

## ***Database Review TA Meeting***

**Date:** September 26, 2009

**Time:** 10am – 4pm

**Location:** OCHE Library

**Attendance:**

- **Dr. Pradeep Kotamraju, National Research Center for Career and Technical Education**
- **Kathy Wilkins, Office of the Commissioner of Higher Education**
- **Jenny Howie, MSU Billings COT**
- **Denise Peterson-Elakovich, MT Tech COT**
- **Casey Vanetta, MT Tech**
- **Mary Degraw, MSU Information Systems**
- **Sarah Dellwo, UM Helena COT**
- **Cec Gallagher, UM Missoula COT**
- **Debie Schmidt, UM Missoula COT**
- **Deana McNabb, Blackfeet Community College**
- **Wayne Bruno, Blackfeet Community College**

**Purpose:** Assure we're meeting the indicator definitions and that the queries do not include or exclude students inappropriately.

- Text in black below indicates agenda items or discussion points. **Blue text summarizes the conversations. Red, underlined text indicates important tasks or modifications.**
- For further questions or clarifications contact either Pradeep or Kathy.
  - Dr. Pradeep Kotamraju, National Research Center for Career and Technical Education  
Cell phone: (502) 418-2599  
Work phone: (502) 721-0065  
Email: [pradeep.kotamraju@nrccte.org](mailto:pradeep.kotamraju@nrccte.org)
  - Kathy Wilkins, Montana Perkins Accountability Specialist  
Work phone: 406.444.0313  
Cell phone: 406.461.3555  
Email: [kwilkins@montana.edu](mailto:kwilkins@montana.edu)

- Clean data issues
  - Program and term files are not altered – the database errors are fixed in the database and the files are re-run
  - Program table
    - We reviewed the importance of the program table in terms of indicators and the funding formula. Missing programs have led to losses of up to \$90,000 in funding for some programs. The important fields in the program table are the ID, CIP, # of credits and skill assessment type. All queries rely on these pieces of information to be accurate.
  - CIP codes
    - Pradeep stated CIP codes are the DNA of a data system. The information linked to the CIP feeds all indicators, and national statistics for labor such as workforce supply and demand, and occupation information. In Montana, the following information are tied to the CIP:
      - Nontraditional indicator
      - Career Cluster
      - Career Pathway
      - Montana Big Sky Pathway
      - High skill indicator
      - High wage indicator
      - High demand indicator
      - MUS construction and health care indicators
    - The Perkins database has a field to identify the correct CIP. We have 401 programs in Montana and 139 of those use an alternate CIP. The OCHE office has developed a process to assign CIP codes at the state level for every new or revised program using the Level 1 or Level 2 BOR approval forms. Brad Eldredge is now choosing CIPS for both levels. The second step is to clean up the existing codes and we will be working on that later this year and early next year.
  - Skill assessment
    - While the intent is most likely a good thing, the implementation has been abysmal. The strategy identified during the September TA WebEx stands. **It was also identified as a solution to this issue and to the stopout issue that SSNs and student names be submitted with the student and term files.** These fields should already be programmed into the reports but are often trimmed before placing the files on KNOX. Now that the system is in place and we can assure complete security of this information, we have realized this information is necessary for matches with DOL Unemployment Insurance Wage Records, Federal Employment Date

Exchange System, National Student Clearinghouse and the MUS Date Warehouse. It is also necessary to produce lists of student names of students in programs identified as having a skill assessment. Those lists can be given to faculty to record assessment results.

- For the security issue, the database is on a Citrix server that requires a user to obtain a login ID and password. The site is useless without it. When anyone but the database administrator logs in, they can only see and access the grant database. If users were to be able to get to the location of the database, they cannot get to the student level data portion of the database with their login ID. In addition, the student level data is also password protected. SSNs and names will be given an additional level of security with a different location and password.
- Special pops
  - Economically disadvantaged, nontrad, academic are state data determined
    - **The consistency is of this data is our goal for the other special population groups.**
  - Single parent, displaced homemaker, disability, limited English (may be data determined in some locations) - Self reporting through student surveys typically
    - **Currently 2 or more locations have included the survey questions in their COMPASS testing process.** The results are available via electronic report, and reach the majority of students. Implementing these surveys through COMPASS will be discussed in our November WebEx TA. We will also discuss the wording of the special populations questions to obtain more accurate results.
- 1 – identifying Perkins programs
  - **A number of questions came up when discussing the foundational queries. These queries include utilizing the most accurate CIP to pull in all of the appropriate information for the fields listed above. These queries are used to cull out the Perkins students from the GEN ED and transfer degree students.**
- 2 – pull term information into years (calendar or grant) then extract concentrator or participant information based on cumulative credit
  - **Since the files include semester/quarter information such as GPA and cumulative credits, the information needs to be grouped into academic year for indicator purposes, and calendar year for allocation purposes. These queries do that and extract only those Perkins students with more than 11 credits if they are concentrators or any credits for students who declare a Perkins program for a participant.**
- 3 – indicator queries
  - Short-term programs are currently not being counted – change queries to pull small programs into concentrator and ignore 12 credit limit



- A stop-out is defined as a concentrator enrolled in the previous year in any term, who did not graduate in the previous year and who was not enrolled in any term in the current year.
      - **Again, consensus was this was accurate**
    - Transfer student - a stop-out who is found through the search of the National Student Clearinghouse or MUS Data Warehouse to be attending in fall of the current year. **Should we take a broader look? Look at the full academic year?**
      - **This lead to the definition of 3p1 and identified the need to look for the whole year for previous year students. I don't believe we decided on this issue.**
  - Stopout issues –
    - student who graduated in 07 – takes a course in 08 – most systems would list this student as being in the program they graduated in and they would show as a concentrator. Issue – these students would be counted as stop-outs in 09.
      - **This may or may not be a problem that significantly impacts the indicator data. To identify if it is significant, Kathy will provide a list of students who complete in previous year show up as a participant in the current year to all grant managers. We can develop a strategy based on the results of that information.**
    - Previous degree programs are not changed when a student comes back for a new degree program or to finish a different program.
      - **Mary Degraw from the MSU data systems department identified students coming back into the system are changed to general studies or a different program based on a question asked during registration. It was also identified many students misunderstanding the question could put down their degree program as the one they just graduated in. UM schools do not have this kind of trigger in their system. The above report should identify the scope of the issue.**
    - Schools will report some students as stop-out if they move from a Perkins program to an AS or AA program. We currently consider them a stop-out.
      - **It was identified that these students would count as transfer students in 3p1. Because of this, the remainder of the numerator would be students who leave and did not transfer or who were not retained should be the same as the stopouts/leavers for 2p1.**
  - Student and term files can identify student who drop out of a CTE program – institution files cannot
    - **This is another reason for Kathy to get all ssns and names for non-CTE stopouts as well as skill assessment student lists for 1p1. This will mean stopouts will be identified by OCHE and grantees will no longer have to submit**

**this information as long as the SSNs and names are submitted with the student and term files.**

- Deaths and students on a religious mission
  - **Kathy will need to figure out a way for these students to be excluded from the indicator data.**