



FDLTCC – Data Dictionary

I. Accreditation and Affiliation

Minnesota State Colleges and Universities – FDLTCC is a member college of Minnesota State Colleges and Universities. Minnesota State is the largest single provider of higher education in the state of Minnesota and the fifth largest system of colleges and universities in the United States. The system includes 30 technical and community colleges and seven state universities spanning 54 campuses across 47 Minnesota communities serving more than 396,000 students annually.

Higher Learning Commission (HLC) – HLC is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region, which includes Minnesota, 18 other states. Since 1997 FDLTCC has been accredited by HLC.

American Indian Higher Education Consortium (AIHEC) – AIHEC is a 501(c)(3) organization governed by a board of directors composed of the presidents of the accredited United States-based Tribal Colleges and Universities (TCUs). AIHEC serves as the collective spirit and unifying voice of our nation's 38 TCUs—a unique community of tribally and federally chartered institutions working to strengthen tribal nations and make a lasting difference in the lives of American Indians and Alaska Natives. FDLTCC became a full voting member of the American Indian Higher Education Consortium in 1989.

World Indigenous Nations Higher Education Consortium (WINHEC) – WINHEC was established in August 2002 at the World Indigenous Peoples Conference on Education (WIPCE) in Alberta, Canada. WINHEC's aim is to bring professionals together to achieve common goals through higher education. Members come from many different countries and a variety of diverse areas such as university departments, research organizations and government agencies.

II. Minnesota State Colleges and Universities Strategic Framework Performance Metrics

To deliver on the Minnesota State Strategic Framework the Minnesota State Strategic Framework Performance Metrics were developed. The performance metrics include 21 institution-level metrics and associated goals. FDLTCC's progress in meeting its goals with respect to the performance metrics is tracked through an annual Performance Metrics Accountability Dashboard Report.

Notes regarding the strategic framework performance metrics:

- The items in this section have been defined by Minnesota State Colleges and Universities for the purpose of assessing institutional performance and should be viewed within that context
- Reporting level = Institution, unless otherwise noted
- University metrics have been excluded

Alignment of Academic Programs with Workforce Needs – % of projected Minnesota employment demand met by higher education graduates. (Reporting level = State, by degree levels)

Campus Diversity Climate – The extent to which the college or university promotes contact with, and understanding of, diverse populations, as measured by student opinion.

Certificates and Degrees Awarded – The number of certificates, diplomas, and degrees awarded each fiscal year.

Completion Rate – % of an entering cohort that has completed by 150 percent of normal time. Completion is measured as graduation by the end of the sixth spring after entry at the universities and as graduation or transfer by the end of the third spring after entry at the colleges.

Completion Rate, First Generation Students (Contextual Measure) – The ratio of the student completion rate for first generation students to the rate for non-first generation students.

Completion Rate, Pell Eligible Students (Contextual Measure) – The ratio of Pell-eligible student completion rate to non-Pell-eligible completion rate.

Completion Rate, Students of Color – The ratio of the student completion rate for students of color to white students.

Completion Rate for Diverse Populations (Contextual Measure) – The ratio of the underrepresented student completion rate to non-underrepresented student completion rate. (Underrepresented students are students who are either Pell-eligible or first-

generation or student of color.)

Composite Financial Index (CFI) – Weighted composition of four financial measures: Primary Reserve Ratio, Viability Ratio, Return on Net Assets, and Operating Margin.

Customized Training / Continuing Education Enrollment – Unduplicated number of students enrolled in credit or non-credit customized training courses or non-credit occupational/professional instructional courses.

Customized Training and Continuing Education Revenues – Total customized training revenue received in a fiscal year net of state appropriations.

Employee Diversity, Employees of Color – Employees of color as a percent of total employees.

Facilities Condition Index (FCI) – The dollar value of deferred maintenance as a proportion of facility replacement value at each college and university.

Grants – Grant revenues received by the institution in the fiscal year.

Institutional Support Expenses – Institutional support expenses as a percent of total expenses.

Instructional Cost Per FYE – The ratio of the Actual to Expected Value of the Fully-allocated instructional expenditures per full-year equivalent enrollment (FYE)

Licensure Exam Pass Rate – % of a cohort of students or graduates that passed a state or national licensure examination. This measure is a weighted average pass rate and currently includes four licensing exams: Nursing, teaching, peace officer, and radiography

Net Tuition and Fees – Net tuition and fees as percent of statewide median income. (Reporting level = System)

Private Giving – Ratio of funds raised by the Foundation to the net funds provided by the institution to the Foundation.

Program Learning Outcomes – % of graduates of certificate and degree programs meeting program learning outcomes. (This measure is currently under development.)

Related Employment of Graduates – The percent of institution graduates in a fiscal year that reported they were employed during the year after graduation in a job that was related to their program or major. **Space Utilization** – % of available academic room time that is utilized for credit courses.

Student Diversity, First Generation Students (Contextual Measure) – First generation

credit students as a percent of total credit headcount.

Student Diversity, Pell Eligible Students (Contextual Measure) – Pell-eligible credit students as a percent of total credit headcount.

Student Diversity, Students of Color – Student of color credit students as a percent of total credit headcount.

Student Diversity, Underrepresented Students (Contextual Measure) – Underrepresented credit students as a percent of total credit headcount.

Student Persistence and Completion – % of a fall entering cohort of full-time students who have been retained, graduated or transferred by the second fall term following the original fall enrollment.

Student Success, First Generation Students (Contextual Measure) – The ratio of the student persistence and completion rate for first generation students to the rate for non-first generation students.

Student Success, Pell Eligible Students (Contextual Measure) – The ratio of the Pell-eligible student persistence and completion rate to non-Pell-eligible persistence and completion rate.

Student Success, Students of Color – The ratio of the student persistence and completion rate for students of color to white students.

Student Success of Diverse Populations (Contextual Measure) – The ratio of the underrepresented student persistence and completion rate to non-underrepresented student persistence and completion rate. (Underrepresented students are students who are either Pell eligible or first-generation or student of color.)

Successful Transfer: Percent Credits Accepted in Transfer at Receiving Institutions – % of credits accepted in transfer for undergraduate students at receiving institutions.

System Market Share of Awards Conferred – System percentage share of degrees, diplomas and certificates conferred by Minnesota higher education institutions. (Reporting level = System) **System Market Share of Sub-Baccalaureate Awards Conferred (Contextual**

Measure) – System percentage share of sub-baccalaureate degrees, diplomas and certificates conferred by Minnesota higher education institutions. (Reporting level = System)

System Share of Higher Education Enrollment – System's percent of higher education enrollments (Minnesota residents). (Reporting level = System)

Trajectory of Tuition and Fees – Annual dollar change from the previous fiscal year in Board of Trustees-approved tuition and required fees for full-time undergraduate students.

III. Employees

Bargaining Units

- **AFSCME** – Association of Federal, State, County, and Municipality Employees
- **MAPE** – Minnesota Association of Professional Employees
- **MMA** – Middle Management Association
- **MSCF** – Minnesota State College Faculty

Classified – Classified positions are those within state civil service for which appointments must be based on merit and ability to perform the duties of the position. All support staff positions are classified. Each job classification has a specific salary range made up of salary steps. Job classification is a system of identifying and describing the different kinds of work in an organization and of grouping similar positions under common classification titles. It identifies differences and similarities in kind of work, degrees of difficulty, and responsibility of duties among positions. (Related term: Unclassified).

Faculty – Generally refers to persons who teach credit based courses, but also includes librarians and counselors. Under the faculty contract (see MSCF), faculty categories include:

- 1. Adjunct:** A faculty member who works fewer than five (5) credits in a term.
- 2. Temporary Part-Time:** A faculty member with a part-time assignment of five (5) or more credits in a semester or a summer session.
- 3. Unlimited:** A faculty member with a full-time or part-time assignment for an academic year that carries the assumption that such employment will continue in subsequent years. The faculty member must meet minimum qualifications for the credential field and successfully complete the probationary period. Full-time Unlimited faculty members who have passed probation (generally three years) are tenured.

FTE (in reference to faculty) – Full-time equivalent, defined as the total number of credits taught divided by 15 for a semester or divided by 30 for a fiscal or academic year.

Seasonal Employee – An employee who does not work year-round (e.g. does not work during the summer months)

Unclassified – Unclassified positions are those within state service which, by statute or by action of the Commissioner of Employee Relations, are not included in the classified service and do not require merit selection. All Minnesota State Colleges and

Universities administrators, all faculty, and some professional/supervisory employees are unclassified (Related term: Classified).

IV. Data and Technology

CAP Server – Consolidated Access Point (CAP) servers allow access to Minnesota State Colleges and Universities Information Technology Services (ITS) databases from secured computers.

D2L (Desire2Learn) – Commonly used abbreviation for Desire2Learn, which is the online Learning Management System (LMS) used throughout Minnesota State Colleges and Universities. All online courses are taught within D2L and most instructors use D2L for their on-ground courses as well. D2L functions include a content area, discussion board, quiz tool, dropbox (for submitting assignments) and gradebook.

Distance Learning – Umbrella term used to describe FDLTCC's online education resources, including D2L, Smartthinking (online tutoring), and the Technology Support Center Help Desk.

eCashier – A service that allows students to make payments and arrange payment plans.

eServices (in reference to faculty) – Web portal, accessed with StarID, where faculty can access and print class lists, submit grades, and complete overrides.

eServices (in reference to students) – Web portal, accessed with StarID, where students can register for classes, check grades, view their course schedule, manage their bill and make payments, monitor financial aid status, and update address/contact information.

Employee ID – There are two distinct “Employee IDs:”

1. **State Employee ID (Sema4)** – An eight-digit number that identifies an employee's record in the State of Minnesota payroll system. The State Employee ID may be used to access the self-service portal where an employee can update payroll information, print paystubs, update Direct Deposit information, view and print W-2 forms, register for benefits, and other useful actions.
2. **ISRS Employee ID** – Within the ISRS system, the 8-digit Tech ID for an employee is also referred to as the Employee ID. Only individuals entering or accessing ISRS data will be familiar with this use of the term.

Oracle Enterprise Performance Management System Workspace 11 (EPM 11) – EPM 11 is a software tool that is used to gather and organize data for reporting and analysis. Formerly known as Hyperion—EPM 11 is an upgrade.

Hyperion – A software tool, formerly known as BRIO, that is used to gather and organize

data for reporting and analysis. Hyperion has been replaced by EPM 11.

ISRS – Integrated Statewide Record System. The main record system used by Minnesota State Colleges and Universities.

Portal – A web system that provides the functions and features to authenticate and identify the users and provide them with an easy, intuitive, personalized and customizable web-interface for facilitating access to information and services that are of primary relevance and interests to the users.

Star ID – A username with the goal of replacing many login IDs with one ID, one password, everywhere. Once activated, the StarID and password can be used anywhere that accepts StarID. It is unique across the Minnesota State Colleges and Universities system and so can be used at more than one school. A StarID is comprised of 2 letters, 4 numbers, and 2 letters.

Student ID – An eight-digit number (with or without padding zeros) that identifies a student's record in ISRS, the main record system used by the Minnesota State Colleges and Universities. Within the ISRS system, the Tech ID for a student is also known as the Student ID.

Tech ID – An eight-digit number (with or without padding zeros) that identifies a person's record in ISRS, the main record system used by the Minnesota State Colleges and Universities. Tech IDs are assigned to both students and employees. The school's HR office can provide employees with their Tech ID. Students can get their Tech ID from student support staff at their school. Within the ISRS system, a student's Tech ID is also referred to as the Student ID, and an employee's Tech ID is also referred to as the Employee ID.

V. Courses and Programs

Add – To register for a course offering.

CIP code – A six-digit code in the form xx.xxxx that identifies instructional program specialties within educational institutions. CIP is an acronym for Classification of Instructional Programs, which is the accepted federal government statistical standard on instructional program classifications. A CIP code is assigned to each program at the time it is established.

Continuing Education (CE) courses – Three types of non-credit courses which are open to the public:

1. **Occupational/Professional Instruction** - Courses related to a specific profession or occupation. These courses lead to gaining or continuing licensures/certifications OR allow the student to gain skills in a specific

professional or occupational area.

(*Cust_Train_Type* = 0002)

2. **Personal Enrichment** - Courses covering topics not specifically related to a profession or occupation. They cover topics that appeal to the student from a personal standpoint and may include a large variety of non-occupational/non-professional areas of interest.

(*Cust_Train_Type* = 0003)

3. **Lifelong Learning** - Instruction that is generally offered to large groups and is typically experiential in nature. Examples would include children's programming, Elderhostel, conferences and programs designed to expose particular groups to planned information and experiences.

(*Cust_Train_Type* = 0004)

It should be noted that the Customized Training/Continuing Education Strategic Performance Metrics (Section V.) define CE courses as only those which fall under

Course Delivery Type — Identified by Media Codes

- On ground (*media code* = Null)
- Online asynchronous (*media code* = 12)
- Online synchronous (*media code* = 13)
- Hybrid (*media code* = 09)

Only codes 03, 12, and 13 are considered online based enrollments.

Customized Training (CT) courses – Courses that are customized to meet specific company training needs. These are contract courses which are not open to the public. They may be either credit or non-credit. CT courses can be identified by *Cust_Train_Type* = 0001.

Drop – Remove a course and related charges from the student schedule.

Failure for Non-Attendance (FN) – Students who are reported to be in non-attendance are assigned a grade of “FN” on the transcript.

Gateway Course – A gateway course is:

1. Foundational in nature –may be developmental courses and/or lower division courses
2. High risk – as measured by DFW(I) rates earned across all course sections, and
3. High enrollment – as measured by the number of students enrolled across all course sections.

Gateway courses merit focus and transformation because they enroll large numbers of students, and lack of success in these courses is directly correlated with poor performance in higher education and, in many cases, failure to complete a

postsecondary degree or credential all together.

STEM – Science, Technology, Engineering, Mathematics.

Withdrawal (W) – Remove a class and receive a grade of “W” on the transcript.

VI. Student Characteristics

ELL – English Language Learners

First-generation student

- Federal definition – Neither of the student’s parents have earned a bachelor’s Degree
- State of MN definition – Neither of the student’s parents received any postsecondary education

Freshman – A student with fewer than 30 earned credits.

Gender – The state of being male or female (typically used with reference to social and cultural differences rather than biological ones). Gender is coded “Female, Male, or Unknown.”

International student – An individual who is enrolled for credit at an accredited higher education institution in the U.S. on a temporary visa, and who is not an immigrant (i.e., a permanent resident with an I-51 or Green Card), or an undocumented immigrant, or a refugee (UNESCO). International students are coded as “Non-resident aliens” (NRA) within the IPEDS racial-ethnic classification system. Minnesota State Colleges and Universities definition: *“International student means a student who is required to be registered under the federal Student and Exchange Visitor Information System (SEVIS).”*

LEP – Limited English Proficiency

Major – The intended degree selected by the student.

Non-traditional student – Any student 25 years of age or older.

Pell-eligible student – The student is eligible to receive a Pell grant, a type of federal funding targeted toward students from low-income families. Pell eligibility is often used as a proxy for low-income students.

PSEO student – A high school student receiving college credit through the Post-Secondary Enrollment Options (PSEO) Program. There are three possible course locations (*Admit_Stat* = 21 in all cases):

1. Courses taught at the high school (aka Concurrent enrollment, Dual enrollment, or College in the Schools (CITS))

2. On-ground courses taught at the FDLTCC campus
3. Online courses taught by FDLTCC instructors (aka Honors Online)

PSEO courses taught at the high schools can be identified by *InstrUnitType* = 7.

Senior Citizen – Minnesota residents that are age 62 or older.

Sophomore – A student with 30 or more earned credits.

Student of color – Any student who identifies his or her race or ethnicity as Black or African American, Asian, Pacific Islander, Native American, or Hispanic. Non-resident aliens are excluded from this category regardless of race or ethnicity.

Underrepresented student – A student who meets one or more of the following criteria:

1. Student of color (see definition)
2. Pell eligible (see definition)
3. First-generation student (see definition)

VII. Student Enrollment

Admission Status – The admission status of the student for the entering cohort year.

- Undergraduate Regular (*Adm_Stat* = 11): Degree-seeking student in credit courses at the undergraduate level who has not attended a post-secondary institution since graduating from high school.
- Undergraduate Transfer (*Adm_Stat* = 12): Degree-seeking student in credit courses at the undergraduate level who has previously attended another institution after graduating from high school, regardless of whether or not transfer credits are accepted.
- Undergraduate Previous Degree (*Adm_Stat* = 14): indicates that the student not only attended another institution but also received a bachelor's degree.
- High School (*Adm_Stat* = 21 or 22): High school student in credit courses enrolled at the undergraduate level. *Adm_Stat* 21 represents PSEO students (see *PSEO Students* definition). *Adm_Stat* 22 represents students that self-pay.
- Undergraduate Unclassified (*Adm_Stat* = 31 or Null): Non-degree-seeking student in credit courses at the undergraduate level.

Continuing student – A student who has previously attempted credits at FDLTCC. (Related term: New student)

Credit student – A student who is enrolled in one or more credit courses. (Related term:

Hourly student)

Degree-seeking student – A student who is seeking to earn a certificate, diploma, or degree. Defined by Admission Category: *Adm_Stat* = 11, 12, or 14. Only degree-seeking students are eligible for financial aid.

Duplicated headcount – The sum of the enrollment for each semester within an academic or fiscal year. If a student is enrolled during two semesters, he or she is counted twice. (Related term: Unduplicated headcount)

First-time Student – A student that has not previously attended college and is new to FDLTCC.

FTE (student) – The number of Full Time Equivalent students, which is calculated by dividing total student credit hours by 15 (the number of credit hours constituting a full load for a term). FTE is typically reported for a term (see FYE).

Full-time student – A student who is registered for 12 or more credits during a semester.

FYE – The number of Full Year Equivalent students, which is calculated by dividing total student credit hours by 30 (the number of credit hours constituting a full load for the year). FYE is typically reported for a fiscal year (see FTE (student)).

Hourly student – A student who is enrolled in non-credit courses only [*Credits* field = null]. (Related term: Credit student)

New student—A student who has not previously attempted credits at FDLTCC. (Related term: Continuing student)

Non-degree-seeking student – A student who is not seeking to earn a certificate, diploma, or degree. Defined by Admission Category: *Adm_Stat* = 21, 22, 31, or Null.

Part-time student – A student who is registered for fewer than 12 credits during a semester.

Unduplicated headcount – The count of distinct students within a given term, academic year, or fiscal year. If a student is enrolled during two semesters within a fiscal or academic year, he or she is counted only once. (Related term: Duplicated headcount)

VIII. Student Persistence, Completion, and Success

Academic Probation – All students who are granted an appeal of academic and/or financial aid suspension will enter on probationary status and must comply with any specific conditions established by the counselor, Minnesota State Colleges and Universities policy, or FDLTCC policy. Students must also meet the standards during the

probationary period. Failure to do so will result in immediate suspension.

Academic Suspension – A student may be suspended due to any of the following circumstances:

1. **Financial aid and academic suspension of students on warning status** – If at the end of the warning period a student who has been on warning status has not met both the institution's cumulative grade point average and completion percentage standards, the institution shall suspend the student immediately upon completion of the evaluation.
2. **Suspension for maximum time frame failure** – If at the end of the evaluation period a student has failed to meet the institution's standard for measurement of maximum time frame, the institution shall suspend the student from financial aid eligibility immediately upon completion of the evaluation.
3. **Suspension for extraordinary circumstances** – Students may immediately be suspended in the event of extraordinary circumstances, including but not limited to previously suspended and (reinstated) students whose academic performance falls below acceptable standards during a subsequent term of enrollment; students who register for courses, receive financial aid and do not attend any classes; and students whose attendance patterns appear to abuse the receipt of financial aid. Students who have been placed on suspension status at one Minnesota State Colleges and Universities institution shall not be eligible for financial aid at any Minnesota State Colleges and Universities institution until they have successfully appealed to have that suspension status removed.
4. **Suspension for inability to meet program requirements within the maximum time frame** – If at the end of any evaluation period the institution determines that it is not possible for a student to raise her or his GPA or course completion percentage to meet the institution's standards before the student would reach the end of the program for which he or she is receiving financial aid, the institution shall suspend the student from financial aid eligibility immediately upon completion of the evaluation.

Academic Warning – If a student has not met either the required grade point average standard or the required completion percentage standard, the institution shall allow that student to remain enrolled and retain his/her financial aid eligibility under a warning status for one evaluation period. If at the end of the warning period the student has met both the institution's cumulative grade point average and completion percentage status, the institution shall end the student's warning status.

Completion – Indicates a student who has graduated.

Completion Rate / Graduation Rate – The number of students who have received a degree or certificate divided by the total number of students in the cohort. The

Minnesota State Colleges and Universities Accountability Dashboard measures the student's status at the beginning of the term. IPEDS measures graduation as of August 31 three years after the fall entry date.

DFWI Rate – Grades of D, F, W (withdrawal), and I (incomplete) are used to examine student achievement. The DFWI rate is used to help determine where improvements can be made to help students succeed. Other grades that may be included within this rate: FN (failure for non-attendance) and NC (no credit). Conversely, grades of A, B, or C represent student success at the course level.

Entering Cohort – The group comprised of all first-time entering students at FDLTCC in a specified term. For the fall term, students who were also enrolled during the preceding summer are included.

Entering Term – The first term of enrollment for an entering cohort of students.

Persistence – Indicates a student who was either retained or transferred during a tracking term.

Retention – Students enrolled for credit at FDLTCC for more than one term who have not graduated or transferred out are classified as retained. Retention is measured according to the student's status at the beginning of the term.

Retention Rate – Number of students who registered for a semester divided by the total number of students in the cohort. This refers to the student's status at the beginning of the term for the Minnesota State Colleges and Universities Accountability Dashboard. <https://www.minnstate.edu/board/accountability/index.html>

Satisfactory Academic Progress (SAP) – FDLTCC requires that students make satisfactory academic progress towards a degree, diploma, or certificate to remain in good standing. Additionally, satisfactory academic progress is required by federal law for recipients of state or federal financial aid. Requirements include:

1. Maintaining a minimum cumulative GPA
2. Maintaining a minimum completion rate of cumulative registered credits
3. For financial aid recipients, there is also a maximum timeframe for program completion

Success – The sum of the number of students in the entering cohort who have graduated, transferred to another institution of higher education, or are retained at FDLTCC during the specified term.

Success Rate – The sum of the number of students in the entering cohort who have graduated, transferred, or are retained at the college during the specified term. This refers to the student's status at the beginning of the term for the Minnesota State Colleges and Universities Accountability Dashboard. <https://www.minnstate.edu/board/accountability/index.html>

Transferred – Students who did not graduate but enrolled at another institution during this or previous terms as indicated by the National Student Clearinghouse or system enrollment data.

Transfer Rate – The number of students who enrolled at another post-secondary institution divided by the total number of students in the cohort. The Minnesota State Colleges and Universities Accountability Dashboard measures the student’s status at the beginning of the term. IPEDS measures transfers as of August 13 three years after the fall entry date.

IX. Financial Aid and Business Related

Award Letter – An official letter or notification from a school where you have been accepted outlining your financial aid package, which is a list of the available amounts and sources of funds available to you to help meet the cost of attendance for that institution.

FAFSA – The “Free Application for Federal Student Aid” that the student fills out with Department of Education. This is required for students to receive financial aid or be hired for student employment.

ISIR – The electronic version of the FAFSA that loads into the college’s software from the Department of Education. The download of the ISIR starts the process for a student to receive financial aid at FDLTCC.

RCFN – Registration Cancellation for Nonpayment. It is also called Drop for Nonpayment. It is the date(s) when the college drops the enrollment for students who have not paid their account, made payment arrangements or qualify for any of the exceptions to the policy.

X. Reporting Dates and Periods

Academic year – The academic year starts with the fall semester and ends with the following summer session. For example, the 2018-2019 academic year includes the following terms: fall 2018, spring 2019, and summer 2019.

Fiscal year (July 1 – June 30) – With respect to instructional terms, the fiscal year starts with the summer session and ends with the following spring semester. It is named for the calendar year in which the fiscal year ends. For example, fiscal year 2019 includes the following terms: summer 2018, fall 2018, and spring 2019.

Term Census Dates

- Current
- 10th Day (10th weekday of the term)

- 30th Day (30th weekday of the term)
- Final / End of Term (45 calendar days after the end of the term)

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Disclaimer: This document is reviewed and updated annually at the end of the fiscal year. However, definitions, policies, or processes may change from time to time without knowledge of the Office of Institutional Research. Additionally, due to the review and update schedule please contact the Office of Institutional Research with any questions.

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