the accessibility of college education for hospital workers; lead to increased capacity of the college system in nursing and other high demand health care fields; and bring greater diversity to the health care workforce.

Legacy Coding

Students are coded with an Unusual Action Code of “A+” on screen SM5003.

The Unusual Action code should be quarter specific. The student should not be coded as HEET after departure from the program. The quarterly records for Unusual Action Code “A+” do not need to be removed once coded as they are quarter specific.

PeopleSoft Coding

Students are coded with a Student Group Code of “SHEE”. This code should be verified each quarter and not be retained on the student after departure from the program.

Note: *Student Groups are not associated with a specific YRQ, so you will need to deactivate students once they are no longer in the program. When you deactivate a student, make sure you do so in the quarter in which they should no longer count. This is because we use the most recent effective date when pulling the data for the Data Warehouse. Please see [example](#).*

I-BEST

I-BEST pairs two instructors in the classroom – one to teach professional/technical or academic content and the other to teach basic and developmental skills in reading, math, writing or English language – so students can move through school and into jobs faster. As students progress through the program, they learn basic skills in real-world scenarios offered by the job-training part of the curriculum.

Legacy Coding

Courses taught under the model of two instructors in the classroom should be coded with Fee Pay Status “42”. MIS job SR2259J will enhance the FTE of any course coded with Fee Pay Status “42” to 175% of the credit equivalent.

Students and courses should be coded based upon the I-BEST model as designated below:

I-BEST Program and Student Type	Course Fee Pay Status	Course Institutional Intent	Included in WABERS?
I-BEST with Basic Skills Students	42 - Team Taught (enhances FTE)	21 Prof/Tech OR 14 Academic	Yes
I-BEST with Dev Ed Students	42 - Team Taught (enhances FTE)	24 Prof/Tech OR 15 Academic	No

PeopleSoft Coding

Students will be identified as I-BEST students with a Student Group of “SBST”. The student group will be set automatically each night based on the course coding below.

Courses should be coded to one of the following COURSE ATTRIBUTE “SBST” values:

Course Attribute Value	Description	Generates Enhanced FTES	Included in WABERS?
BASICSKILL	Team Taught with Basic Skills Students	Yes	Yes
DEVELOPMTL	Team Taught with Dev Ed Students	Yes	No

Job Skills Program

The Job Skills Program, created by the Washington State Legislature in 1983, is a training tool for enhancing the growth of Washington's economy and increasing employment opportunities. JSP supports three types of projects: Training new employees for facility openings and expansions, retraining current employees to prevent worker dislocation and promote employer competitiveness, and upgrade training of the current workforce for promotional opportunities, creating vacant positions for new hires.

Legacy Coding

Courses must be coded with a Fee Pay Status code of “41” and be designated as contract funded (Fund Source 4).

Students should be coded with an Intent code of “J” Job Upgrade.

PeopleSoft Coding

Courses must be coded with a Course Attribute of “SJST”.

Also, all JSP courses are contract funded and must be coded as such with a COURSE ATTRIBUTES "SFND" value of "4".

Students should be associated with Plan Code NASJU in either the Undergraduate Career Non-Award Seeking Program or in the Continuing Education career. This plan code is cross walked to Intent "J" in the Data Warehouse.

Parent Education

Parenting education courses prepare individuals to understand children's physical, cognitive, emotional, and social growth and development. Students develop skills to care for and guide children of all ages. Curriculum draws on aspects of the social and biological sciences.

Legacy Coding

Students receiving Parent Education tuition waivers are coded using Fee Pay Status code "95".

Students seeking a certificate or degree should be coded with Intent "F", and students not seeking a certificate or degree should be coded with Intent "Y".

Courses are coded with CIP Codes "190706" Or "190701".

Note: The prior Parent Education CIP Codes of 200101, 200102, 200106, 200107, and 200108 are being retired as of spring quarter 2016 (B564 in Legacy, 2163 in PeopleSoft).

PeopleSoft Coding

Students are identified as those in the Non-Award Seeking program with a Plan Code of "NASPE".

Courses are coded with CIP Codes "190706" Or "190701".

Students receiving Parent Education tuition waivers are coded using Waiver Code "W95".

Work-based Learning

These programs are for post-secondary students which provide opportunities to achieve employment-related competencies in the workplace. Work-based learning is often undertaken in conjunction with classroom or related learning and may take the form of work placements, work experience, workplace mentoring. In our system, these are represented in the form of work study (state, federal, and WorkFirst), apprenticeships (state and federal), internships (paid, unpaid, cooperative training, field experience), service learning, clinical placements (preceptors, externships, practicums), realistic enterprise (self-support programs such as automotive, spa, horticulture, etc.), individualized certificates, and supported employment.

Legacy Coding

No coding designated.

PeopleSoft Coding

Courses are designated by a COURSE ATTRIBUTE of "SWRK".

Worker Retraining

The Worker Retraining program provides funding for dislocated and unemployed workers to enter approved training programs and receive related support services including financial aid, career advising, educational planning, referral to training resources, job referral, and job development.

Legacy Coding

Students are coded in one of the following WORK_ATTND codes:

WORK_ATTND	Description
80	Dislocated Worker
81 and UA "W!"	Stop Gap Employment
82	Other Unemployed
83	Displaced Homemaker
84	Self-Employed
85	Boeing Dislocated Worker
86	Vulnerable Worker
87	Disaster Impacted Workers
88	Displaced Veterans
89	Active Duty Military

To qualify for Worker Retraining FTES, the student must also be enrolled exclusively in basic skills courses (CIP 32 series) or coded with one of the following INTENT codes:

INTENT	Description
D	Completing a High School Diploma/GED Certificate
F	Vocational Preparatory
G	Vocational Preparatory Applicant
H	Apprenticeship
I	Applied Baccalaureate
J	Job Upgrade
M	Multiple Goal Seeker

For students enrolled in both the Worker Retraining and WorkFirst programs, please follow the guidance in the WorkFirst section.

PeopleSoft Coding

Students must have a term-activated active plan stack during the quarter being reported as the student attributes are coded on the plan stack. The effective date for the program and the student attribute must be the same. For details on adding this Student Attribute, please review the [Managing Student Attributes \(ORG\)](#)

The plan stack is coded with the Student Attribute "SWRT" with one of the values listed below.

Student Attribute Value	Description
SW01	Dislocated Worker
SW02	Stop Gap Employment
SW03	Receiving UI bens Not Dislocated
SW04	Displaced Homemaker
SW05	Was Self-Employed
SW06	Boeing Dislocated Workers
SW07	Vulnerable Worker
SW08	Disaster Impacted Workers
SW09	Displaced Veterans
SW10	Active Duty Military

Students coded with one of the above Student Attribute values will automatically be included in the “SWRT” Student Group code. The Student Group code is used for SBCTC enrollment reporting purposes. **Because these codes are for the purpose of state-level reporting, use caution if using them for local operational purposes as the criteria or effective dating application may differ by purpose.**

WorkFirst

WorkFirst is Washington State's welfare reform program that helps people in low-income families find jobs, keep their jobs, find better jobs, and become self-sufficient.

Legacy Coding

Students are coded in one of the following WORK_ATTND codes:

WORK_ATTND	Description
60	Life Skills
74	Customized Job Skills Training
76	Vocational Education
77	Job Skills Training
79	Basic and Developmental Education

Students co-enrolled in the WorkFirst and Worker Retraining programs are coded in one of the following WORK_ATTND codes:

WORK_ATTND	Description
50	Life Skills and WRT
54	Customized Job Skills Training and WRT
56	Vocational Education and WRT
57	Job Skills Training and WRT
59	Basic and Developmental Education and WRT

PeopleSoft Coding

Students must have a term-activated active plan stack during the quarter being reported as the student attributes are coded on the plan stack. The effective date for the program and the student attribute must be the same. For details on adding this Student Attribute, please review the [Managing Student Attributes \(ORG\)](#)

The plan stack is coded with the Student Attribute “SWRF” with one of the following values listed below.

Student Attribute “SWRF” Value	Description
SF06	Life Skills
SF01	Customized Job Skills Training
SF02	Vocational Education
SF03	Job Skills Training
SF05	Basic and Developmental Education

Students coded with one of the above Student Attribute values will automatically be included in the “SWRF” Student Group code. The Student Group code is used for SBCTC enrollment reporting purposes.

Academic Programs and Courses

Academic Transfer Students

Academic transfer students are those enrolled for the purpose of preparing for transfer to a baccalaureate program.

Legacy Coding

Students coded with an Intent “B” are considered academic transfer students.

PeopleSoft Coding

Students enrolled in the Academic Program will be considered an academic transfer student when their Academic Plan Code ends in “AA” or “AS”.

Academic Courses

Legacy Coding

Courses are coded with an INSTIT_INT code beginning with “1” (one) excluding those in CIP 32* or 33* are considered academic courses.

INSTIT_INT	Description
11	Academic
12	Academic Basic Education
13	Academic General Education
14	I-BEST for Academic Education
15	I-BEST for Academic/Developmental

The above INSTIT_INT values derive the INSTIT_INT_RECAT value of “A” (academic) in the Data Warehouse.

PeopleSoft Coding

Courses are coded with a COURSE ATTRIBUTE of “SACD” will be considered academic courses and will be set as INSTIT_INT_RECAT value of “A” (academic) in the Data Warehouse.

International Contract

Only those community and technical colleges with contracts approved by State Board staff in place as of fall quarter 2008 may serve international students on the basis of a contract with a third party organization, subject to the conditions provided below. Students enroll in state-supported classes; but for reporting purposes, their enrollments are counted as contract-supported.

Legacy Coding

Colleges who have elected to count International Contract enrollments as contract funded should code **students** enrolled as International Contract with Fee Pay Status Code of “35”. All FTES generated by these students will be considered contract funded.

PeopleSoft Coding

Colleges who have elected to count International Contract enrollments as contract funded should code **students** enrolled as International Contract with a Student Group code of “SINC”. All FTES generated by these students will be considered contract funded.

Coding International Contract for State FTE

Step 1: Determine your college’s current status of international student enrollment based on the most [current allocation monitoring report](#). This report now includes a tab titled “Excluded International Students” to help inform this process:

Step 2: Determine which international students already count toward the 2% limit. These are international students enrolled in state-supported classes and paying non-resident tuition. You may identify these students by:

- In the SBCTC Data Warehouse: Student table INTERNATIONAL_STUDENT = “Y” and Stuclass table FUND_SOURCE_ENROLLMENT = “S” and Stuclass table FEE_PAY_STATUS <> “01”.
- In Legacy: Students with CITZ_STAT (A2, B1, B2, E2, F1, F2, H2, IE, J1, J2, L1, L2, M1, or M2) and FEE_PAY_STATUS <> “01” and enrolled in state-supported classes.
- In PeopleSoft: Students with student group “SINT” enrolled in state-supported classes paying non-resident tuition (RESIDENCY = 'OS')

Step 3: If it is determined that you have international students enrolled above the 2% limit, you may recode these eligible international students as International Contract if the college has a contract either with their foundation or a local non-profit organization on file with SBCTC. Recode these students as follows:

- In Legacy, change the international student’s Fee Pay Status on eligible enrollments to “35”.
- In PeopleSoft, apply the student group “SINC”.

Step 4: If it is determined that you are below the limit of international students eligible to be counted as state FTES, you may recode eligible International Contract students to non-International Contract (thereby retaining the state-supported FTE) by:

- In Legacy: For students with CITZ_STAT (A2, B1, B2, E2, F1, F2, H2, IE, J1, J2, L1, L2, M1, or M2), change the FEE_PAY_STATUS from “35” to “02”.
- In PeopleSoft: Deactivate the Student Group “SINC”.

Pre-College Courses (Remedial or Developmental Courses)

Courses designed to prepare the student for college level coursework.

Both Legacy and PeopleSoft

Courses coded in the CIP 33* series are considered pre-college.

Subject	CIP Code	Level Required for SAI?
Pre-College Math	330101	Yes
Pre-College English - Reading	330102	No
Pre-College English - Writing	330103	Yes
Pre-College English - Coordinated Studies in Reading and Writing	330104	No

Pre-College Course Levels

Pre-College level designation is needed for the purpose of Student Achievement College Ready point calculations. If the CIP Code in the table above requires a level:

Legacy Coding

Colleges submit a **course** listing each academic year to SBCTC designating the level for each pre-college Dept Div and Course Num.

PeopleSoft Coding

Courses are coded with the appropriate level by use a COURSE ATTRIBUTE “SPRE” value of “LEVEL 1”, “LEVEL 2”, “LEVEL 3” or “LEVEL 4”.

Meta-majors

Colleges currently participating in the Guided Pathways grants are required to implement coding for meta-majors. Colleges that are not participating in the grants are not required to implement this, but may choose to do so. Additional information is available in the [Legacy System Meta-Major Implementation Data Brief](#).

Legacy Coding

College staff will use screen SM5006 to assign a meta-major from the list of valid options to each applicable EPC code.

Global meta-major title	Global meta-major code
Aerospace	AERO
Arts	ARTS
Arts and communication	ACOM
Arts, humanities, and communication	AHCM
Arts, Education, and Human Services	AEHS
Automotive and trades	TRAD
Business	BUSN
Business and communication	BSCM
Business and information technology	BSIT
Education	EDUC
Education, social science, and public services	EDSP
Education and human services	EDHS
Exploratory	EXPL
Healthcare	HLTH
Hospitality	HOSP
Humanities	HUMA
Information technology	ITEC
Advanced manufacturing	MANU
Manufacturing and aerospace	MAAR
Manufacturing and trades	MATR
Public services	PBSV
Social and behavioral science	SOCS
Social science and public service	SSPS
Social science/services and education	SSED
Social science, humanities and language	SSHL
STEM	STEM
Transportation	TRAN
Transportation and trades	TRTR

PeopleSoft Coding

Pending

eLearning

eLearning and Open Education provide accessible, affordable and innovative digital learning options for students.

Legacy Coding

Code the first character of the DIST ED field (MISC 1) as shown below. When a course combines technology modes, choose the code for the technology mode that is used in

predominance. Colleges may desire to use the second character to provide more definitive coding for local use. If this is a procedure that your college would like to use, please use refinements that fit within the major, first-character categories.

1st Digit	Title	Description
1	Telecourse (Pre-Recorded Course)	A course which uses videotapes, CD's, DVD's or other portable modalities of video / audio delivery to deliver the course content. Limited or no face-to-face time with instructor.
2	Correspondence	A course which uses mailed information between instructor and student. Limited or no face-to-face time with instructor.
3	Online	A course that uses web-based tools and where 100% of the instruction and interaction between instructor and student is done online. (Proctored exams still allow for this classification).
4	Interactive Television	A course which uses the K-20 or network-based video conferencing tools to distribute the course materials in real (synchronous) time.
5	Tele-class	A distance class which uses satellite, cable, streaming video over the internet, or other broadcast technology to distribute a predominant portion of course material in real (synchronous) time.
6	Other	A course that uses other modes of delivery that do not fit within the listed categories.
7	Optional	A course in which the student can choose to attend class face-to-face or take the class online (both options are within one item number).
8	Hybrid	A course that displaces some, but not all face-to-face class time with web-based tools.
9	Web Enhanced	A face-to-face course that does not replace any face-to-face seat time, and access to web-based tools is required.

PeopleSoft Coding

Code the Mode of Instruction of the course as one of the following. When a course combines technology modes, choose the code for the technology mode that is used in predominance. **Note:** If creating a hybrid course by having one component in person and one online, code both components as Hybrid (HY).

Mode of Instruction	Title	Description
TC	Telecourse (Pre-Recorded Course)	A course which uses videotapes, CD's, DVD's or other portable modalities of video / audio delivery to deliver the course content. Limited or no face-to-face time with instructor.
CO	Correspondence	A course which uses mailed information between instructor and student. Limited or no face-to-face time with instructor.

Mode of Instruction	Title	Description
OL	Online	A course that uses web-based tools and where 100% of the instruction and interaction between instructor and student is done online. (Proctored exams still allow for this classification).
WA	Washington Online (WAOL)*	A course that uses the SBCTC shared course tools so that multiple institutions in our system can aggregate enrollments into a single roster or pool of students. The course instructor can be hired at any of the institutions and is supported and paid by that institution. The students are supported by the college where they enroll.
IT	Interactive Television	A course which uses the K-20 or network-based video conferencing tools to distribute the course materials in real (synchronous) time.
TL	Tele-class	A distance class which uses satellite, cable, streaming video over the internet, or other broadcast technology to distribute a predominant portion of course material in real (synchronous) time.
OT	Other	A course that uses other modes of delivery that do not fit within the listed categories.
OP	Optional	A course in which the student can choose to attend class face-to-face or take the class online (both options are within one item number).
HY	Hybrid	A course that displaces some, but not all face-to-face class time with web-based tools.
WE	Web Enhanced	A face-to-face course that does not replace any face-to-face seat time, and access to web-based tools is required.

*WAOL courses will be considered as Online courses in the Data Warehouse.

Open Educational Resources (OER)

In compliance with ESSHB 1375, Open Educational Resources (OER) are resources released either under an open license or in the public domain permitting their free use, repurposing, and sharing.

The required instructional materials are provided online at no cost during the course. A printed version and some supplementary course materials may be available for purchase in bookstore.

To be designated as an OER course, a course should use Open Educational Resources (OER) as the primary, required instructional materials for the course.

Open Educational Resources (OER) are resources released either under an open license or in the public domain permitting their free use, repurposing, and sharing.

- **This includes** ALL required instructional materials such as textbooks, websites, software programs, apps, courseware packages, access codes to homework websites, etc.
- **This does not include**
 - **Tools and supplies**, such as a lab coat, goggles, notebook paper, art materials, thumb drives, or calculators.
 - **Course fees**, such as a lab fee, technology fee, testing fee, or eLearning fee.
 - **Small copying/printing costs**. For example, if instructors expect students to have minor printing/copying expenses (for printing out worksheet drafts, assignments, etc.), this expense should not be factored into the consideration.

Courses that traditionally do not require any course materials are not to be coded as an OER course, such as aerobics, yoga, or sports dance class. These types of courses should be coded as Low Cost.

Courses that use copyrighted materials with all rights reserved as supplementary materials while using OER as the primary, required materials may be coded as an OER course. For example, if a course uses an open textbook as a primary course material and lists a small number of articles from the library database as supplementary reading, the course may be coded as OER.

If a course's required course materials are not determined prior to registration, the class section cannot be evaluated against the OER coding criteria. The OER code cannot be applied until the cost has been determined.

Examples of qualified cases for coding as OER courses:

- **Use of adopted open textbooks or materials** regardless of the format. For example, courses that use a printed version of open textbooks or materials with a small printing and handling cost.
- **Use of a faculty-developed textbook or materials with** an open license or public domain designation.
- **Use of a faculty-developed textbook or materials without** an open license or public domain designation, if
 - materials are freely accessible by the students and students are allowed to keep them after the course is completed, **and**
 - faculty plan on releasing the materials with an open license or public domain designation when ready.
- **Use of open textbook or materials as required course materials** while supplemented by other copyrighted materials with all rights reserved.
- Courses technology fees or lab fees that are included in the tuition and fee structure.

Examples of insufficient cases for coding as OER courses:

- **Use of OER as a supplementary course material** while using a commercial textbook as the primary course material.
- **Use of OER with software or online sites that require the purchase** of software or licenses permitting the use of materials. For example, courses that require the purchase of an access code to do homework or to read primary course materials would NOT typically be designated as OER courses.
 - To the extent possible, charging fees on top of those already included in tuition, technology and lab fees, for software or licenses to access online sites for coursework should be discouraged. If these additional costs are significant, it undermines the OER goal to reduce costs to students.
- **Publisher materials included in tuition, technology, or lab fees that are not openly licensed** would not be marked with the OER code.

To learn more about open license and the public domain, visit [Module 1 Introduction in How to Use Open Educational Resources](#).

Legacy Coding

Pending

PeopleSoft Coding

Courses that meet the criteria above are coded with a Student Attribute of “SOER”.

Low Cost Course Material

In compliance with ESSHB 1375, colleges must provide information on the cost of textbooks/course materials.

The required instructional materials cost \$50 or less; there may be additional mandatory equipment or supplies to purchase.

To be designated as a Low-Cost course, the combined cost of the required course materials should be \$50 or less.

- **This includes** ALL required instructional materials such as textbooks, websites, software programs, apps, courseware packages, access codes to homework websites, etc.
- **This does not include**
 - **Tools & supplies**, such as lab coats, goggles, notebook paper, art materials, thumb drives, or calculators.
 - **Course fees**, such as lab fees, technology fees, testing fees, or eLearning fees.
 - **Small copying/printing costs**. For example, if instructors expect students to incur minor printing/copying expenses (for printing out worksheet drafts, assignments, etc.), this expense should not be factored into the \$50 threshold.

The **\$50 threshold is based on the pre-tax retail price** and is applied to all class sections regardless of number of credits offered.

- **The coding is applied to an individual class section of a course**, not to the overall course itself.
- **The threshold is based on the price** at the campus bookstore or charged by the publisher directly, whichever is lower.
- **Prorating the book cost** based on the number of credits or number of sections used is *not* allowed. For example, a \$100 textbook spanning two quarters is not to be prorated 50/50, thus not to be labeled Low-Cost.

Consider the cost of not only new, but used, rented, and older editions of the required materials.

- **For used, rented, and older editions** to be included in the Low-Cost labeling,
 - students should be able to purchase the materials for \$50 or less either from the college bookstore or the publisher directly and
 - the college bookstore/the publisher *must* have sufficient stock for all enrollments.
- **Prices offered by other third-party vendors** such as Amazon.com are *not* to be considered due to price fluctuation and uncertainty of stock availability.

A lecture course with an associated lab section must be coded together, if lecture courses are integrated with lab sections (lecture and lab are simultaneously registered into a single course).

- **A combined cost for the required instructional materials** from lecture and lab should be \$50 or less in order to be labeled as Low-Cost. This excludes the lab fee and the cost for any supplies or equipment needed for the lab section.
- **A lecture with lab may be coded separately** only if they require separate registration with independent section numbers.

If a course's required course materials are not determined prior to registration, the class section cannot be evaluated against the Low-Cost coding criteria. The Low-Cost code cannot be applied until the cost has been determined.

Examples of courses meeting the Low-Cost threshold:

- **Use of an inexpensive commercial textbook** costing \$50 or less
- **Use of a course material bundle** (e.g., textbook and homework website) costing \$50 or less
 - A textbook costing \$30 and online homework site costing \$20
- **Use of faculty-developed course packages** costing \$50 or less

Examples of courses that do not meet the Low-Cost threshold:

- Textbook costing \$50 and online homework site costing \$150
- Textbook costing \$150, but it is used for 3 courses in a sequence

Legacy Coding

Pending

PeopleSoft Coding

Courses that meet the criteria above are coded with a Course Attribute of “SLCM”.

Learning Communities

Definition coming soon.

Legacy Coding

Pending

PeopleSoft Coding

Courses are designated by a COURSE ATTRIBUTE of “SLER”.

Accelerated Outcomes Pre-College Courses

The term “bucket” or “accelerated outcomes” course is used to describe a course that is created as a holding course for enrolling students who will progress at different rates until it is determined which level they have completed.

Legacy Coding

The **student’s** beginning placement is captured as a permanent record using the Student Unusual Action code screen SM5003.

- a. Enter a YRQ value of “Z999” in the Actn Entr Date field to ensure that the content in the unusual action code will be permanent.
- b. For math use an exclamation point “!” followed by the actual placement level.
- c. For English use a plus sign “+” followed by the actual placement level.
- d. The code allows for the lowest placement level as 1 and the highest placement level as 4 to align with student achievement course levels. Higher placement numbers are closer to college level. If your college offers 3 levels of pre-college math, you would use 4 to indicate the highest placement and 2 to indicate the lowest placement.

For example: Your college offers 3 levels of math and 4 levels of English. Jane enters accelerated outcomes courses for math and English. Jane places at the lowest level in math and places at the highest level in English. Jane would have unusual action codes of “!2” and “+4”.

PeopleSoft Coding

Students can be swapped out of courses using the Enrollment Request Details Action of “Swap Courses” with the Action Reason “ACCL”. This swap action allows you to initially

enroll the students in their starting level, and then swap them into a course associated to their ending level. The credits associated to the ending level course will be transcribed. The starting level course or class is coded with the Course/Class Attribute “SOTH” with an Attribute Value of “SACC”. This identifies which starting courses/classes should be captured for the students starting level. For more details, please review the [Swapping Student Enrollment 21i Quick Reference Guidelines \(QRG\)](#)

Academic Credit for Prior Learning (ACPL)

Formerly known as Prior Learning Assessment (PLA).

Credit awarded for non-traditional learning will be transcribed in the year quarter (YRQ/STRM) that it was assessed. Unique codes will be used to assist in tracking and reporting credits awarded for non-traditional learning. In accordance with accreditation standards, credits awarded for prior experiential learning will be differentiated as such on the transcript.

There will be situations where credit may be awarded even though the awarding institution does not have a course which is a direct correlation. In these instances, courses will be transcribed under the general category for which they fulfill (ex. Social Science or Psychology).

In the fall of 2016, the Joint Transfer Council (JTC), WACTC Education Services, Instruction Commission and the Articulation and Transfer Council (ATC) approved the following modifications:

- 1) “Awarding Credit for Non-Traditional Learning” will now be referred to as “Academic Credit for Prior Learning.” The current WSAC Prior Learning Assessment Work Group will be referred to going forward as the Academic Credit for Prior Learning Work Group.
- 2) Four categories that are established Academic Credit for Prior Learning are specifically denoted on a student’s transcript: Credit by Testing, Prior Experiential Learning, Extra-Institutional Learning and Course Challenges.
- 3) Students enrolled in a course for which they receive credit through competency-based testing or other direct faculty arrangements will neither be considered Academic Credit for Prior Learning nor specifically denoted as such.
- 4) Recommend that “CBE” code for “Credit by Exam” under “Course Challenges” be changed to distinguish from and acronym for “competency-based education.”

The CTC system will recognize four categories of Credit for Non-Traditional Learning, as follows:

1. **Credit by Testing** – *Commonly accepted higher education equivalency exams that are documented via a transcript or other official record.*

This category WILL be noted on transcripts as awarded for prior learning and includes:

- a. Advanced Placement (AP)
- b. International Baccalaureate (IB)
- c. College Level Examination Program (CLEP)
- d. DANTES Subject Standardized Tests (DSST)
- e. Cambridge “A” Level Exam

2. **Prior Experiential Learning** – *Knowledge and skills acquired through experience alone, evaluated (subjectively) by faculty via evaluation of a compilation of work. All prior*

learning assessment HS21+ credits are awarded through prior experiential learning portfolio review.

This category WILL be noted on transcripts as awarded for prior learning in accordance with accreditation standards and includes:

- a. Portfolio Review
- b. HS21+ Portfolio Review

3. **Extra-Institutional Learning** – *Knowledge and skills acquired outside the institution and objectively verified through third-party certifications, industry-recognized testing/training, crosswalks.*

This category WILL be noted on transcripts as awarded for prior learning and includes:

- a. Individual industry certifications (e.g., NCLEX-RN)
- b. Occupational Crosswalks (Police, Fire, AmeriCorps, Military, etc.)
- c. American Council on Education (ACE)

4. **Course Challenges** – *Challenge examinations are sufficiently comprehensive to determine that the student has the same knowledge and skills as those students who enroll in, and successfully complete, the course. A student should have previous training, private study, work experience, or other bona fide qualifications indicating the student has knowledge or abilities equivalent to course completers.*

Some course challenges occur prior to enrollment in the course and others are assessed after registration. If the assessment occurs prior to enrollment, the student should not be registered in the course, but be charged a fee and the credit awarded through direct transcription with the corresponding section code as shown below.

This category WILL be noted on transcripts as awarded for prior learning.

Legacy Coding

When awarding credit for prior learning in the legacy system, use the direct transcription procedure and designated Section code as described below.

Credit by Testing

- **A#P** – Advanced Placement (AP)
- **I#B** – International Baccalaureate (IB)
- **C#P** – College Level Examination Program (CLEP)
- **DST** – DANTES Subject Standardized Tests (DSST)
- **CLE** – Cambridge “A” Level Exam

Prior Experiential Learning

- **PEL** - Portfolio Review (college level credits)
- **HSP** – HS21+ Portfolio Review (less than college level credits)

Extra-Institutional Learning

- **CRT** - Individual industry certifications
- **OCW** - Occupational Crosswalks
- **ACE** – American Council on Education (ACE)
- **JST** – Joint Services Transcript

Course Challenges

- **CLG** – Credit by Exam Note: that this is a change from the original coding specifications which cited “CBE” as the code to use for course challenges.

If an equivalent course exists:

1. Instruction approves the awarding of credit.

2. Course information is directly transcribed in screen SM6013.
 - a. Utilize unique section codes, as previously defined (i.e. "A#P", "PEL", "OCW").
 - b. Utilize a valid item number associated to the course in which credits are being granted. (This is for PeopleSoft conversion purposes.)
 - c. If graded, the transcribed PASSING grade will reflect the grading policies of the college. Unsuccessful attempts/evaluations will not result in transcription.
 - d. YRQ awarded is YRQ posted. A specific YRQ is used, not a universal YRQ (Z999).
3. Notation is made in the transcript comments screen (SM6012) for all prior learning credits awarded.
 - a. Use a specific YRQ, not a universal YRQ (Z999).
 - b. Specific course and source are noted with consistent language (abbreviations will be used as needed)

Examples

1. "ENGL&101 awarded from Exp. Learning"
2. "ENGL&101awarded for AP"
3. "ENGL&101awarded for IB"
4. "ENGL&101awarded for CLEP"
5. "ENGL&101awarded for Course Challenge"
6. "ENGL&101 awarded from HS21+"
7. "ENGL&101 awarded for ACE"

For course challenges when the student is registered and tuition is charged:

- a. Create a new section of the class using section code "CLG"
- b. Enroll the student into this section.
- c. Grade the student per college grading policy.
- d. FTES will be generated for this enrollment.

If an equivalent course does not exist:

1. Noted as a comment on the transcript.
2. Instruction approves the awarding of credit.
3. Notation is made in the transcript comments (SM6012).
 - a. Specific YRQ is used, not Z999.
 - b. No grade is awarded because it is not an available field.
 - c. Category, credits and source are noted with consistent language for all prior learning credits awarded.

i. Examples

1. "10 credits Soc Science awarded from AP"
2. "10 credits Soc Science awarded from IB"
3. "10 credits Soc Science awarded from CLEP"
4. "10 credits Soc Science awarded from Cambridge"
5. "10 credits Soc Science awarded from Exp Learning"
6. "5 credits Soc Science awarded from HS21+"

PeopleSoft Coding

When awarding credit for prior learning in PeopleSoft Campus Solutions, use the **Test Credits – Manual** or the **Other Credits – Manual**. Each category below includes the code that should be used when entering the credits.

If your institution is awarding the credit, a grading basis of **GRD** must be used. If your institution is not awarding the credit, but transferring in the credit, use the **TRN** grading basis.

For test credits such as Advanced Placement (AP) use the Test Credits – Manual page and the codes listed below. For more information about test credits or adding a transcript note, see the [Test Credit ORG](#)

- **Test Credit (Used for Credit by Testing)**

Test ID	Description
AP	Advanced Placement
IB	International Baccalaureate
CLEP	College Level Examination Program
DSST	DANTES Subject Standardized Tests
CLE	Cambridge "A" Level Exam
IBSL	International Baccalaureate SL
CLEAS	Cambridge AS Level Exam

For other ACPL credits awarded such as Portfolio Review or Joint Services Transcript (JST), use the Other Credits – Manual page and the codes listed below.

- **Other Credit (Used for all other types of credits awarded through ACPL)**

- **Prior Experiential Learning**

Other Credit Type	Description
PLA-PR	Portfolio Review
PLA-HSPR	HS21+ Portfolio Review

- **Extra-Institutional Learning**

Other Credit Type	Description
PLA-CRT	Individual Industry Certification
PLA-OCW	Occupational Crosswalks
PLA-ACE	American Council on Education
PLA-JST	Joint Services Transcript

- **Course Challenges**

Other Credit Type	Description
PLA-CLG	Credit by Exam

NOTE: These codes are cross walked to match Legacy coding in the Data Warehouse e.g., AP is A#P in the Data Warehouse.

For more information on entering Other Credit, please see the [Other Credit ORG](#)

Veterans

The SBCTC gets frequent questions from the legislature concerning veterans attending the college system. In 2012, the SBCTC standardized the veteran benefit coding schema across all colleges.

Veteran Benefits

Legacy Coding

Update the VET-BENE code on Screen SM700A to modify the quarterly enrollment record.

You may choose to update the student's biographical record on screen SM2001 or SM4002. Doing so will populate the student's quarterly enrollment record in future quarters.

Vet_Bene Code	Description
A	Chapter 30 MGIB (Montgomery GI Bill)
B	Chapter 31 VR&E (Vocational Rehabilitation & Employment Program)
C	Chapter 32 VEAP (Veterans Educational Assistance Program)
D	Chapter 33 Post 9/11 Veterans
E	Chapter 33 Post 9/11 TOE (transfer of benefits to dependent child)
F	Chapter 35 Dependent child of 100% disabled or deceased veterans
G	Chapter 1606 MGIB Selected Reserve
H	Chapter 1607 REAP (Reserve Educational Assistance Program)
J	Active duty (including national guard/reserves) currently using military tuition assistance
K	Active duty military students using military benefits
L	Active duty military dependents using military benefits
M	Chapter 33 Post 9/11 TOE (transfer of benefits to eligible spouse)
N	Chapter 35 Eligible spouse of 100% disabled or deceased veterans
P	Parent College * (optional use)
X	All other veterans receiving benefits not listed above
V	Veterans Retraining Assistance Program (VRAP)
Z	All other veterans not receiving benefits, including those who decline using their benefits
O (zero)	Not a veteran (optional use - All O's will be set to blank in the Data Warehouse)

* The "P" code is used on the student's biographical record (screen SM2001 or SM4002) at the parent college as a placeholder during a time when the student is not enrolled at the parent college but is enrolled at a secondary/guest college. The parent college uses this code to indicate that an agreement is in place for the student's transfer-in classes to meet the parent college's local degree requirements. The chapter detail will be recorded at the secondary/guest college as this is where the student is taking classes. However, in some cases the student takes classes at both the parent and secondary/guest colleges and can be certified to receive benefits at both. In these cases, each college would use the

appropriate chapter code. The “P” code is not intended to be used on a quarterly enrollment record.

The appropriate chapter code should be used for each quarter the student is enrolled. *Use of the “P” code is optional.*

PeopleSoft Coding

Students are tracked in PeopleSoft using Student Groups.

Student Group	Description
SVBA	Chapter 30 MGIB (Montgomery GI Bill)
SVBB	Chapter 31 VR&E (Vocational Rehabilitation & Employment Program)
SVBC	Chapter 32 VEAP (Veterans Educational Assistance Program)
SVBD	Chapter 33 Post 9/11 Veterans
SVBE	Chapter 33 Post 9/11 TOE (transfer of benefits to dependent child)
SVBF	Chapter 35 Dependent child of 100% disabled or deceased veterans
SVBG	Chapter 1606 MGIB Selected Reserve
SVBH	Chapter 1607 REAP (Reserve Educational Assistance Program)
SVBJ	Active duty (including national guard/reserves) currently using military tuition assistance
SVBK	Active duty military students using military benefits
SVBL	Active duty military dependents using military benefits
SVBM	Chapter 33 Post 9/11 TOE (transfer of benefits to eligible spouse)
SVBN	Chapter 35 Eligible spouse of 100% disabled or deceased veterans
SVBP	All other veterans receiving benefits not listed above
SVBV	Veterans Retraining Assistance Program (VRAP)
SVBZ	All other veterans not receiving benefits, including those who decline using benefits

Veteran Resident Tuition

Legacy Coding

To differentiate veteran resident tuition students from traditional resident students, both a resident and fee pay status code will need to be applied so state and and/or waivers are not applied. Please use Resident Status code 2 and Fee Pay Status code 09 for these students once eligibility is determined. There is not currently a mechanism to determine when the student meets full residency requirements necessary to change both the residency and fee pay status codes to full resident codes (Resident Status 1, Fee Pay Status 01)

Note: For colleges with applied baccalaureate programs your business offices will need to set up supplemental fees for a 09/65 combination for veterans taking baccalaureate classes. SBCTC-IT will send a notice to the BAR group explaining in more detail.

PeopleSoft Coding

Pending

Foster Care Students

The Passport to College Promise pilot program, Bill 1131, was passed by legislation during the 2007 session. This bill offers financial assistance to former and current foster care children who have been in foster care in the state of Washington for one year or longer since their sixteenth birthday. The purpose of the bill is to encourage current and former foster care youth to prepare for, attend and successfully complete higher education. The bill is also designed to provide current and former foster care youth with the educational planning, information, institutional support, and direct resources necessary for them to succeed in higher education.

The bill states that institutions of higher education that receive funding for student support services shall include on their applications for admission or on their registration materials a question asking whether the applicant has been in foster care in Washington state for at least one year since his or her sixteenth birthday.

Legacy Coding

Foster Care students are identified through the Unusual Action code. You must first add the new unusual action code to the Unusual Action Code table in SMS (SM5021). Use unusual-action value "F\$". Enter the value for the student on the Student Unusual Action screen (SM5003) including the YRQ value "Z999"

Note that students will only need to be coded with the Unusual Action code once. The SBCTC will pull all students where the YRQ = "Z999" each year in order to obtain the listing of foster care students.

PeopleSoft Coding

Foster Care students are identified through the Student Group code of "SFCY".

Early Achievers Grant

This grant is a student financial aid program to assist employed child care providers and early learning educators complete certificates and associate degrees in early childhood education. Funding is provided to students to pay for tuition, fees and textbooks. Participating colleges are granted funds to provide student wrap-around services for grant recipients and employ a point-of-contact to directly assist grant recipients on all aspects of their college education.

Legacy Coding (As of Summer 2020)

Students are coded with one of the following Unusual Action Codes on screen SM5003.

Unusual Action Code	Description
E!	Student working at a childcare center
E&	Student working at a family home childcare business
E+	Student working at an ECEAP program
E-	Student working at a Head Start program

NOTE: The students will need to be coded with the Unusual Action code and YRQ each quarter they receive funding from the Early Achievers Grant. The student should not be coded for the Early Achievers Grant after departure from the program. The quarterly records for these Unusual Action Codes do not need to be removed once coded, as they are quarter specific.

PeopleSoft Coding (As of Summer 2020)

Students must have a term-activated active plan stack during the quarter being reported as the student attributes are coded on the plan stack. The effective date for the program and the student attribute must be the same. For details on adding this Student Attribute, please review the [Managing Student Attributes \(ORG\)](#)

The student’s STARS ID number should be entered as an External System ID. Please use the [Entering an External System ID – Merit System Stars ID \(ORG\)](#) for directions on how to enter this information.

The plan stack is coded with the Student Attribute “SEAG” with one of the following values listed below. This code should be verified each quarter. The student should not be coded for the Early Achievers Grant after departure from the program.

Student Attribute “SEAG” Value	Description
SE01	Student working at a childcare center
SE02	Student working at a family home childcare business
SE03	Student working at an ECEAP program
SE04	Student working at a Head Start program

Students coded with one of the above Student Attribute values will automatically be included in the “SEAG” Student Group code. The Student Group code is used for SBCTC enrollment reporting purposes. **Because these codes are for the purpose of state-level reporting, use caution if using them for local operational purposes as the criteria or effective dating application may differ by purpose.**

Note: *Student Groups are not associated with a specific YRQ, so you will need to deactivate students once they are no longer in the program. When you deactivate a student, make sure you do so in the quarter in which they should no longer count. This is because we use the most recent effective date when pulling the data for the Data Warehouse. Please see [example](#).*

Ability to Benefit

Ability to Benefit (ATB) allows a student without a high school diploma or equivalency to receive Title IV student financial aid to pay for postsecondary education and training if they are enrolled in an eligible career pathway program. To receive aid, the student must first complete six (6) credits (or equivalent) applicable toward a degree or certificate, pass a Department of Education (ED) approved exam, or complete a state process approved by the Secretary of Education.

Beginning fall quarter 2020, all students receiving financial aid based on Ability to Benefit must be coded. The code shall be applied each quarter until the student has earned a high school credential/equivalent or is no longer receiving financial aid. Please work with your financial aid office and registrars to make this happen.

Legacy Coding

Students are coded using these UA codes:

- “T\$” for ATB students using the test (ED approved exam) option
- “C\$” for ATB students using the 6-credit (or equivalent) option
- “S\$” for ATB students using the state option (co-enrolled in HS+ and I-BEST)

Enter the value for the student on the Student Unusual Action screen (SM5003) including the YRQ of their enrollment in the program. **The student must be coded each quarter.** This requires updating the YRQ field.

PeopleSoft Coding

Students are assigned to these Student Groups:

- “SABT” for ATB students using the test (ED approved exam) option
- “SABC” for ATB students using the 6-credit (or equivalent) option
- “SABS” for ATB students using the state option (co-enrolled in HS+ and I-BEST)

Student Emergency Assistance Grant

The Washington State Legislature established the Student Emergency Assistance Grant (SEAG) Program in the passage of 2SHB 1893 during the 2019 legislative session. The SEAG Program, administered by the State Board for Community and Technical Colleges (SBCTC), allows Washington Community and Technical Colleges (CTCs) to provide monetary assistance to students experiencing unforeseen emergencies or situations that affect the student's ability to attend classes.

Beginning summer 2021, SBCTC is required to report the colleges receiving the grant, the number of students served with the grants, and how the funds were distributed. In order to track the number of students served, students need to be coded using the instructions below.

Legacy Coding

Students served by the Student Emergency Assistance Grant should be coded with an Unusual Action Code of “S!”. Enter the value for the student on the Student Unusual Action screen (SM5003) including the YRQ of their enrollment in the program. **The student must be coded each quarter.** This requires updating the YRQ field.

PeopleSoft Coding

Students are identified with a Student Group code of “SEAP”.

Supporting Students Experiencing Homelessness

In 2021, the Washington State Legislature expanded the pilot program first established by 2SSB 5800 by passing SHB 1166. The expanded pilot directs the State Board of Community and Technical Colleges (SBCTC) to select eight college districts with no less than four located outside of the Puget Sound region to provide certain accommodations to students experiencing homelessness and who were in foster care at the time of graduation from high school. The colleges participating in the pilot program must contribute to a joint

report facilitated by SBCTC to the appropriate committees of the Legislature by December 1, 2023,

Beginning summer 2021, all eligible students receiving services should be coded. The code should be applied each quarter they receive the service.

Legacy Coding

Students in the Supporting Students Experiencing Homelessness Pilot are identified with an Unusual Action Code of “H!”. Enter the value for the student on the Student Unusual Action screen (SM5003) including the YRQ of their enrollment in the program. **The student must be coded each quarter.** This requires updating the YRQ field.

PeopleSoft Coding

Students are identified with a Student Group code of “SSEH”.

Childcare for Student Parents

The Washington Coalition for Children's Campus Centers, our state group of college childcare directors, is interested in measuring differences in student outcomes among students who are also parents by whether they use a college-sponsored childcare center. The Research and Planning Commission has requested that the system use a standardized coding mechanism.

Beginning fall quarter 2015, all students who use childcare college-sponsored facilities should be coded. The code should be applied each quarter they receive the service.

Legacy Coding

Students who have children in the college-sponsored childcare center should be coded with an Unusual Action Code of “P&”. Enter the value for the student on the Student Unusual Action screen (SM5003) including the YRQ of their enrollment in the program. **The student must be coded each quarter.** This requires updating the YRQ field.

PeopleSoft Coding

Students are identified with a Student Group code of “SCLD”.

Continuing Education

PeopleSoft Coding

Continuing Education **courses** offered for the intent of personal enrichment should be coded with the “SINT” value of “PERSENICH”.

Students who are exclusively enrolled in the Continuing Education career and CNED program in PeopleSoft will be set to “W” Intent in the data warehouse.

Exit Coding

Academic Exit Codes: The alpha Exit Codes, with the exception of Exit Code T and Z, apply to degrees that are designed for transfer, often called academic degrees.

Workforce Exit Codes: Exit codes 1-9 and T apply to degrees and certificates with a workforce goal. Exit Code T applies to a workforce degree (Associate in Applied Science –T) that also has a set of core courses that will transfer and thus may serve well in transfer to an applied bachelor’s degree.

Award Title	Exit Code	CIP Code	PeopleSoft Plan Code or Degree
Technical degrees excluding AAS-T	1	Approved CIP Code for the program/degree	Degree = APT or Acad Prog = PRFTC and Degree = AA See college inventory for detail
Associate in General Studies A non-transfer academic degree.	1	24.0101	Degree = AGS
Long Certificate of 90+ Credits	2	Approved CIP Code for the program/degree	Degree = C90 See college inventory for detail
Long Certificate of 45-89 Credits	3	Approved CIP Code for the program/degree	Degree = C45 See college inventory for detail
Short Certificate 20 to 44 credits NOTE: Prior to Summer 2014, the definition of Exit Code 4 was under 45 credits.	4	Approved CIP Code for the program/degree	Degree = C20 See college inventory for detail
Federal Apprenticeship	5	Approved CIP Code for the program/degree	N/A for Peoplesoft See college inventory for detail
High School Diploma <u>Specific Program Coding:</u> High School Completion High School 21+ HB 1758 International HS Completion	6	32.0208	Degree = HSC HS_HCHSC HS_H2HSC HS_HBHSC HS_INHSC

Award Title	Exit Code	CIP Code	PeopleSoft Plan Code or Degree
<p>Short Certificate 1 to 19 credits</p> <p>NOTE: Prior to Summer 2014, the definition of Exit Code 9 was Unique Program Completion or Non-Credit Occupational Training Completion ¹</p>	9	Approved CIP Code for the program/degree	<p>Degree = C01</p> <p>See college inventory for detail</p>
<p>Non-Credit Bearing Certificate (0 credits)</p> <p>NOTE: New as of Summer 2014</p>	Z	Approved CIP Code for the program/degree	<p>Degree = C00</p> <p>See college inventory for detail</p>
<p>Associate of Science-Transfer AS-T – Track 1</p> <p>This degree is for students interested in chemistry and related fields.</p>	A	24.0101	<p>Degree = AS</p> <p>See college inventory for detail</p>
<p>Associate of Science-Transfer AS-T – Track 2</p> <p>This degree is for students interested in engineering and physics and related fields.</p>	B	40.0101	<p>Degree = AS</p> <p>See college inventory for detail</p>
<p>Associate in Arts or Associate in Arts and Science</p> <p>Local transfer agreement that does not follow the DTA agreement. These are transfer degrees developed by the college for specific majors (for example Fine Arts), but not following</p>	C	24.0101	<p>Plan begins with LAC and Degree = AA or AS</p> <p>See college inventory for detail</p>

Award Title	Exit Code	CIP Code	PeopleSoft Plan Code or Degree
either the DTA or AS-T statewide agreement.			
Associate in Arts or Associate in Arts and Science DTA	D	24.0101	Degree = AA See college inventory for detail
Associate in Elementary Education DTA/MRP Retired in Winter 2014	E	13.1202	EETEEAA
Associate in Business DTA/MRP	F	52.0101	BUCBUAA
Associate in Math Education DTA/MRP	G	13.1311	METMEAS
Associate in Physics Education AS-T #2 Retired in Fall 2014	H	13.1329	PTEPEAS
Associate in Chemistry Education AS-T #1 Retired in Fall 2014	I	13.1323	CTECEAS
Associate in Biology Education AS-T #1 Retired in Fall 2014	J	13.1322	BTEBEAS
Associate in Materials Science and Manufacturing Engineering AS-T Track 2/ MRP	J	14.1801	MEEMSAS
Associate in Gen Science Ed AS-T# 1 Retired in Fall 2014	K	13.1316	STEGSAS

Award Title	Exit Code	CIP Code	PeopleSoft Plan Code or Degree
Associate in Nursing DTA/MRP	L	51.3801	RENDTAA
Associate in Technology DTA/MRP Retired in Fall 2019	M	15.0000	ENTTEAS
Associate in Pre-Nursing DTA/MRP A degree following the statewide MRP agreement for entry into junior level nursing programs and meeting DTA requirements NOTE: The CIP Code associated to this award changed from 51.3801 to 24.0101 in Summer 2014.	N	24.0101	RENPNAS
Associate in Bioengineering and Chemical Engineering AS-T Track 2/MRP	O	14.0701	CHEBCAS
Associate in Computer and Electrical Engineering AS-T Track 2/MRP	P	14.1001	EECCAS
Associate in Mechanical, Civil, Aeronautical, and Industrial Science Engineering AS-T Track 2/ MRP	Q	14.1901	MEEMCAS
Associate in Biology DTA/MRP	R	26.0101	GEBBIAS
Associate in Mechanical Engineering Technology AS-T Track 2/MRP Retired in Fall 2019	S	15.0805	MCTMTAS
Associate in Applied Science AAS-T	T	Approved CIP Code for the program/degree	Degree = AAS See college inventory for detail

Award Title	Exit Code	CIP Code	PeopleSoft Plan Code or Degree
For locally determined articulation to baccalaureate programs.			
Baccalaureate Degree	U	Approved CIP Code for the program/degree	Degree = BAA, BAS, BAT, or BS See college inventory for detail
Associate in Construction Management DTA/MRP	V	52.2001	CONCMAS
Electronics Engineering Technology and Computer Engineering Technology AST/MRP Retired in Fall 2019	W	15.0303	ECTETAS
Associate in Computer Science DTA/MRP	X	11.0701	CSACSAA
Associate in Music DTA/MRP	Y	50.0901	MUSMUAA

¹ The intent of Exit Code 9 is to recognize job-specific completions, particularly non-credit certification courses. Exit Code 9 was created as part of the performance funding initiative specifically related to non-credit instruction. Although its use has expanded, it is not intended to be a catchall for workforce completions. Even though a program may be an approved vocationally oriented course of study with an EPC, Exit Code 9 is not appropriate for multi-occupational or non-specific completions such as Job Prep, Prep for Training, New Chance, and so forth.

Appendix A – Program Reporting Tools

Apprenticeship

Reporting Tools to help with Apprenticeship Coding and Data Quality

Student Attribute Coding and Mass Assign Jobs:

Student Attribute	Description	Academic Career	Student Attribute Value	Description
SAPR	Apprenticeship	UGRD	SAPRFA	Registered Federal Apprentice
SAPR	Apprenticeship	UGRD	SAPRSA	Registered WA State Apprentice
SAPR	Apprenticeship	UGRD	SAPRAAJAC	Aerospace Joint Apprent (AJAC)
SAPR	Apprenticeship	UGRD	SAPRPR	Pre-Apprenticeship
SAPR	Apprenticeship	UGRD	SAPRHS	High School Apprenticeship

The Apprenticeship student group is set by an automated process based on a combination of the SAPR student attribute and the attribute value (Pre-Apprenticeship – SAPRPR is not included in the assignment to the student group). There is no need to manually add the student group SAPR to the student. The process on your end is done through the Academic Program > Student Attribute pages. Steps for the best practice to record the history of the student's entry and exit into the program attribute and ensure accurate reporting of enrollment and FTE calculation is below.

1. Always add a new effective date to the appropriate active program stack. Do not use Correct History actions.

NOTE: If Correct History action is used, the attribute may appear to not have existed at all during the enrollment quarter and historical reporting will not be accurate.

- a. Adding the Attribute & Value: The effective date should be less than or equal to the start date of the apprenticeship begin quarter.
- b. Removing the Attribute & Value: It is necessary that a new effective date be added. Based on the effective date entered:
 - i. If less than the quarter end date, the student will not be counted in that quarter or later.
 - ii. If greater than the quarter end date, the student will be counted in that quarter but not later quarters.

NOTE: Completions should be dated on or before the last day of the quarter. These are reported as active on the last day of the quarter when completing in that quarter.

The mass assign job takes into consideration that the student is not only coded in the student attribute and value combination but is also enrolled during the quarter in the matching career and student career number that has the attribute assigned. If the student has an active student attribute, but is not enrolled during the quarter, the student group code will be deactivated. Once the student enrolls (and if they still have an active student attribute that matches the career and student career number for enrollment) the student group will automatically be activated again.

Data Quality Reporting Tools:

PS Queries:

1) QCS_CC_SBCTC_ATTR_GROUP

By using this query and prompting for each quarter in the academic year, you can review the list of students who have an active SAPR attribute. The query will show you the students and their relationships to the active program stack, attribute coding and enrollment.

Field Definitions by Institution, Student ID, Attribute and Attribute Value, Term, Program Stack Career, Program Stack Career Nbr, Attribute Stack Career, Attribute Stack Career Nbr

NOTE: Unique combination of Academic Career and Student Career Number = Program Stack.

Status – Active, Discontinued, etc.: Indicates the program stack status as of the prompted term

Last Active Term – Term Code: When student does not have an active program stack, this will display the last active term in that specific program stack. The student will show in the query up through that term but will not pull in terms after the Last Active Term.

Act Prog Flag – Y/N flag: Is the specific program stack Active in the prompted term?

Term Act Flag – Y/N flag: Is Student Term Active in the specific program stack?

Term Enrl Flag – Y/N flag: Is Student Enrolled in Term in the specific program stack?

Act Group Flag – Y/N flag: Is Student Active in the Student Group that matches the Student Attribute code (i.e. SAPR)?

Match Attr Effdt – Y/N flag: Is the Attribute on the last effective dated row for the specific program stack and within the quarters begin and end dates?

Match Attr Career – Y/N flag: Does the Term Active/Enrolled program stack Career match the Attribute program stack Career?

Match Attr Career Nbr – Y/N flag: Does the Term Active/Enrolled program stack Career Nbr match the Attribute program stack Career Nbr?

Data Warehouse FTE Note – Text field that will display on each program stack that will not be counted due to the mismatch of the above flags

To be counted: All flags must be Yes.

NOTE: Any flag that is a No should be identifiable by the field definitions above.

2) QCS_SR_SAPR_STUDENTS_WITH_FTE

Apprenticeship FTES

QARS Reports:

- 1) **Student Warnings: Active Attribute with No Student Group** – lists students with an active Student Attribute that isn't associated with a Student Group. This report also includes possible reasons: Not Enrolled and/or Attribute on an Inactive Plan Stack.

PS Views for use in query development:

1) VCS_STDNT_ATTR (used by query QCS_CC_SBCTC_ATTR_GROUP)

To find students with coding issues directly using the view:

Select *
From VCS_STDNT_ATTR B
Where
(B.TERM_ACTIVE_FLG = 'N'
OR B.TERM_ENRL_FLG = 'N'
OR B.MATCH_ATTR_EFFDT = 'N'
OR B.MATCH_ATTR_CAREER = 'N'
OR B.MATCH_ATTR_CAR_NBR = 'N')

If want to limit to those students that would be eligible for the group but not yet term active or enrolled:

Where
(B.TERM_ACTIVE_FLG = 'N'
OR B.TERM_ENRL_FLG = 'N')
AND B.MATCH_ATTR_EFFDT = 'Y'
AND B.MATCH_ATTR_CAREER = 'Y'
AND B.MATCH_ATTR_CAR_NBR = 'Y'

2) VCS_STNDT_GROUP

Associates the student group coding to terms.

Worker Retraining and WorkFirst

Reporting Tools to help with Worker Retraining and WorkFirst Coding and Data Quality

Student Attribute Coding and Mass Assign Jobs:

Worker Retraining and Workfirst student groups are set by an automated process based on the student attribute. There is no need to manually add the student groups SWRT or SWRF to the student. The process on your end is done through the Academic Program > Student Attribute pages. Steps for the best practice to record the history of the student's entry and exit into the program attribute and ensure accurate reporting of enrollment and FTE calculation is below.

1. Always add a new effective date to the appropriate active program stack. Do not use Correct History actions.

NOTE: If Correct History action is used, the attribute may appear to not have existed at all during the enrollment quarter and historical reporting will not be accurate.

- a. Adding the Attribute & Value: The effective date should be less than or equal to the start date of the quarter.
- b. Removing the Attribute & Value: It is necessary that a new effective date be added. Based on the effective date entered:
 - i. If less than the quarter end date, the student will not be counted in that quarter or later.
 - ii. If greater than the quarter end date, the student will be counted in that quarter but not later quarters.

NOTE: Completions should be dated on or before the last day of the quarter. These are reported as active on the last day of the quarter when completing in that quarter.

The mass assign job takes into consideration that the student is not only coded in the student attribute but is also enrolled during the quarter in the matching career and student career number that has the attribute assigned. If the student has an active student attribute, but is not enrolled during the quarter, the student group code will be deactivated. Once the student enrolls (and if they still have an active student attribute that matches the career and student career number for enrollment) the student group will automatically be activated again.

Data Quality Reporting Tools:

PS Queries:

- 1) QCS_CC_SBCTC_ATTR_GROUP

By using this query and prompting for each quarter in the academic year, you can review the list of students who have an active SWRT/SWRF attribute. The query will show you the students and their relationships to the active program stack, attribute coding and enrollment.

Field Definitions by Institution, Student ID, Attribute and Attribute Value, Term, Program Stack Career, Program Stack Career Nbr, Attribute Stack Career, Attribute Stack Career Nbr

NOTE: Unique combination of Academic Career and Student Career Number = Program Stack.

Status – Active, Discontinued, etc.: Indicates the program stack status as of the prompted term

Last Active Term – Term Code: When student does not have an active program stack, this will display the last active term in that specific program stack. The student will show in the query up through that term but will not pull in terms after the Last Active Term.

Act Prog Flag – Y/N flag: Is the specific program stack Active in the prompted term?

Term Act Flag – Y/N flag: Is Student Term Active in the specific program stack?

Term Enrl Flag – Y/N flag: Is Student Enrolled in Term in the specific program stack?

Act Group Flag – Y/N flag: Is Student Active in the Student Group that matches the Student Attribute code (i.e. SAPR)?

Match Attr Effdt – Y/N flag: Is the Attribute on the last effective dated row for the specific program stack and within the quarters begin and end dates?

Match Attr Career – Y/N flag: Does the Term Active/Enrolled program stack Career match the Attribute program stack Career?

Match Attr Career Nbr – Y/N flag: Does the Term Active/Enrolled program stack Career Nbr match the Attribute program stack Career Nbr?

Data Warehouse FTE Note – Text field that will display on each program stack that will not be counted due to the mismatch of the above flags

To be counted: All flags must be Yes.

NOTE: Any flag that is a No should be identifiable by the field definitions above.

2) QCS_SR_WRT_FTES

Worker Retraining FTES by Term.

Note that this query does not exclude students who are not enrolled in a vocational program and not enrolled exclusively in basic skills. This exclusion currently happens in the Data Warehouse. We will work to add this exclusion to the PS Queries and views in the coming weeks.

3) QCS_SR_WRF_FTES

WorkFirst FTES by Term.

QARS Reports:

1) **Student Warnings: Worker Retraining** – lists students in the Worker Retraining Student Group that are not enrolled in a vocational program or not enrolled exclusively in basic skills.

2) **Student Warnings: Student Attribute Not in Student Group** – lists enrolled students that have had an active Student Attribute that isn't associated with a Student Group for the current term.

PS Views for use in query development:

1) VCS_STDNT_ATTR (used by query QCS_CC_SBCTC_ATTR_GROUP)

To find students with coding issues directly using the view:

```
Select *
From VCS_TBD... B
Where
( B.TERM_ACTIVE_FLG = 'N'
```

OR B.TERM_ENRL_FLG = 'N'
OR B.MATCH_ATTR_EFFDT = 'N'
OR B.MATCH_ATTR_CAREER = 'N'
OR B.MATCH_ATTR_CAR_NBR = 'N')

If want to limit to those students that would be eligible for the group but not yet term active or enrolled:

Where
(B.TERM_ACTIVE_FLG = 'N'
OR B.TERM_ENRL_FLG = 'N')
AND B.MATCH_ATTR_EFFDT = 'Y'
AND B.MATCH_ATTR_CAREER = 'Y'
AND B.MATCH_ATTR_CAR_NBR = 'Y'

2) VCS_STNDT_GROUP

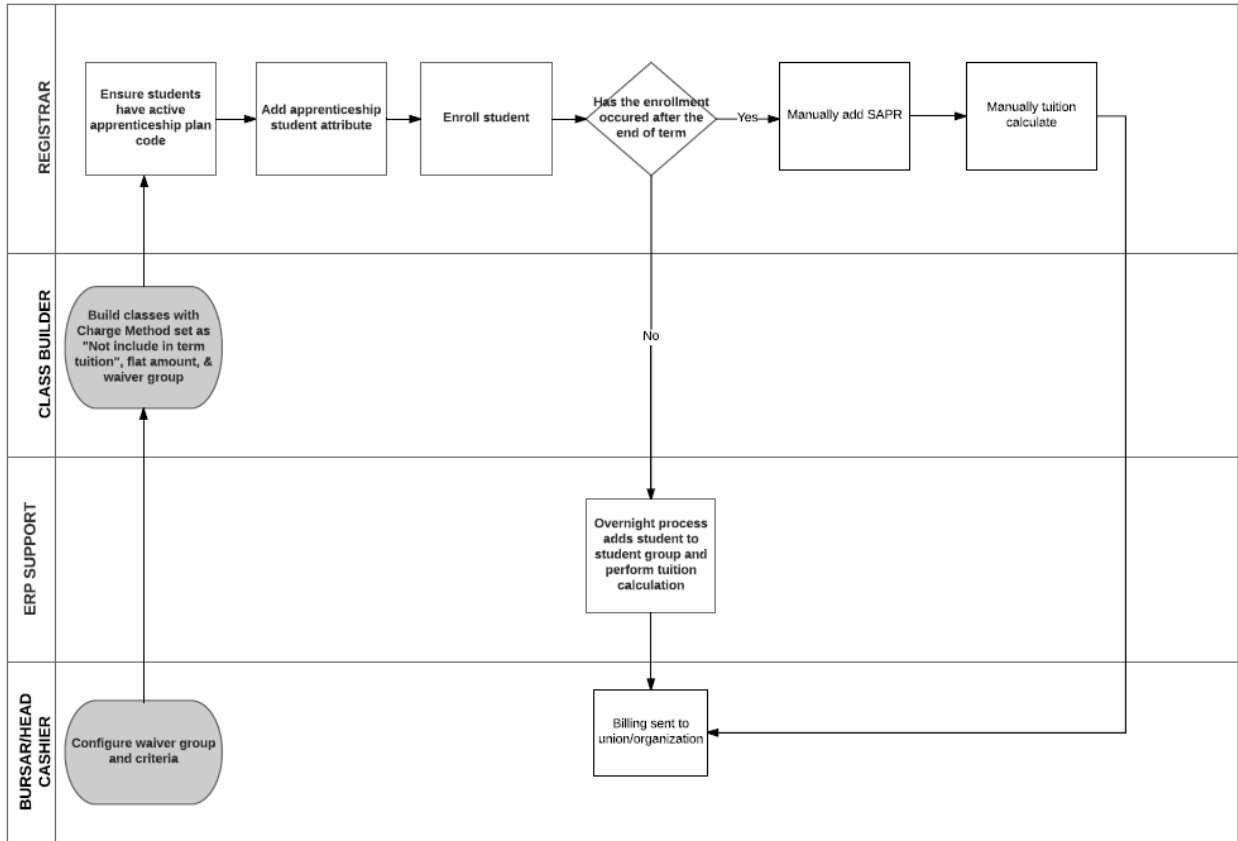
Associates the student group coding to terms.

Appendix B – Program Processing

Apprenticeship

APPRENTICESHIP PROCESSING

AV | August 29, 2017



Appendix C – Program Coding Overview

Basic Skills PeopleSoft Coding

Basic Skills courses and classes are considered Ungraded per the State Board Policy Chapter 5.30.15.

Anyone who is 16 years of age or older and not enrolled in secondary school, and who either has needs below the level of high school completion or is limited-English-proficiencies eligible to participate in Basic Education for Adults (BEA) activities. For a full list of BEA eligibility criteria please see the [requirements for enrollment in Basic Education for Adults](#).

For specific course and class coding information, please refer to the [BEA Course and Class Coding Manual](#). It is listed under the SBCTC Student & Courses Coding Manuals heading on the Data Services Coding and Reporting Guidelines page on the SBCTC website.

Appendix D – Student Attribute Values

SBCTC has reserved Student Attributes starting with the letter “S”.

Attribute	Description	Short Description	Attribute Value	Description	Short Description	Effective Date
SAPR	Apprenticeship	Apprent	SAPRAAJAC	Aerospace Joint Apprent (AJAC)	AJACApprnt	1/1/1901
SAPR	Apprenticeship	Apprent	SAPRFA	Registered Federal Apprentice	Fed Apprnt	1/1/1901
SAPR	Apprenticeship	Apprent	SAPRHS	High School Apprenticeship	HS Apprnt	1/1/1901
SAPR	Apprenticeship	Apprent	SAPRPR	Pre-Apprenticeship	Pre Apprnt	1/1/1901
SAPR	Apprenticeship	Apprent	SAPRSA	Registered WA State Apprentice	StateAprnt	1/1/1901
SEAG	Early Achievers Grant	EAG Grant	SE01	Working at Childcare Center	ChldCr Ctr	6/26/2020
SEAG	Early Achievers Grant	EAG Grant	SE02	Working at Family Home Childca	HomeCr Ctr	6/26/2020
SEAG	Early Achievers Grant	EAG Grant	SE03	Working at ECEAP	ECEAP	6/26/2020
SEAG	Early Achievers Grant	EAG Grant	SE04	Working at Head Start	Head Start	6/26/2020
SWRF	WorkFirst	WorkFirst	SF01	Customized Job Skills Training	CJST	1/2/2016
SWRF	WorkFirst	WorkFirst	SF02	Vocational Education	Voc Ed	1/2/2016
SWRF	WorkFirst	WorkFirst	SF03	Job Skills Training	JobSklTrng	1/2/2016
SWRF	WorkFirst	WorkFirst	SF05	Basic and Developmental Ed	Bas/Dev Ed	1/2/2016
SWRF	WorkFirst	WorkFirst	SF06	Life Skills	LifeSkills	1/2/2016

Attribute	Description	Short Description	Attribute Value	Description	Short Description	Effective Date
SWRT	Worker Retraining	WrkrRetrng	SW01	Dislocated Worker	DislocWrkr	1/2/1901
SWRT	Worker Retraining	WrkrRetrng	SW02	Stop Gap Employment	Stop Gap	1/2/1901
SWRT	Worker Retraining	WrkrRetrng	SW03	Receivg UI bens Not Dislocated	UIBenNoDis	1/2/1901
SWRT	Worker Retraining	WrkrRetrng	SW04	Displaced Homemaker	Displ Hmkr	1/2/1901
SWRT	Worker Retraining	WrkrRetrng	SW05	Was Self-Employed	SelfEmploy	1/2/1901
SWRT	Worker Retraining	WrkrRetrng	SW06	Boeing Dislocated Workers	BoeingDisl	1/2/1901
SWRT	Worker Retraining	WrkrRetrng	SW07	Vulnerable Worker	VulnrblWrkr	1/2/1901
SWRT	Worker Retraining	WrkrRetrng	SW08	Disaster Impacted Workers	DistrImpct	1/2/1901
SWRT	Worker Retraining	WrkrRetrng	SW09	Displaced Veterans	Displ Vet	1/2/1901
SWRT	Worker Retraining	WrkrRetrng	SW10	Active Duty Military	Actv Duty	1/2/1901

Appendix E – Student Groups

SBCTC has reserved Student Groups starting with the letter “S”.

Group	Description	Short Description	Effective Date
SABC	Ability to Benefit 6 Cr/Equiv	ATB Cr/Eqv	9/7/2020
SABS	Ability to Benefit State	ATB State	9/7/2020
SABT	Ability to Benefit Test	ATB Test	9/7/2020
SAPR	Apprenticeship	Apprentice	1/1/1901
SBFT	Basic Food, Employment & Train	BFET	1/1/1901
SBST	Intgrtd Basic Ed Skill Traing	IBEST	1/1/1901
SCLD	Child Care Center	Child Care	1/1/1901
SDIS	Self-Reported Disabled	Disabled	1/1/1901
SDOC	Department of Corrections	DOC	1/1/1901
SDRF	Responsible for Dependent	Resp4Depen	1/1/1901
SEAG	Early Achievers Grant	EAG	3/22/2018
SEAP	Student Emergency Assistance	EmrgcyAsst	5/10/2021
SFCY	Foster Care Youth	FosterCare	1/1/1901
SFGA	Parent Less than HS Grad	PrntLT HS	1/1/1901
SFGB	Parent HS Grad	PrntHSGrad	1/1/1901
SFGC	Parent BA or Higher	PrntBA+	1/1/1901

Group	Description	Short Description	Effective Date
SHEE	HEET (Hospital Employee)	HEET	1/1/1901
SHS1	Open Doors	Open Doors	1/1/1901
SHS2	Gateway to College	Gtwy2Collg	1/1/1901
SHS3	High School Reengagement	HSReengage	1/1/1901
SHS4	Direct Funded High School	DirFundHS	9/16/2021
SINC	International Contract Student	Intl Cont	1/1/1901
SINT	International Student	Intl Stu	1/1/1901
SMSA	MESA Program	MESA	9/21/2015
SOPG	Opportunity Grant	Opp Grant	1/1/1901
SRSL	Running Start Waiver	RS Waiver	1/1/1901
SRSR	Running Start	RS Student	1/1/1901
SSEH	Stds Experiencing Homelessness	HomelesStu	5/10/2021
SVBA	Chapter 30 MGIB	Ch30 MGIB	1/1/1901
SVBB	Chapter 31 VR&E	VR&E	1/1/1901
SVBC	Chapter 32 VEAP	VEAP	1/1/1901
SVBD	Chapter 33 Post 9/11 Veterans	9/11 Vets	1/1/1901
SVBE	Ch 33 Post 9/11 TOE Dep Child	9/11 TOE C	1/1/1901
SVBF	Chapter 35 Dependent Child	Ch 35 DepC	1/1/1901
SVBG	Chapter 1606 MGIB	Ch1606MGIB	1/1/1901
SVBH	Chapter 1607 REAP	REAP	1/1/1901
SVBJ	Active Duty TA	Active TA	1/1/1901
SVBK	Active Duty Military Benefits	Active Ben	1/1/1901
SVBL	Active Duty Dependent Benefits	Act Dp Ben	1/1/1901
SVBM	Ch 33 Post 9/11 TOE Elg Spouse	9/11 TOE S	1/1/1901
SVBN	Chapter 35 Eligible Spouse	Ch 35 ElgS	1/1/1901
SVBP	All Other Veterans w/Ben	Othr VwBen	1/1/1901
SVBV	VRAP	VRAP	1/1/1901
SVBZ	All Other Veterans No Ben	Othr VnoBn	1/1/1901
SVET	Veteran Information	ReqVetInfo	1/1/1901
SW29	Waive Nonresident Operat. Fee	NonResOpFe	1/1/1901
SW70	Eligible Vets/National Guard	Vet/Nat Gd	1/1/1901
SW71	Military Other	MilitaryOt	1/1/1901
SW9A	Wrongfully Convicted Felon	Wrong Conv	1/1/1901
SWBR	WABERS	WABERS	1/1/1901
SWRF	WorkFirst	WorkFirst	1/1/1901
SWRT	Worker Retraining	WrkrRetrng	1/1/1901
SWSA	Employed FT	Emp FT	1/1/1901
SWSB	Employed PT	Emp PT	1/1/1901
SWSC	Unemployed Seeking	Unemp Seek	1/1/1901
SWSD	Unemployed Not Seeking	Unemp noSk	1/1/1901

Appendix F – Course Attribute Values

SBCTC has reserved Course Attributes starting with the letter “S”.

Attribute	Attribute Description	Short Description	Attribute Value	Value Description	Effective Date
SAHS	Direct Funded High School	DirFundHS	DFHS	Direct Funded High School	9/16/2021
SBST	I-Best	I-Best	DEVELOPMTL	Team Taught w/ Dev Ed Students	6/19/2021
SBST	I-Best	I-Best	BASICSKILL	Team Taught w/ Basic Skill Stu	6/19/2021
SCHS	College in the High School	Coll in HS	COLHS	College in the High School	3/22/2018
SCJT	Customized Job Training	Cust Jb Tr	SCJT	Customized Job Training	1/1/1901
SCOR	Corrections Specific Units	Corr Unit	SIMU	Intensive Management Unit	4/22/2021
SCOR	Corrections Specific Units	Corr Unit	SSBU	Skill Building Unit	4/22/2021
SCOR	Corrections Specific Units	Corr Unit	SSOU	Special Offender Unit	4/22/2021
SCYB	Cybersecurity 500	Cyber500	CYBER	Cybersecurity 500	7/1/2022
SFND	Fund Source	Fund Srce	1	Fully State Funded	1/1/1901
SFND	Fund Source	Fund Srce	2	Partially State Funded-Sup	1/1/1901
SFND	Fund Source	Fund Srce	3	Partially State Funded-Shared	1/1/1901
SFND	Fund Source	Fund Srce	4	Grant and Contract Funded	1/1/1901
SFMD	Fund Source	Fund Srce	5	Self-Support	1/1/1901
SINT	Course Intent	Crse Intnt	ACADEMIC	Academic Course	1/1/1901
SINT	Course Intent	Crse Intnt	WRKRCESUP	Workforce Supplemental Course	1/1/1901
SINT	Course Intent	Crse Intnt	WORKFORCE	Workforce Course	1/1/1901
SINT	Course Intent	Crse Intnt	PERSENRICH	Personal Enrichment Course	1/1/1901
SJST	Jobs Skills Training	Job Skl Tr	SJST	Jobs Skills Training	1/1/1901
SLCM	-Low-Cost Textbooks	Low-Cost	SLCM	Low-Cost Textbooks	8/27/2018
SLER	Learning Communities	Learn Comm	SLER	Learning Communities	1/1/1901
SNFG	Non-FTE Generating	Non-FTE	NON-FTE	Non-FTE Generating Class	1/1/1901
SOER	-OER:No Textbook to Purchase	Opn Ed Res	OER	Open Educational Resources	8/27/2018
SOTH	Other Course Attributes	Other Attr	SACC	Accelerated Outcomes	3/22/2018
SWRK	Workbased Learning	Workbased	WRKBASD	Workbased Learning	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	1	1% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	2	2% Externally Funded	1/1/1901

Attribute	Attribute Description	Short Description	Attribute Value	Value Description	Effective Date
SXTF	Percent Externally Funded	Xtrnl Fund	3	3% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	4	4% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	5	5% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	6	6% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	7	7% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	8	8% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	9	9% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	10	10% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	11	11% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	12	12% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	13	13% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	14	14% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	15	15% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	16	16% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	17	17% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	18	18% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	19	19% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	20	20% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	21	21% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	22	22% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	23	23% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	24	24% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	25	25% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	26	26% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	27	27% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	28	28% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	29	29% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	30	30% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	31	31% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	32	32% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	33	33% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	34	34% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	35	35% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	36	36% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	37	37% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	38	38% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	39	39% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	40	40% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	41	41% Externally Funded	1/1/1901

Attribute	Attribute Description	Short Description	Attribute Value	Value Description	Effective Date
SXTF	Percent Externally Funded	Xtrnl Fund	42	42% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	43	43% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	44	44% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	45	45% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	46	46% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	47	47% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	48	48% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	49	49% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	50	50% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	51	51% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	52	52% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	53	53% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	54	54% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	55	55% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	56	56% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	57	57% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	58	58% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	59	59% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	60	60% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	61	61% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	62	62% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	63	63% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	64	64% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	65	65% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	66	66% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	67	67% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	68	68% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	69	69% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	70	70% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	71	71% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	72	72% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	73	73% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	74	74% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	75	75% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	76	76% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	77	77% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	78	78% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	79	79% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	80	80% Externally Funded	1/1/1901

Attribute	Attribute Description	Short Description	Attribute Value	Value Description	Effective Date
SXTF	Percent Externally Funded	Xtrnl Fund	81	81% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	82	82% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	83	83% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	84	84% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	85	85% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	86	86% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	87	87% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	88	88% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	89	89% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	90	90% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	91	91% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	92	92% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	93	93% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	94	94% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	95	95% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	96	96% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	97	97% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	98	98% Externally Funded	1/1/1901
SXTF	Percent Externally Funded	Xtrnl Fund	99	99% Externally Funded	1/1/1901

Appendix G – Legacy Unusual Action Codes

SBCTC has reserved codes with the following special characters: *, \$, &, !, and +. Colleges have been asked not to use these special characters.

Valid Codes:

Values	Value Descriptions
F!	First Generation Student
F\$	Foster Care
B!	BFET
A+	HEET
V\$	Veteran
W!	Worker Retraining Stop Gap Employment (work_attn 81 as of B452)
C&	Competency Based Education
R+	RISE (Resources to Initiate Successful Employment) Treatment Group

Values	Value Descriptions
M+	RISE Control Group
M-	RISE Non-study Group
!1, !2, !3 or !4	Pre-College Math Starting Level 1 thru 4; 4 = highest level
+1, +2, +3 or +4	Pre-College English Starting Level 1 thru 4; 4 = highest level
A!	AIR Washington
+C	Student has given consent to use their SSN for employment matching
!C	Student has not given consent to use their SSN for employment matching
P&	Student parents using campus childcare center
M!	MESA student
T!	ITT Tech transfer student
S+	Student has been solicited to submit their SSN or ITIN for the 1098T
E!	Early Achievers Grant Coding - Student working at a childcare center
E&	Early Achievers Grant Coding - Student working at a family home childcare business
E+	Early Achievers Grant Coding - Student working at an ECEAP program
E-	Early Achievers Grant Coding - Student working at Head Start program
C\$	Ability to Benefit Coding – Student eligible using 6-credit/equivalent
S\$	Ability to Benefit Coding – Student eligible using state option
T\$	Ability to Benefit Coding – Student eligible using a test
H!	Supporting Students Experiencing Homelessness
S!	Student Emergency Assistance Grant



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Washington State Board for Community and Technical Colleges