



# REPORTING and PROCEDURES

## MANUAL

for

# Texas Community, Technical, and State Colleges

## Current Version

In Effect Summer 2022

TEXAS HIGHER EDUCATION COORDINATING BOARD  
Educational Data Center

## Foreword

The reports discussed in this **Public Community, Technical, and State Colleges** manual fulfill provisions of the Higher Education Coordinating Act of 1965 as amended (codified as Subtitle B, Chapter 61, Texas Education Code, 1971).

All reports must be submitted electronically. (See detail in Electronic Data Transfer System section of manual.) Associated with each report is a set of instructions for preparing the data in the Coordinating Board format.

If you need to write to the Educational Data Center, the address is:

Educational Data Center  
Texas Higher Education Coordinating Board  
P.O. Box 12788  
Austin, TX 78711

The fax number is (512) 427-6147.

If you have questions concerning the use of this manual, contact Crystal Mooney regarding all CBM reports except the CBM005, CBM011, and CBM014; Jennifer Gonzales regarding the CBM005, CBM011, and CBM014; and John Dinning regarding general reporting questions at the above address or at the following telecommunication numbers:

	<u>Regular Phone</u>	<u>INTERNET Address</u>
Crystal Mooney	(512) 427-6282	<a href="mailto:Crystal.Mooney@highered.texas.gov">Crystal.Mooney@highered.texas.gov</a>
Jennifer Gonzales	(512) 427-6235	<a href="mailto:Jennifer.Gonzales@highered.texas.gov">Jennifer.Gonzales@highered.texas.gov</a>
John Dinning	(512) 427-6137	<a href="mailto:John.Dinning@highered.texas.gov">John.Dinning@highered.texas.gov</a>

Click on [Memos Related to Changes to the CBM Manual for Community, Technical, and State Colleges](#) for memos related to changes made to the *Reporting and Procedures Manual* prior to the memo(s) appearing in this manual.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

## Public Community, Technical, and State Colleges

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## CTC General Reporting Information

### Additional Reports/Important Dates

Preliminary Headcount Enrollment – Preliminary 12th class day fall enrollment due third week of September of each year for release in October

Nursing Shortage Reduction Program (NSRP) – CBM009 data submitted annually by October 1 of each year to count nursing graduates for funding; the nursing graduates must be error-free to be counted (for participating institutions)

Cost Study – Certified fiscal year CBM0CS and CBM00C run in November of each year

Accountability – Certified fall CBM reports run December 1 of each year

Formula Funding for Appropriations –

- Initial run in October of even years using calendar year spring, summer, and fall CBM0CS contact hours and prior Quarter 1 and current Quarters 2, 3, and 4 CBM00C contact hours; sent to the LBB in November
- Final run in February of every year using error-free base year CBM0CS and CBM00C contact hours

CTC General Reporting Information

Reporting Periods

The reports are due at the Educational Data Center by the following dates:

<u>FALL REPORTS</u>		<u>Initial Submission Due Date</u>	<u>Certification Date</u>
Student Census Report	CBM0C1	October 15	November 15
Census Student Schedule Report	CBM0CS	October 15	November 15
Graduation Report	CBM009	October 15 (Oct. 1 for NSRP)	November 15
Occupational Skills Achievement	CBM00M	October 15	November 15
Building and Room Use Report	CBM005	October 15	November 15
Continuing Ed Student Report	CBM00A	December 15	January 20
Continuing Ed Class Report	CBM00C	December 15	January 20
Texas Success Initiative Report	CBM002	February 1	March 1
Faculty Report	CBM008	February 1	March 1
Student Schedule Report	CBM00S	February 1	March 1
Student End of Semester Report	CBM0E1	February 1	March 1
<u>SPRING REPORTS</u>		<u>Initial Submission Due Date</u>	<u>Certification Date</u>
Student Census Report	CBM0C1	February 15 in Odd Year	April 15
		March 15	April 15
Census Student Schedule Report	CBM0CS	February 15 in Odd Year	April 15
		March 15	April 15
Continuing Ed Student Report	CBM00A	February 15 in Odd Year	March 15
		March 15	April 15
Continuing Ed Class Report	CBM00C	February 15 in Odd Year	March 15
		March 15	April 15
Texas Success Initiative Report	CBM002	June 15	July 15
Faculty Report	CBM008	June 15	July 15
Student Schedule Report	CBM00S	June 15	July 15
Student End of Semester Report	CBM0E1	June 15	July 15

CTC General Reporting Information

FIRST SUMMER SEMESTER REPORTS

		<u>Initial Submission Due Date</u>	<u>Certification Date</u>
Continuing Ed Student Report	CBM00A	June 15	July 15
Continuing Ed Class Report	CBM00C	June 15	July 15
Student Census Report	CBM0C1	July 1	August 1
Census Student Schedule Report	CBM0CS	July 1	August 1
Student Schedule Report	CBM00S	October 1	November 1
Student End of Semester Report	CBM0E1	October 1	November 1
Texas Success Initiative Report	CBM002	October 1	November 1

SECOND SUMMER SEMESTER REPORTS

		<u>Initial Submission Due Date</u>	<u>Certification Date</u>
Student Census Report	CBM0C1	August 15*	September 15
Census Student Schedule Report	CBM0CS	August 15*	September 15
Continuing Ed Student Report	CBM00A	September 15	October 15
Continuing Ed Class Report	CBM00C	September 15	October 15
Student Schedule Report	CBM00S	October 1**	November 1
Student End of Semester Report	CBM0E1	October 1**	November 1
Texas Success Initiative Report	CBM002	October 1**	November 1

ANY TIME REPORTS

		<u>Due Date</u>
Student Number Change Report	CBM00N	Any Time
Facilities Room Inventory Report	CBM011	January – October certified by Nov. 1
Facilities Building Inventory Report	CBM014	January – October certified by Nov. 1

\* If combining first and second summer semesters, the due date is August 15 certified by September 15.

\*\* If combining first and second summer semester, the due date is October 1 certified by November 1.

## CTC General Reporting Information

### Coordinating Board Contacts

- I. CBM Reporting: Educational Data Center, FAX: 512-427-6147
  - A. CBM0C1, CBM002, CBM0CS, CBM006, CBM008, CBM009, CBM00A, CBM00C, CBM00M, CBM00N, CBM00S, CBM0E1:  
  
Crystal Mooney, Data Analyst 512-427-6282  
Email address: [Crystal.Mooney@highered.texas.gov](mailto:Crystal.Mooney@highered.texas.gov)
  - B. CBM005, CBM011, CBM014:  
Jennifer Gonzales, Senior Program Director 512-427-6235  
Email address: [Jennifer.Gonzales@highered.texas.gov](mailto:Jennifer.Gonzales@highered.texas.gov)
  - C. Electronic Data Transfer System:  
Doug Parker, Data Analyst 512-427-6136  
Email address: [Douglas.Parker@highered.texas.gov](mailto:Douglas.Parker@highered.texas.gov)
  - D. General Questions:  
John Dinning, Director 512-427-6137  
Email address: [John.Dinning@highered.texas.gov](mailto:John.Dinning@highered.texas.gov)
- II. Course and Program Inventory Questions: Educational Data Center, FAX: 512-427-6147  
  
Use the query facility via the Interactive Access to Data to access your inventory to see what is currently approved via the following link: <http://www.txhighereddata.org/>.
- III. Financial Aid Database: Educational Data Center, FAX: 512-427-6147  
Tanya Trevino, Systems Support Specialist III 512-427-6123  
Email address: [Tanya.Trevino@highered.texas.gov](mailto:Tanya.Trevino@highered.texas.gov)
- IV. Facilities Inventory Questions: Finance and Resource Planning, FAX: 512-427-6147  
Jennifer Gonzales, Senior Program Director 512-427-6235  
Email address: [Jennifer.Gonzales@highered.texas.gov](mailto:Jennifer.Gonzales@highered.texas.gov)
- V. Student Tuition and Residency Issues: Student Services, FAX: 512-427-6420  
DeCha Reid, Director 512-427-6393  
Email address: [DeCha.Reid@highered.texas.gov](mailto:DeCha.Reid@highered.texas.gov)
- VI. Workforce Education Issues: Academic Quality and Workforce, FAX: 512-427-6444  
Duane Hiller, Program Director 512-427-6440  
Email address: [Duane.Hiller@highered.texas.gov](mailto:Duane.Hiller@highered.texas.gov)
- VII. Texas Success Initiative Questions: Research and Evaluation, FAX: 512-427-6147  
Melissa Humphries, Director 512-427-6546  
Email address: [Melissa.Humphries@highered.texas.gov](mailto:Melissa.Humphries@highered.texas.gov)



## CTC General Reporting Information

### Institutions Required to Report

- A. Each public junior/community college which is certified by the commissioner of higher education to be eligible for and which may receive appropriations made by the legislature are required to report.
- B. The Texas State Technical College campuses of Harlingen, Marshall, Waco, and West Texas are required to report by campus. The extension centers will be reported with their respective campus.
- C. The Texas State University System institutions of Lamar State College-Orange, Lamar State College-Port Arthur, and Lamar Institute of Technology are required to report.
- D. The Coordinating Board requires multiple campus community and technical college districts to submit separate reports for each college/campus in the taxing district. Out-of-district branch campuses recognized by the Coordinating Board as such must also report separately. Out-of-district Extension Centers will report with an associated college campus within the district. The following reporting procedure has been approved:
  - 1. Within a multi-campus district, each campus/college/site which represents a significant administrative structure is required to report individually to the THECB. A campus/college/site is defined as having significant administrative structure when it has its own president or provost, chief instructional officer, and other administrative offices as appropriate.
  - 2. Other types of sites which do not meet the definition will be included in the reporting with the campus or college which is responsible for overseeing its operations.
  - 3. Once a district has reported by individual campus/college/site it may not revert back to district-wide reporting.

## CTC General Reporting Information

### Electronic Data Transfer System

The submission of CBM reports must be by electronic transfer. If any data items need to be changed, make the changes to your file and re-submit it as a complete report.

State and federal security requirements mandate that confidential data be transferred using a secure process. New and modified CBM reports are required to be submitted through the new EDC Portal which can be accessed via [CBPass](#). All other CBM reports are required to be submitted or retrieved via the MOVEit® DMZ portal. Institutions will be able to access the secure site using a web browser or a SFTP client (FileZilla, WinSCP, SSH Secure, etc.). Detailed instructions for MOVEit® DMZ are available on the CB Data Exchange page (<http://www.txhighereddata.org/DataExchange>).

You may create the data file containing a header record, data records, and a trailer record by whatever method available.

The header record contains information to identify the data in the file. The trailer record contains a record count of the actual number of data records in the file, not including the header and trailer records. The record count in the trailer record will be used to verify that all records were transferred through the communication system.

The data sent to the Coordinating Board goes to the "INPUT" directory and the edit and summary report files are retrieved from the "OUTPUT" directory.

The data content of the files will be as defined in the Data Processing Record Layout of each report in this manual. The format and content of the HEADER and TRAILER records are critical and must be valid. Identification of the data depends totally on the accuracy of the information contained in the header record.

CTC General Reporting Information

File Transfer System Input File Format

HEADER RECORD		<u>Beginning Position</u>	<u>Length</u>
Item #1	File Label-ID. Always 'HY2K'	1	4
Item #2	Institution Code - FICE – Numeric	5	6
Item #3	Data Identifier, e.g., CBM0C1	11	6
Item #4	Semester – Numeric ('1' thru '4')	17	1
Item #5	Year – Numeric - YYYY	18	4
Item #6	Record Type – C for a Complete report	22	1
Item #7	Length of data records within report – Numeric, leading zeros, i.e., "0080", "0090", "0104", "0120", "0136"	23	4
Item #8	Name and e-mail address of person submitting file	27	As Required

The length of the record may extend up to 400 characters in order to contain the name and e-mail address.

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DATA RECORDS

For CBM Reports, data record formats must match the record formats specified in the documentation for each report.

TRAILER RECORD		<u>Beginning Position</u>	<u>Length</u>
Item #1	File Label-ID – Always 'EOF1'	1	4
Item #2	Record Count – Numeric, leading zeros (Number of data records in file, not including "Header" and "Trailer" records)	5	5

Record size may be any length up to 400 characters

## CTC General Reporting Information

### Edit Report Output Files

The following file name is an example of the naming convention used for the edit report output files:

**CBM0C1\_FALL\_2021\_J\_111111\_201910150136262.TXT**

**CBM0C1** – CBM report type

**\_** - used as a separator

**FALL** – the report semester (can also be SPRING, SUMMER1, SUMMER2, ANNUAL, QUARTER1, QUARTER2, QUARTER3, QUARTER4)

**\_** - used as a separator

**2021** – Report Year

**\_** - used as a separator

**J** – Institution type

**\_** - used as a separator

**111111** – FICE code of institution

**\_** - used as a separator

**202190150136262** – Date Time stamp (Year, Month, Day, Hour, Minute, Second, Tenth of Second)

### EDC Census Data Report Processing Schedule

Reports received by	Edit run begins	Edit reports approximately posted
6:00 a.m.	6:20 a.m. (M-Su)	7:00 a.m.
8:00 a.m.	8:20 a.m.	9:00 a.m.
10:00 a.m.	10:20 a.m.	11:00 a.m.
1:00 p.m.	1:20 p.m.	2:00 p.m.
3:00 p.m.	3:20 p.m.	4:00 p.m.
6:00 p.m.	6:20 p.m.	7:00 p.m.

### Edit Summary Report Year-to-Year Comparisons

The standard Summary Report is compared to the previous year to aid in early detection of potentially erroneously reported data. It shows the percentage increase/decrease of items and evaluates the items identified with a Review message. If the original report had only one column, the comparison data is in the adjacent column. If the original report had multiple columns, the comparison data is in the next row and asterisks are printed below the column in question.

For enrollment, degree, and faculty reports, if the absolute value of the difference between the current year and prior year item is:

- 1) less than 50, a Review message is not printed;
- 2) between 50 and 10,000, a percentage change greater than 25% is identified;
- 3) between 10,000 and 100,000, a percentage change greater than 20% is identified; or
- 4) greater than 100,000, a percentage change greater than 10% is identified.

### CTC General Reporting Information

For semester credit hour reports, if the absolute value of the difference between the current year and prior year item is:

- 1) less than 100, a Review message is not printed;
- 2) between 100 and 10,000, a percentage change greater than 35% is identified;
- 3) between 10,000+ and 100,000, a percentage change greater than 30% is identified; or
- 4) greater than 100,000, a percentage change greater than 20% is identified.

For contact hour reports, if the absolute value of the difference between the current year and prior year item is:

- 1) less than 250, a Review message is not printed;
- 2) between 250 and 10,000, a percentage change greater than 35% is identified;
- 3) between 10,000+ and 100,000, a percentage change greater than 30% is identified; or
- 4) greater than 100,000, a percentage change greater than 20% is identified.

CTC General Reporting Information

Certification Statement Instructions

When an edit for a CBM report is returned to the reporting institution, one of two actions is required:

1. If the edit reveals flagged items, corrections should be submitted for all errors and for questionable items where necessary.
2. Justification of all "Review" items is **required** before certification can be applied.
3. If all the information is correct, the reporting official should certify the report by a certification statement to the Educational Data Center. This can be accomplished by the following methods:
  - a. The reporting official may send an e-mail message to one of the data analysts which includes in the body of the message the certification statement ("I hereby certify ...") and identification of the name and FICE code of the institution, the name and title of the reporting official, the date of certification, and the CBM report ID, semester, and year of each report being certified.
  - b. A certification statement on paper may be prepared and mailed or faxed to the Educational Data Center. It should include all of the information listed in the item above with the signature of the reporting official, as illustrated by the following example.

CERTIFICATION STATEMENT

INSTITUTION: TEXAS COMMUNITY COLLEGE

DATE: November 1, 2021

I hereby certify that the following report(s) is (are) correct and the data are usable in all output reports.

<u>Report Number</u>	<u>Semester and Year</u>
CBM0C1	<u>FALL 2021</u>
CBM0CS	<u>FALL 2021</u>
CBM009	<u>FALL 2021</u>

Justification of Review items is as follows: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Reporting Official

## CTC General Reporting Information

### Certification Tracking

The goal of these procedures is to have the CBM reports collected by the Educational Data Center and certified by the institutions as available for use within four working weeks of the due date. Since there are six edit cycles each workday, turn-around time should be less of an issue. Also, the desire is to have the most current data available for formula committee work, accountability measures, and appropriation requests. Here is a fall example of the follow-up procedures for ensuring timely certification of the reports are:

1. The EDC Data Analyst will telephone or e-mail the Reporting Official if there has been no initial submission of a specific report within 2 weeks of the due date or if a specific report is not received within two days after the certification date.
2. An email from the Director of the Educational Data Center will be sent to the Reporting Official if the report has not been received and certified by December 1st.
3. An inquiry letter will be emailed to the THECB liaison from the Assistant Commissioner if the report has not been received and certified by December 8th.
4. A letter indicating that the certification of the CB report is delinquent will be emailed to the President from the Assistant Commissioner if the report has not been certified by December 15th.

### CHANGES TO CERTIFIED REPORTS

- A. Changes to certified data will not be permitted unless an executive officer of the reporting institution requests the change in writing and the reporting error would have a significant impact on future year funding or statistical analysis.
- B. Requests made prior to the data being published may be approved by the Educational Data Center and must not delay standard publish dates.
- C. Requests to change data which are already published must be approved by the Commissioner.

## CBM0C1 Student Census Report

The Student Census Report (CBM0C1) reflects all students enrolled at the reporting institution in courses (for which semester credit hours are awarded) as of the official census date, which shall be the 12th class day for the fall and spring semesters (16-week sessions) and the 4th class day for each of the summer terms (6-week sessions). Students who withdraw from the institution prior to or on the official census date will not be reported.

### Official Reporting Date

The following schedule will be used to determine the official census date for terms of various lengths:

#### Census Dates for Other Term Lengths

<u>Fall and Spring Semesters</u>		<u>Summer Semester</u>	
<u>Length of Term (Weeks)</u>	<u>Census Date</u>	<u>Length of Term (Weeks)</u>	<u>Census Date</u>
2 or less	1st Class Day	2 or less	1st Class Day
3	2nd Class Day	3	2nd Class Day
4	3rd Class Day	4	3rd Class Day
5 – 6	4th Class Day	5 – 6	4th Cass Day
7	5th Class Day	7	5th Class Day
8	6th Class Day	8	6th Class Day
9 – 10	7th Class Day	9	7th Class Day
11	8th Class Day	10 or more	12th Class Day
12	9th Class Day		
13 – 14	10th Class Day		
15	11th Class Day		
16	12th Class Day		

The count of class days begins on the first day that classes are held in the term and includes each calendar day on which classes are normally held at the institution (e.g., Monday through Friday) until the official census date is reached. The official census day must be on a day that the Registrar's office is scheduled to be open so that a student will be able to drop or withdraw from class.

### Flexible Entry

Classes whose census date is after the official census date of the regular term are known as "flexible entry" classes. Enrollments in flexible entry classes must be included in the data submitted in the semester following. These students must be identified in separate records by coding Item #20, Flexible Entry, with a '1'.

Any student enrolled as of the official census date who subsequently enrolls in a Flexible Entry class organized in the same semester must be assessed tuition and fees as though another class was being added to the student's current load.



## CTC Student Census Report (CBM0C1)

### CB Rule Regarding Tuition and Fees

The conditions that apply to the collection of tuition are found in Chapter 21, Subchapter A, paragraph 21.4 of the CB Rules at <https://www.highered.texas.gov/about-us/rules-statutes/>.

### Tuition and Fee Refund Policy

CB Rule 21.5 in Subchapter A, Chapter 21 identifies the tuition and fee refund policy. Use the link in the paragraph above to view it.

### Distance Education

Institutions should not report non-resident students who are taking only distance education courses delivered outside the state (TAC Title 19, Part 1, Chapter 4, Subchapter P).

### Reporting Non-semester-length Developmental Education Interventions

Under CB Rule 13.107 in Chapter 13, Subchapter F, institutions may claim formula funding for allowable non-semester-length developmental education interventions [also known as non-course, competency-based options (NCBOs)]. Interventions of four or more contact hours may be reported for formula funding. Semester credit hours (SCH) should be included in the appropriate SCH fields on the CBM0CS report. Students enrolled in interventions that begin after the census date should be reported as flexible entry.

## CTC Student Census Report (CBM0C1)

### Instructions for Student Census Report

- Item #1 Record Code. Always enter '1'.
- Item #2 Institution Code. Enter the FICE Code of the institution. See Appendix A.
- Item #3 Student Identification Number. Enter the Social Security Number of the student. The institution will assign a unique nine-digit identification number to each student without a Social Security Number.
- Item #4 Gender. Enter the gender of the student.

M = Male      F = Female

- Item #5 Classification. Enter the classification of the student using the following guidelines:

- |   |                        |   |
|---|------------------------|---|
| 1 | Freshman               | First year student or less than 30 semester credit hours  |
| 2 | Sophomore              | A second year student who has completed the equivalent of one year of full-time undergraduate work; that is, at least 30 semester credit hours and not more than 72 semester credit hours |
| 3 | Unclassified           | More than 72 semester hours; no associate degree or above earned  |
| 4 | Associate Degree       | Previously earned an associate degree   |
| 5 | Baccalaureate or above | Previously earned a degree of baccalaureate or above  |
| 6 | Third Year Bachelor    | A student in the third year of a Bachelor's program <b>at your institution</b>  |
| 7 | Fourth Year Bachelor   | A student in the fourth year of a Bachelor's program <b>at your institution</b>   |

**Note: Students in the third or fourth year of a Bachelor's program at your institution should be classified with a '6' or '7' respectively, regardless of whether they also meet the criteria for other classification categories.**

- Item #6 Date of Birth. Enter all four digits of the year and both digits of the month and day of birth of the student in the following format -- YYYYMMDD.

where YYYY = Year      MM = Month      DD = Day

## CTC Student Census Report (CBM0C1)

- Item #7      Tuition Status. Enter the code indicating the legal status of the student for tuition purposes.
- 1   In-District – Resident
  - 2   Out-of-District – Resident
  
  - 3   Nonresident
  - 5   Tuition Exemption for Texas Resident
  - A   Student classified as a resident based on TEC 54.052(a)(3) who is not a U.S. citizen or permanent resident but is allowed to pay in-district resident tuition
  - B   Student classified as a resident based on TEC 54.052(a)(3) who is not a U.S. citizen or permanent resident but is allowed to pay out-of-district resident tuition
  - C   An applicant for permanent resident status or holder of a visa that allows a person to domicile in the U.S. who is classified as a resident and is paying in-district resident tuition
  - D   An applicant for permanent resident status or holder of a visa that allows a person to domicile in the U.S. who is classified as a resident and is paying out-of-district resident tuition
  - E   Tuition Waiver that allows non-resident or foreign students to pay the resident rate as well as recipients of Tuition Exemptions through TEC 54.207 (Good Neighbor Scholarship)
- NOTE:**
- a) Students who are allowed to pay the “Resident Tuition” rate due to a waiver should be coded ‘E’.
  - b) Students who qualify as residents through the 36-months’ residence in Texas and who are not U.S. citizens or permanent residents should be coded as ‘A’ if they are paying in-district tuition and be coded as ‘B’ if they are paying out-of-district tuition. Both ‘A’ and ‘B’ students must complete the affidavit.
  - c) Students who are eligible for permanent resident status (whose I-485 applications have not been rejected and are being processed by BCIS) and students who hold visas that allow them to domicile in the U.S. should be coded ‘C’ if they have actually established a domicile in Texas and have been classified as residents eligible to pay the in-district tuition and be coded ‘D’ if they have actually established a domicile in Texas and have been classified as residents eligible to pay the out-of-district tuition.
- Item #8      Residence. Enter the code representing the county, state, or foreign country of which the student is a resident as identified by the student as his/her permanent address at the time of application to the institution. See Appendix B for codes.
- a.   Enter the Texas county code for students who are Texas residents
  - b.   Enter the state code for students who are U.S. citizens or permanent residents and who are residents of other states
  - c.   Enter the foreign country code for foreign country citizens who are not Texas residents
- Item #9      Transfer or First-Time-in-College. If the student is a “transfer” student, enter the

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FICE code (see Appendix A) of the institution of higher education from which the student transferred. (Enter 999999 for institutions not having a FICE code.) A transfer is a student entering the reporting institution for the first time but who is known to have previously attended another postsecondary institution at the undergraduate level.

If the student has never attended college or other postsecondary institution, enter a '000001' to indicate a first-time student. Students should not be reported as first-time-entering college until they have completed their high school work. Therefore, include as first-time students those who entered with advanced standing (college credits earned before graduation from high school).

If not applicable, leave blank.

**NOTE:** The FICE codes in Item #9 are to be entered only the first semester of a student's enrollment after transferring to your institution.

Item #10A Unused.

Item #10B Unused

Item #11A Unused

Item #11B Unused

Item #12 Major Area of Concentration. Enter the 2020 CIP code (Appendix C) of the major area of concentration and the appropriate code in Item #13C for the Type Major. All Technical majors, including Tech-Prep, must match the Coordinating Board approved programs in the Education and Training Clearinghouse Technical Programs Inventory for the institution (district). For an undeclared academic major, a value of '24019900' or '99999999' may be reported. A Bachelor's major should be reported with a CB- approved CIP for your institution.

Item #13 Unused.

Item #13A Tuition Exemption/Waiver Code. When Item #7 is coded '5' and the student is a resident receiving a Hazlewood exemption (authorized in TEC 54.203), enter the code '01'; otherwise leave blank. When Item #7 is coded 'E' and the student is a nonresident eligible to pay the resident rate due to the state's waiver for members of the military and their families (TEC 54.058), enter '21'; otherwise leave blank.

01 Exemption of certain veterans, dependents, etc. of the Armed Forces of the United States from payment of tuition

21 Application of resident rather than nonresident tuition to military personnel and dependents

**NOTE:** These two tuition exemption/waiver codes are important in determining if the students are military or military dependents. They are used in the follow-up system if the student cannot be found in higher education or in

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the Texas workforce.

Item #13B Remote Campus. Enter '5' if the student is confined in a correctional institution; blank if not. Students attending out-of-district branch campuses recognized by the Coordinating Board as such must be identified. Each out-of-district branch campus will be assigned a unique number within the district. TSTC is required to use this item to identify the students enrolled at their extension centers:

1 Abilene          2 Breckenridge          3 Brownwood

Item #13C Type Major. Enter the code which represents the primary major:

1 Academic  
2 Technical  
3 Tech-Prep

**NOTE:** The Tech-Prep declared major definition requires that students must declare themselves as specific Tech-Prep majors who have matriculated from a high school Tech-Prep program; course enrollment alone in Tech-Prep courses are not sufficient to identify students as Tech-Prep majors.

A student in a Bachelor's program is to be reported as an academic major.

Item #15 First Name. Enter the student's first name. Truncate if the name contains over 10 characters.

Item #17 Middle Initial. Enter the initial of the student's middle name.

Item #18 Semester. Enter the semester that this report covers. If reporting a combined summer report, use a code of '3'.

1 Fall          2 Spring          3 Summer I          4 Summer II

Item #19 Year. Enter all four digits of the calendar year in which the semester occurs.

YYYY

Item #20 Flexible Entry. Enter a '1' if the record is for a student enrolled in a Flexible Entry (FE) class that is being reported for this semester Leave blank if not.

**NOTE:** An FE student who is also enrolled in the current semester should have separate entries for each enrollment.

Item #21 Student Affected by Undergraduate Funding Limitation. Enter a '1' if the student first enrolled in an institution of higher education in fall 1999 to summer 2006 (45 hour rule). Enter a '2' if the student first enrolled in an institution of higher education in the fall 2006 semester or later (30-hour rule). Otherwise enter a '0'. Effective June 1, 2018, enter a "5 – Returning Student" if the student has accrued at least 50 SCH

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and stopped out for 24 months (one-time only).

Item #22B Unused.

Item #22C Unused.

Item #22D Unused.

Item #22E Unused.

Item #22F Unused.

Item #22G Unused.

Item #23 Unused.

Item #24 Unused.

Item #25 Unused.

Item #26 Unused.

Item #27 Unused.

Item #28 Unused.

Item #29 Unused.

Item #30 Unused.

Item #31 Student Intent. Enter the code that reflects the primary reason the student is attending classes at your college. Beginning in Fall 2001 the datum MUST be student-declared. If the student fails to identify an intent, a "Did Not Respond" option (code 6) may be reported.

- 1 Earn an associate's degree (2 year)
- 2 Earn a certificate (less than 2 years)
- 3 Earn credits for transfer
- 4 Courses to:
  - get a new or better job
  - improve skills for current job
- 5 Courses for personal enrichment
- 6 Did not respond
- 7 Earn a Bachelor's degree

Item #32 Non-Disclosure. Enter a '2' to indicate that the individual student has notified the institution of his/her refusal to have "directory information" disclosed; else zero fill.

Item #33 Unused.

Item #34 Unused.

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- Item #35 Unused.
- Item #36 Unused.
- Item #37 Last Name. Enter the student's last name. Truncate if the name contains over 20 characters.
- Item #38 Restricted Program Admission. The Coordinating Board uses restricted admission codes to distinguish students who have a declared major in a particular discipline from those who are actually admitted to a certificate or degree program through a restricted or separate admission process. The distinction provides more accurate enrollment and graduation numbers in key, high-demand occupations and the data are often linked to special legislative initiatives.

To ensure accuracy of the number of students in these programs, enter the appropriate code for each student who is admitted to and continuing his/her enrollment in a certificate or degree program in the following areas or CIP codes. Leave blank if not.

- 06 Nursing (51.3801) Allied Health to ADN
- 07 Vocational Nursing (51.3901)
- 08 Nursing (51.3801) LVN to ADN
- 09 Nursing (51.3801) Paramedic to ADN
- 10 Nursing (51.3801) RN to BSN
- 11 Nursing (51.3801) Initial RN licensure, associate degree program

### **Definitions:**

The Restricted Program Admission codes for Nursing are used to calculate graduation rates (Education Code 61.0901) and for the distribution of funds under the Nursing Shortage Reduction Program (Education Code 61.9623).

- 06 Nursing (51.3801) Allied Health to ADN – A student admitted to and continuing his/her enrollment in an approved ADN nursing program who already possesses a certificate or degree in an allied health discipline other than as a paramedic. For the Board's purpose of counting graduates and calculating completion rates, this program is considered a one-year program.
- 08 Nursing (51.3801) LVN to ADN – A student admitted to and continuing his/her enrollment in an approved ADN nursing program who already possesses a certificate as a licensed practical or vocational nurse. For the Board's purpose of counting graduates and calculating completion rates, this program is considered a one-year program.
- 09 Nursing (51.3801) Paramedic to ADN – A student admitted to and continuing his/her enrollment in an approved ADN nursing program who already possesses a certificate or degree as a paramedic. For the Board's purpose of counting graduates and calculating completion rates, this program is considered a one-year program.

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- 10 Nursing (51.3801.00) RN to BSN degree program – a student admitted to and continuing his/her enrollment in an approved BSN nursing program who already possesses an ADN degree or a diploma in nursing and is a registered nurse. The Board uses the data to count graduates."
- 11 Nursing (51.3801) Initial RN licensure, associate degree program – A student admitted to and continuing his/her enrollment in an approved ADN nursing program who is not a registered nurse. For the Board's purpose of counting graduates and calculating completion rates, this program is considered a two-year program.

Item #39 High School Code. Enter the College Board CEEB High School code of the high school that the student graduated from. Required for Texas high school graduates that are coded as first-time-in-college (Item #9 = 000001). The Texas CEEB codes are in Appendix M. Not required for students over the age of 25. Leave blank if not applicable.

May be reported for all students. Use the CB-created special CEEB codes in Appendix M for students who did not graduate from a Texas high school.

Item #40 PEIMS Identification Number. Enter the PEIMS identification number of the student if you collect this information. The PEIMS identification number is a state-approved alternative student identification number provided by TEA to the school districts that is to be used when the student does not provide an SSN. It may be found in the student's high school transcript. This number begins with an 'S' which is then followed by 8 digits. Leave blank if you do not collect this information.

Item #41 Ethnic Origin. Enter the code indicating whether the student is of Hispanic or Latino origin or not.

- 1 Hispanic or Latino origin
- 2 Not Hispanic or Latino origin
- 3 Not answered

Item #42 Race. Select one or more codes indicating the race of the student.

- |           |   |   |
|-----------|---|---|
| Item #42A | 1 | White                                     |
| Item #42B | 2 | Black or African-American                 |
| Item #42C | 4 | Asian                                     |
| Item #42D | 5 | American Indian or Alaskan Native         |
| Item #42E | 6 | International                             |
| Item #42F | 7 | Unknown or Not Reported                   |
| Item #42G | 8 | Native Hawaiian or Other Pacific Islander |

### ***Definitions:***

- Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a



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tribal affiliation or community attachment.

- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African-American: A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa.
- International denotes a person who is not a citizen or permanent resident of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.
- Unknown or Not Reported: The unknown classification should only be used if the student has not selected a racial designation.

### **Notes:**

- a) Even though a student is allowed to pay the “Resident Tuition” rate due to a waiver (coded ‘E’ in Item #7), report with the international code.
- b) Report the ethnicity of students who were coded ‘A’ and ‘B’ in Item #7.
- c) Report the ethnicity of students who have applied to or have a petition pending with the Bureau of Citizenship and Immigration Services and students who base their residency on visas that allow them to domicile in the U.S.
- d) Report students who are Refugees, asylees, parolees, and those who are here under Temporary Protective Status as international students.

Item #43      Individual with Intellectual or Developmental Disabilities (IDD). Student has been identified as having an intellectual or developmental disability based on the definitions provided below. If a student is identified as having both an Intellectual Disability and identified as being on the Autism Spectrum, prioritize the reporting of the Intellectual Disability (enter ‘1’). Institutions may only report students who have been identified through self-identification and/or documented receipt of special services.

### Definition of Intellectual and Developmental Disability (IDD):

For reporting purposes, for Items #43 and #43A, Intellectual and Developmental Disability (IDD) is defined as a neurodevelopmental disorder that must meet the following criteria:

- a. Deficits in intellectual functions, such as reasoning, problem solving, planning, abstract thinking, judgement, academic learning, and learning from experience.
- b. Deficits in adaptive functioning that result in failure to meet developmental and sociocultural standards for personal independence

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and social responsibility. Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such as communication, social participation, and independent living, across multiple environments, such as home, school, work and community.

- c. (a) and (b) may occur after the developmental period (such as in the case of a traumatic brain injury).
- d. Students with IDD may include those diagnosed with an Autism Spectrum Disorder.

- 0. Student not identified as having an IDD
- 1. Student identified as having an IDD as defined above
- 2. Student identified as having an Autism Spectrum Disorder but not an Intellectual Disability (Report '1' if student is also identified as having an Intellectual Disability)

Item #43A Individual enrolled in a transitional or other program for students with Intellectual and Developmental Disabilities (IDD). Enter '1' if student was ever enrolled in a program for students with IDD at your institution. Report if student was enrolled in program at any time. Report only if coded '1' or '2' in Item #43. Enter '0' if student was not enrolled in a program for students with IDD. A record should NOT be created for students who are not otherwise reported on the CBM0C1. See definition of program below.

### Definition of Postsecondary Transitional Program or Program for Students with IDD:

A degree, certificate or non-degree program for students with IDD that is offered by an institution of higher education. These programs are designed to support students with IDD who want to continue academic, career, and independent living instruction following completion of secondary education.

- 0. Student never participated in a postsecondary program for students with IDD at this institution
- 1. Student participated in a postsecondary program for students with IDD at this institution
- 2. It is unknown if the student participated in a postsecondary program for students with IDD at this institution

Item #44A Academically Disadvantaged. Enter a '1' or leave blank if not. When reporting academically disadvantaged students, colleges may report students who, based on TSIA or a local placement test, do not have college entry level skills in reading, writing, or math. Colleges should also report students who are enrolled in developmental education courses based on the results of TSIA or local placement tests. The Interim Evaluation Report definition may also be applied for students who did not receive a high school diploma nor did not receive a GED certificate.

After the semester in which a student satisfactorily completes remediation, the

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college should no longer report that student as academically disadvantaged. Please note that academically disadvantaged does not include students with learning disabilities.

Item #44B Economically Disadvantaged Family or Individual. Enter a '2' or leave blank if not appropriate. Colleges may use one or more of the following standards to determine whether an individual is economically disadvantaged: 1) annual income at or below the federal poverty line, 2) eligibility for Aid to Families with Dependent Children or other public assistance programs (includes WIC program participants), 3) receipt of a Pell Grant or comparable state program of need-based financial assistance, 4) participation or eligible for JTPA programs included under Title II, and 5) eligible for benefits under the Food Stamp Act of 1977 or the Health and Humans Services (HHS) Poverty Guidelines, 403.114, page 36721 of final Rules and Regulations.

Students should not continue to be reported as economically disadvantaged if their circumstances change and they no longer meet the definition of economically disadvantaged.

Item #44C Individual with Disabilities. Enter a '3' or leave blank if not. The nature of this datum is that it is typically self-reported or reported when a student receives special services through a special populations coordinator or a state program. Students referred to the college by the Texas Rehabilitation Commission for education and training should be reported in this category.

Item #44D English Learner Enter a '4' or leave blank if not appropriate. Include all students who enroll in LEP courses or who were determined, based on a local placement test, to be Limited English Proficient.

After the semester in which a student successfully completes remediation, the college should no longer report that student as LEP.

Item #44G Single Parent or Single Pregnant Women. Enter an '8' or leave blank if not appropriate. This may be self-reported data. However, students who receive special federally-funded or state-funded assistance (such as referrals from the Texas Department of Human Services or the Texas Department of Health) because they are single parents may also be reported in this category. Assistance may include childcare assistance or childcare fee waivers.

Item #44H Out-of-Workforce Individuals. Enter a '9' or leave blank if not appropriate. An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills. This also includes a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

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- Item #44I Homeless Individuals. Enter an 'A' or leave blank if not appropriate. An Individual who lacks a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)) of the McKinney-Vento Homeless Assistance Act. This includes:
1. individuals who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
  2. individuals who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
  3. individuals who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  4. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965)
- Item #44J Foster Youth. Enter a 'B' or leave blank if not appropriate. Youth who are in, or have aged out of the foster care system. Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the title IV-E agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made. \**“Youth” means an individual who is not younger than age 17 or older than age 24.*
- Item #44K Youth with Active Duty Military Parent. Enter a 'C' or leave blank if not appropriate. A youth that has a parent that is full-time in the active military service of the United States. This includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. This does **not** include full-time National Guard duty. \**“Youth” means an individual who is not younger than age 17 or older than age 24.*

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Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code – Always 1'	1	1
Item #2	Institution Code – FICE – Numeric	2	6
Item #3	Student Identification Number – Numeric	8	9
Item #4	Gender – 'M' or 'F'	17	1
Item #5	Classification – '1' thru '7' – Numeric	18	1
Item #6	Date of Birth - YYYYMMDD – Numeric	19	8
Item #7	Tuition Status – Alphanumeric	27	1
Item #8	Residence – Numeric	28	3
Item #9	Transfer/First Time In College – Numeric or blank	31	6
Item #10A	Unused	37	4
Item #10B	Unused	41	4
Item #11A	Unused	45	4
Item #11B	Unused	49	4
Item #12	Major Area of Concentration – Numeric	53	8
Item #13	Unused	61	4
Item #13A	Tuition Exemption/Waiver Code – '01', '21', or blank	65	2
Item #13B	Remote Campus – '5' or blank (TSTC '1' thru '3')	67	1
Item #13C	Type Major – '1' or '2' or '3'	68	1
Item #15	First Name – Alpha	69	10
Item #17	Middle Name Initial – Alpha or blank	79	1
Item #18	Semester – '1', '2', '3', or '4' – Numeric	80	1
Item #19	Year - YYYY – Numeric	81	4
Item #20	Flexible Entry – Numeric or blank	85	1
Item #21	Student Affected by UG Funding Limit – Numeric	86	1
Item #22B	Unused	87	1
Item #22C	Unused	88	1
Item #22D	Unused	89	1
Item #22E	Unused	90	1
Item #22F	Unused	91	1
Item #22G	Unused	92	1
Item #23	Unused	93	4
Item #24	Unused	97	3
Item #25	Unused	100	3
Item #26	Unused	103	4
Item #27	Unused	107	4
Item #28	Unused	111	4
Item #29	Unused	115	4
Item #30	Unused	119	3
Item #31	Student Intent – '1' thru '7' – Numeric	122	1
Item #32	Non-Disclosure – Numeric	123	1
Item #33	Unused	124	3

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		<u>Beginning Position</u>	<u>Length</u>
Item #34	Unused	127	3
Item #35	Unused	130	4
Item #36	Unused	134	4
Item #37	Last Name – Alpha	138	20
Item #38	Restricted Program Admission	158	2
Item #39	High School Code	160	6
Item #40	PEIMS Identification Number	166	9
Item #41	Ethnic Origin – Numeric	175	1
Item #42	Race:		
Item #42A	White – ‘1’ or blank	176	1
Item #42B	Black or African-American – ‘2’ or blank	177	1
Item #42C	Asian – ‘4’ or blank	178	1
Item #42D	American Indian or Alaskan Native – ‘5’ or blank	179	1
Item #42E	International – ‘6’ or blank	180	1
Item #42F	Unknown or Not Reported – ‘7’ or blank	181	1
Item #42G	Native Hawaiian or Other Pacific Islander – ‘8’ or blank	182	1
Item #43	Individual with IDD – Numeric	183	1
Item #43A	Individual enrolled in IDD program – Numeric	184	1
Item #44A	Academically Disadvantaged – ‘1’ or blank	185	1
Item #44B	Economically Disadvan Family or Individual – ‘2’ or blank	186	1
Item #44C	Individual with Disabilities – ‘3’ or blank	187	1
Item #44D	English Learner – ‘4’ or blank	188	1
Item #44G	Single Parent or Single Pregnant Women – ‘8’ or blank	189	1
Item #44H	Out-of-Workforce Individuals – ‘9’ or blank	190	1
Item #44I	Homeless Individuals – ‘A’ or blank	191	1
Item #44J	Foster Youth – ‘B’ or blank	192	1
Item #44K	Youth with Active Duty Military Parent – ‘C’ or blank	193	1

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### Questionable and Error Values

The following values are used in the Coordinating Board's edit programs to determine Questionable and Error Values for each data element.

<u>ITEM</u>	<u>NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
1.	Record Code	N/A	Any value except '1'
2.	Institution Code	N/A	Must match value in header record and be on list of valid FICE codes
3.	Student ID	Duplicate FE entries	Blank or duplicate entry or not alpha and/or numeric
4.	Gender	N/A	Any value except 'M' or 'F'
5.	Classification	N/A	Any value except '1' thru '5' or '6' and '7' when institution has approved bacc. program
6.	Date of Birth	Age less than 13 or more than 75; age less than 13 or more than 19 when Item #26 greater than 0	Any non-numerical data; month less than '01' or greater than '12'
7.	Tuition Status	N/A	Any value except '1', '2', '3', '5', 'A', 'B', 'C', 'D', or 'E'
8.	Residence	N/A	Any value except '001' thru '254', '310' thru '369' or '402' thru '799'; must be coded '001' thru '254' if Item #13A is coded '01'; must be on residence file
9.	Transfer/First Time In College	Zero students coded '000001' in spring or summer	Non-numerical characters except all blanks; '000001' if Item #26 > '00'; zero students coded '000001' in fall
10.	Unused	N/A	N/A

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11.	Unused	N/A	N/A
12.	Major	N/A	Non-numeric or invalid CIP code; Bachelor's major not equal to approved CIP; value of '99999999' if Item #13C is coded '2' or '3'
13.	Unused	N/A	N/A
13A.	Exemption Code	Any value except '01' when Item #7 is coded '5' and Item #8 > '254'	Any value except '01' when Item #7 is coded '5' or '21' when Item #7 is coded 'E'
13B.	Remote Campus	N/A	Any value except '5' or blank or TSTC '1' thru '3'
13C.	Type Major	N/A	Any value other than '1', '2', or '3'
15.	First Name	Blank	Numerical
17.	Middle Name Initial	N/A	Numerical
18.	Semester	N/A	Must match header record
19.	Year	N/A	Must match header record
20.	Flexible Entry	N/A	Value except space or '1'
21.	Student Affected by UG Limit	N/A	Other than 0, '1', '2', or '5'
22B.	Unused	N/A	N/A
22C.	Unused	N/A	N/A
22D.	Unused	N/A	N/A
22E.	Unused	N/A	N/A
22F.	Unused	N/A	N/A
22G.	Unused	N/A	N/A
23.	Unused	N/A	N/A
24.	Unused	N/A	N/A



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25.	Unused	N/A	N/A
26.	Unused	N/A	N/A
27.	Unused	N/A	N/A
28.	Unused	N/A	N/A
29.	Unused	N/A	N/A
30.	Unused	N/A	N/A
31.	Student Intent	N/A	Value except '1' thru '7'
32.	Non-Disclosure	N/A	Any value except '2' or '0'
33.	Unused	N/A	N/A
34.	Unused	N/A	N/A
35.	Unused	N/A	N/A
36.	Unused	N/A	N/A
37.	Last Name	N/A	Blank, numerical
38.	Restricted Prog Admission	N/A	Any value except '07' when Item #12 = '513901' or '06', '08', '09', '10', or '11' when Item #12 = '513801' or blank

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39.	High School Code	N/A	Blank if Item #9 = '000001' and Item #8 = '001' thru '254'
40.	PEIMS Ident. Number	N/A	First position not 'S' with remaining positions not numeric
41.	Ethnic Origin	N/A	Value other than '1', '2', or '3'
42A.	White	N/A	Value other than '1' or space or value = '1' and '7'
42B.	Black/African-Amer	N/A	Value other than '2' or space or value = '2' and '7'
42C.	Asian	N/A	Value other than '4' or space or value = '4' and '7'
42D.	Amer Ind/Alaska Nat	N/A	Value other than '5' or space or value = '5' and '7'
42E.	International	N/A	Value other than '6' or space or value = '6' and '7'
42F.	Unknown/Not Rep	N/A	Value other than '7' or space; value = '7' plus value = '1', '2', '4', '5', '6', or '8'
42G.	Nat Hawaiian/Pac Is	N/A	Value other than '8' or space or value = '8' and '7'
43.	Individual with IDD	N/A	Any value other than '0', '1', or '2'
43A.	Individual enrolled in IDD program	N/A	Any value other than '0', '1', or '2'
44A.	Academically Disadv	N/A	Value except '1' and space
44B.	Economically Disadv	N/A	Value except '2' and space
44C.	Individual with Disabilities	N/A	Value except '3' and space
44D.	English Learner	N/A	Value except '4' and space
44G.	Single Parent	N/A	Value except '8' and space
44H.	Out-of-Workforce Individ	N/A	Value except '9' and space
44I.	Homeless Individuals	N/A	Value except 'A' and space
44J.	Foster Youth	N/A	Value except 'B' and space
44K.	Youth w/Active Duty Paren	N/A	Value except 'C' and space

## CTC Student Census Report (CBM0C1)

### Report Matching

**CBM0CS** - The Student ID/Flexible Entry reported on the CBM0C1 report will be validated against the Student ID/Flexible Entry reported on the CBM0CS report. Student ID's reported on the CBM0C1 report that are not found on the CBM0CS report will be listed in the **CBM0C1 records not included in the CBM0CS Report**. This will be flagged as a review item. Certification of the CBM0C1 report will not be allowed without an explanation of the mismatches.

**DISCREPANCY:** The number of records received in each submission is compared to the number in the trailer record (control total). The difference is shown on the edit report as a discrepancy.

### Summary of Student Data Methodology

1. **TOTAL HEADCOUNT** – Total headcount is a summation of all CBM0C1 records, excluding flexible entry records, which are displayed separately. The total headcount is categorized by gender, classification, student intent, age, tuition status, residence, ethnic origin, restricted program admission, first-time students, majors, special populations, non-disclosure, and flexible entry.
2. **AGE** – Each student's age, for the purpose of the summary report, is calculated by comparing each student's date of birth to the beginning date of the semester. For this purpose, the beginning date of each semester is:  
Fall - September 1; Spring - January 1; Summer - June 1
3. **MAJORS** – Item #12 summarizes the "Declared Majors" as follows:  
Academic Declared Majors – Type major equal '1'  
Academic Undeclared – '24999999', '24019900' or '99999999'; type major equal '1'  
Technical Declared Majors – Type major equal '2'  
Tech-Prep Declared Majors – Type major equal '3'

**NOTE:** Records which have any items in error (invalid amounts) are not included in any of the summary values.

## CBM002 Texas Success Initiative Report (as of Spring 2021)

Information about student readiness to be successful in freshman-level academic coursework as defined by the Texas Success Initiative (TSI) statute and affiliated rules is collected on the CBM002 TSI report. The Coordinating Board rules relating to TSI can be found in Chapter 4, Subchapter C at <https://www.highered.texas.gov/about-us/rules-statutes/>.

The CBM002 is designed to serve several purposes, including providing useful data for TSI evaluation. All undergraduate students attempting credit hours at public higher education institutions are required to be reported, including transfer students who are registered for one or more Coordinating Board approved courses during the reporting period. Institutions should include students in credit certificate programs but exclude students in continuing education programs. All undergraduate students reported on the CBM00S report must be reported on the CBM002 in the same reporting period. Students who withdraw prior to or on the official census date are not included. Rarely, a student may be reported on the CBM002 who is not reported on the CBM00S.

### Flexible Entry Courses

Classes whose census date is after the official census date of the regular term are traditionally known as “Flexible Entry” classes. However, with the introduction of the CBM00S, **students who enroll in flexible entry classes that conclude by the end of the term/semester are no longer reported as flexible entry on the CBM002.** Students enrolled in flexible entry classes that conclude after the end of the term must be included in the data submitted in the semester following. Only courses that are coded as a ‘6’ in Item #28 on the CBM00S report should be reported as flex (now option ‘6’) in Item #13 on the CBM002.

If a student is also taking non-flex courses in a semester in which a flex entry course is being reported, the student must be reported on a separate CBM002 record. For example, if a student takes a flex course from December to February, these hours are reported on the CBM00S and the CBM002 report for the student in the spring semester. If the student also takes regular semester credit hours in the spring (whether developmental education or college- level) those hours are reported as a separate record on the CBM002 (and CBM00S) report for the same spring semester.

## CTC Texas Success Initiative Report (CBM002)

### Exemptions

There are several types of TSI exemptions. Some are blanket exemptions which exempt students from TSI requirements in all sections (math, reading, and writing). This includes students with the requisite military service (honorably discharged, retired, or released) or students with an earned associate or baccalaureate degree. Others provide exemption on a section by section basis. This includes students taking ACT/SAT/TAKS/STAAR EOC/high school equivalency tests and students who have completed college-level courses, such as transfer students. For these exemptions, students may be excused from one, two, or all TSI sections depending on test performance (ACT, SAT, TAKS, STAAR EOC, high school equivalency tests) or the determination of the receiving institution. When qualifying test scores are achieved on more than one test, the reporting institution may choose which scores to report.

- Earned degrees: A student who has graduated with an associate or baccalaureate degree from an accredited institution of higher education.
- ACT/SAT/ TAKS/STAAR EOC: A student who meets the exemption standards and whose ACT, SAT, TAKS, or STAAR EOC scores are active (have not expired). Appropriate ACT and SAT test scores are valid for exemption purposes for exactly five years from the qualifying test date. Exit Level TAKS scores are valid for exactly five years.

ACT, SAT, TAKS, and STAAR EOC exemption standards are:

- ACT: For active tests, a composite score of 23 with a minimum of 19 on the English and/or the mathematics tests shall exempt a student for the corresponding section(s).
- SAT: administered prior to March 2016, a combined critical reading and mathematics score of 1070 with a minimum of 500 on the critical reading test shall be exempt for both reading and writing sections of the TSI Assessment; a combined critical reading and mathematics score of 1070 with a minimum of 500 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment.
- SAT: administered on or after March 2016: a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall exempt a student for both the reading and writing sections of the TSI Assessment; a minimum score of 530 on the mathematics test shall exempt a student for the mathematics section of the TSI Assessment. No combined score is required for exemptions based on the SAT if taken on or after March 2016.
- TAKS (Eleventh Grade Exit Level): A minimum scale score of 2200 on the math section and/or a minimum scale score of 2200 on the English Language Arts section with a writing subsection score of at least 3 shall exempt a student from the corresponding section(s).
- STAAR End-of-Course (EOC): A minimum score of 4000 on the English III reading and/or writing test (reading and writing were administered as separate tests through Spring 2013) and/or a minimum score of 4000 on the Algebra II EOC test shall exempt a student from the corresponding section(s).

## CTC Texas Success Initiative Report (CBM002)

- AP and IB Scores/Dual Credit Grades: A student who has satisfactorily completed college-level coursework in a related field using AP scores, IB scores, or dual credit grades, as determined by the receiving institution.
- Transfers: A student who transfers to a Texas public institution of higher education from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework, as determined by the receiving institution.
- Military: A student who on or after August 1, 1990 was honorably discharged, retired, or released from (a) active-duty as a member of the armed forces of the United States or the Texas National Guard or (b) service as a member of a reserve component of the armed forces of the United States.
- For reporting previous TASP exemptions granted prior to September 1, 2003, please contact Melissa Humphries (Melissa.Humphries@highered.texas.gov).
- High school equivalency (HSE) tests (includes GED and HiSET): While the date of testing can be anytime within the five (5) year time frame, applicability for TSI purposes and course placements starts 5/12/21.

GED and HiSET exemption standards are:

- GED: A minimum score of 165 on the Mathematical Reasoning subject test shall be exempt for mathematics; a minimum score of 165 on the Reasoning Through Language Arts (RLA) subject test shall be exempt for English Language Arts Reading (ELAR).
- HiSET: A minimum score of 15 on the Mathematics subtest shall be exempt for mathematics; a minimum score of 15 on the Reading subtest and a minimum score of 15 on the Writing subtest, including a minimum score of 4 on the essay, shall be exempt for English Language Arts Reading (ELAR).  
**NOTE:** HiSET has informed the Texas Education Agency that it will no longer administer its test in Texas after 8/31/21. Therefore, HiSET scores with test administration dates after 8/31/2021 cannot be used for the TSI exemption.

## Waivers

It is critical to understand the difference between a waiver and an exemption. “Waiver” is a term that is used for TSI reporting purposes to differentiate between exemptions in the TSI rules that are permanent (the student will always be exempted) and those that are not (the student is “waived” from TSI requirements for the current semester). Students with permanent exemptions are considered to have met TSI standards for reporting purposes. A student with a waiver has not satisfied the TSI obligation and may not be reported as such. For the purposes of reporting, the term waiver is also used for dual credit students who have not met TSI obligations but have permission to take dual credit courses under dual credit rules.

Students with a waiver should be reported with the option “0 – No, not satisfied or obligation is waived (includes college prep course waiver)” for items #20, #40, and #60. Select the appropriate waiver in corresponding items 21A, 41A, and 61A. ('6', '7', 'A', 'B', 'D', or 'H') for

## CTC Texas Success Initiative Report (CBM002)

every reporting period that the waiver applies. If a student in a waiver category has satisfied or permanently exempted TSI standards in some subject areas, the institution should report the student as having satisfied or exempted TSI standards in items #20, #40, and #60 for the applicable areas (see specific instructions for reporting college-prep waivers on page 2.5).

When TSI-related test or course information is available for students who have been granted a waiver, institutions should report this information on the CBM002. However, there is one exception to this rule. If a dual credit or concurrent enrollment student is administered a placement test and does *not* meet the TSI standard, the institution should *not* report the student's TSI placement score/s, but rather report '0' in items #22A, #42A, and/or #62A. Initial scores used for TSI placement should be reported the first time the student meets the standard, or after the student has completed grade 11 or higher.

Students may be reported as waived from the TSI requirements under the following circumstances:

➤ Non-degree-seeking or non-certificate-seeking students:

An institution of higher education *may* waive the requirements of the TSI for non-degree-seeking or non-certificate-seeking students.

➤ Certificate programs of one year or less:

TSI requirements *do not apply* to students in Level-One certificate programs. Level-One certificates consist of at least 15 but no more than 42 semester credit hours (23-63 quarter hours) designed to be completed in one year or less.

➤ Military:

TSI requirements *do not apply* to a student who:

- is serving on active-duty as a member of the armed forces of the United States or the Texas National Guard; or
- is serving as a member of a reserve component of the armed forces of the United States and has been serving for at least the three-year period preceding enrollment.

➤ English as a Second Language (ESL)/English for Speakers of Other Languages (ESOL) Waiver:

An institution of higher education *may* grant a temporary waiver from the TSI assessment for students with demonstrated limited English proficiency in order to provide appropriate ESOL/ESL coursework.

The waiver must be removed prior to the student attempting 15 credit hours of developmental ESOL coursework or attempting entry-level freshman coursework, whichever comes first, at which time the student or must be administered the TSI Assessment

## CTC Texas Success Initiative Report (CBM002)

### ➤ Waiver for college prep course

Students are reported as waived if they have taken a college prep course (under TEC, § 28.014) that the reporting institution developed with the student's local ISD or that the reporting institution agreed to accept via MOU from the institution that developed the course.

Institutions should NOT report a waiver for a prep course developed by another institution unless an MOU agreement exists between the two institutions of higher education.

Students who have a college prep course waiver should be reported as '0' (No, not satisfied or obligation is waived) on items #20/#40/#60 and 'A' or 'B' (waiver for college prep course) on items #21A/#41A/#61A. The student should continue to be reported as a '0' on items #20/#40/#60 until he or she becomes TSI-met through standard TSI obligation/exemption rules. Per TAC 4.52, enrollment in a first college-level course exempts a student with a college prep waiver from TSI obligations only at the institution accepting the waiver. The exemption only extends to all other institutions if the student meets TSI obligations outlined in rules. For this reason, if a student with a college-prep course waiver enrolls in a first-level college course but does not successfully complete with an A, B, or C, then the student will continue to be reported as being waived ('0') on item #20/#40/#60. If the student does

successfully complete a first college-level course with an A, B, or C, then the institution can make the determination that the student has met the requirements to be TSI-met in that subject, and item #24/#44/#64 should be marked as '1' or '3' (met at my institution this semester) at the end of the semester. In the semester after becoming TSI-met through successful completion of a college-level course, the student should be marked as '1' (Student is met at my institution for all freshman-level math courses) on items #21/#41/#61. Note that a student at your institution with a prep course exemption (called a waiver for reporting purposes, as per page 2.3) will be considered college ready upon entry for accountability report and success point purposes.

### ➤ Dual credit enrollment via approved score (waiver for *current* dual credit students):

Changes to rules relating to dual credit eligibility went into effect for fall 2014. The Coordinating Board rules that apply to dual credit requirements can be found in Chapter 4, Subchapter D, §4.85 at <https://www.highered.texas.gov/about-us/rules-statutes/>. The following includes a summary of the key eligibility rules with scores included, but see the rules for complete details.

Dual Credit Eligibility - Academic Course or Course in a Level 2 Certificate Program or Higher

*NOTE: While the following scores establish dual credit eligibility, they do not satisfy TSI requirements and should **NOT** be reported on the CBM002.*

- Eligibility for students to take academic dual credit courses is established if the student receives a minimum scale score 4000 on English II STAAR EOC or 4000 on Algebra I STAAR EOC AND a passing grade in the Algebra II course (C or better), as applicable.



## CTC Texas Success Initiative Report (CBM002)

- PSAT/NMSQT, PLAN and ACT-Aspire tests can be used to establish eligibility for high school juniors to take academic dual credit courses.
  - PSAT/NMSQT: Combined score of 107 and minimum of 50 on the reading and/or math test, as applicable.
  - PLAN: Composite score of 23 with 19 or higher in English and/or math, as applicable.
  - ACT-Aspire: Score of 435 in English or a score of 431 in math, as applicable (composite score not a part of criteria).

### Dual Credit Eligibility - Course in Level 1 Certificate Program or Program with Credential of Less than Level 1 Certificate

- A high school student is eligible to enroll and does not need to demonstrate additional college readiness.

A student who is granted a TSI waiver to take dual credit courses while still in high school based on eligible scores is not exempt from TSI. However, if the student receives an A, B, or C in an applicable dual credit course, the receiving higher education institution may determine that TSI obligations have been met.

Other provisions also apply to dual credit students, including information for students who are enrolled in Early College High Schools. The Coordinating Board rules that apply to dual credit requirements can be found in Chapter 4, Subchapter D, §4.85 at <https://www.highered.texas.gov/about-us/rules-statutes/> and those that apply to Early College High Schools specifically, are located in Chapter 4, Subchapter G, §4.161.

## Criteria for Meeting TSI Requirements

### CRITERIA EFFECTIVE FOR STUDENTS TAKING AN INITIAL TEST FOR TSI PURPOSES ON OR AFTER January 11, 2021

Beginning on January 11, 2021, all state higher education institutions will use the Texas Success Initiative Assessment, Version 2.0 (TSIA2) for determining a student's readiness to enroll in entry-level freshman coursework. Note that benchmarks related to the Texas Success Initiative Assessment (TSIA) are not changed and test results remain valid up to five years from date of testing. Scores from the initial testing attempt used for placement purposes when a student is first enrolled are reported on the CBM002 (scores for students who test before grade 12 should not be reported unless they meet TSI standards). Note that TSI exemptions will still be allowable (see exemptions on page 2.1).

Requirements for meeting TSI obligation:

Administered prior to January 11, 2021

- Math - 350
- Reading – 351

## CTC Texas Success Initiative Report (CBM002)

- Writing –
  - placement score of at least 340 and essay score 4 or higher; or
  - placement score of less than 340, and an ABE Diagnostic level of at least a 4, and an essay score of at least a 5

Administered on or after January 11, 2021

- Mathematics (for college-level coursework with mathematics-intensive designation by the offering institution):
  - a College Readiness Classification (CRC) score of at least 950; or
  - a CRC score below 950 and a Diagnostic level of 6.
- English Language Arts Reading (for college-level coursework with reading, writing, or reading and writing-intensive designation by the offering institution):
  - a College Readiness Classification (CRC) score of at least 945 and an essay score of at least 5; or
  - a CRC score below 945 and a Diagnostic level of 5 or 6 and an essay score of at least 5.

Note that reading or writing scores from the TSIA can be combined with English Language Arts Reading (ELAR) test scores of the TSIA2. For more information, see the Standalone Retest Options for ELAR Tests (CRC and Essay) [here](#).

#22A, #42A and #62A. If student placement is based on TSIA2 score, the institution should report 'TSI Assessment, Version 2.0' in items #42A and #62A.

#42B, #62B, and #62C. If student placement is based on TSIA2 score, the institution should repeat reporting the student's English Language Arts Reading test scores in items #42B and #62B. Then the institution should report the essay score in item #62C.

For a student who does not meet the minimum scores required to meet TSI obligations on the initial attempt of an approved test used for placement, an institution shall determine when the student is ready to perform freshman-level academic coursework on an individual basis according to the needs of the student. As indicators of readiness, institutions shall consider as appropriate:

- Performance in developmental education
- Performance in appropriate non-developmental coursework
- Performance on an approved TSI assessment instrument or performance on an institutionally selected assessment
- Other indicators of readiness as determined by the institution

### General Criteria about Test Attempts Used for Placement

The THECB wants to know the status of your student at the time of placement when the student initially entered your institution before any instruction. If a student's exemption status, test scores, or other indicator of TSI status were reported in a prior semester by your institution or another Texas public institution of higher education, use the previously reported or non- applicable category for related items. For example, if a student transferring from one Texas public institution

## CTC Texas Success Initiative Report (CBM002)

to another was determined by the initial institution to have met TSI obligations in math, the receiving institution should report the student in item #20 as having met TSI obligation at another institution and then report 'previously reported or not applicable' in items #21A and #22A. If the same student had not met the obligation for reading at the first institution, the receiving institution should report 'no, not satisfied or obligation is waived' in item #40, 'no, no exemption or waiver granted' in #41A, and 'not applicable' in item #42A, provided the initial assessment results were previously reported by the other institution. Scores for a high school student who tests before grade12 should only be reported if the student meets TSI standards and enrolled in and successfully completed a dual credit course in the area. Previously tested students who have not enrolled by the first class day of 2013 must take the TSI assessment if they are not exempt.

If student placement is based on a TSIA2 score which required the student to take the Diagnostic portion of the TSIA2, then the institution should also report the associated Diagnostic level (level one through six) for the subject area. Institutions should report the Diagnostic Level for Math in Item #80 and for English Language Arts Reading in Items #81 and #82. Institutions should report 0 for all students who did not take the diagnostic portion of the TSIA2 for a subject area. If a diagnostic level was reported in a prior semester, 0 for previously report may also be selected.

### Developmental Education Courses and Other Interventions

All developmental education coursework must be reported on the CBM00S, regardless of a student's TSI status. The one exception to this rule is high school students taking developmental education which is not state-funded. These students should not be reported (see TAC 9.146 for more information).

Students who have completed non-course-based developmental education should be reported on the CBM002 in items #23, #43, and #63 with a '1'. Interventions that meet the criteria for state formula funding for non-course-based (non-semester-length) developmental education under Rider 59 should be reported in this item and on the CBM00S.

Any student who meets TSI obligations during a semester (after the Census date or after an intervention that took place after the first class day) should be reported in items #24, #44, and #64 as option 1. This includes students who participated in developmental education activities at another institution.

### Math TSI Obligation Determined To Be Satisfied for Non-Algebra-Intensive Courses

Effective fall 2014, institutions that offer non-algebra intensive pathways for developmental mathematics may report students as meeting the math TSI obligation for non-algebra intensive math courses. See rules §4.54 and §4.58-9 for more information.

Readiness for non-algebra-intensive math pathways relates ONLY to preparation through developmental education courses and interventions; the status can ONLY apply to students who were NOT college-ready in math at entry.

If a student completes developmental education for non-algebra-intensive math courses but then wants to take an algebra-intensive college math course, the institution may require the student to take additional developmental education courses.

## CTC Texas Success Initiative Report (CBM002)

Students who are reported as ready for non-algebra intensive college math courses are considered TSI met and are considered to be prepared for non-algebra intensive freshman-level college math courses. However, institutions should NOT change the met status for these students from “met for non-algebra intensive math courses” to “met for all freshman-level math courses”--even if the student successfully completes a non-algebra intensive college math course--unless it is determined that the student is prepared for algebraic pathways through one of the following means: the student takes the DE coursework necessary for enrollment into algebra intensive college coursework, retests on the TSI test and meets TSI in math, or completes math coursework in an algebra-intensive area.

### Authority

The information reported on the CBM002 will be used to fulfill the requirements of Texas Education Code 51.3062 that “(n) Each institution of higher education shall report annually to the board on the success of its students and the effectiveness of its Success Initiative,” and “(o) The board shall evaluate the effectiveness of the Success Initiative on a statewide basis and with respect to each institution of higher education.” The data will also be used for accountability system measures which address developmental education. Other reports and data analysis above and beyond the requirements of the law may be generated in order to help institutions

analyze and improve their programs based on information from the CBM002 and an analysis of the institutional Texas Success Initiative plans.

### Reporting First College-Level Coursework for TSI-Related Subject Areas

Collecting records of students’ participation and performance in introductory-level, college-level courses is an important function of the TSI reporting system. Success in a first college-level course in a related subject area signals that a student has gained the necessary knowledge and skills to be successful in college-level courses in that subject area. Item #23 on the CBM00S is used to identify a reported course as the first college-level course for TSI purposes. Items #30/50/70 on the CBM002 provide institutions a means to show student status related to this measure.

### **COVID-19 Placement Waiver – for alternative placement methods developed due to COVID-19 (Summer 2020 through Summer 2022)**

Beginning in Summer 2020 through Summer **2022**, institutions may use additional factors to place non-exempt students enrolling in higher education institutions directly into a TSI-liable college-level course. If a student does not meet TSI benchmarks based TSI scores or with an existing waiver or exemption (as listed in [TAC 4.57](#), and [TAC Rule 4.54](#)), the institution may use their own placement method using other factors such as HS GPA, HS course-taking, and non-cognitive factors. See the COVID-19 FAQ for TSI [here](#).

This new placement approach, which we refer to as a ‘COVID-19 placement waiver’ for reporting purposes, is designed for reporting students who are placed into college-level coursework using a measure or group of measures developed for use during semesters affected by COVID-19 (Summer 2020 through Summer **2022**). Specifically, this refers to a new placement method that uses factors that are different from the traditional assessment scores used for TSI status, and TSI waivers or exemptions (per [TAC 4.57](#), and [TAC Rule 4.54](#)). Institutions will report the exact measures they used in their new placement method in a separate survey.

CTC Texas Success Initiative Report (CBM002)

If the decision for placement into a college-level course is made using the newly allowable measures, institutions should indicate this as a 'COVID-19 placement waiver' in the 'Exemptions and Waivers' Item (#21A/#41A/#61A). See the chart below for instructions on how to report non-exempt, undergraduate students who are being placed using a COVID-19 placement waiver. Students who already meet TSI benchmarks should be reported using the standard reporting rules.

Per [TAC Rule 4.55\(a\)](#), a student who was placed in a freshman-level course without traditional assessment factors must be assessed before the end of the first semester of enrollment in the coursework. Institutions of higher education may monitor students' grades and encourage students who may not pass the course to take the TSIA before the last date of the semester. If a student passes the college-level course, the institution may consider the student to have satisfied the TSI requirement and does not need to require the student to take the TSIA.

**Reporting Undergraduate Students Who Are Placed Using a COVID-19 Placement Waiver**

<p>ITEMS #20/#40/#60</p> <p>TSI Obligation Met by Census Date</p>	<p>Student does not meet any established/ traditional criteria to meet TSI AND student does not have a known TSIA score</p> <p><b>Items #20/#40/#60, Option 'Z' - Unknown</b></p>	<p>Student does not meet any established/ traditional criteria to meet TSI AND student has a TSIA score that does not meet the college-readiness benchmark</p> <p><b>Items #20/#40/#60, Option '0' – Not Met (be sure to report the known TSIA score in item #22B/#44B/#64B)</b></p>
<p>ITEMS #21A/#41A/#61A</p> <p>TSI Status Waived or Satisfied through Exemption</p>	<p>Institution's NEW placement method indicates that the student be placed in a college-level course without developmental education support</p> <p><b>Items #21A/#41A/#61A, Option 'Z' – COVID-19 placement waiver</b></p>	<p>Student did not take a course in the subject area or was placed in developmental education (corequisite or standalone)</p> <p><b>Items #21A/#41A/#61A, Option '1' – No exemption or waiver granted</b></p>

CTC Texas Success Initiative Report (CBM002)

<b>If TSI status at census date is 'Unknown'</b>				
ITEMS #24/#44/#64	Student passed exit-level DE in the subject area and/or passed the college-level course in the subject area	Student was tested on the TSIA before the end of the semester and met the college-readiness benchmark	Student was tested on the TSIA before the end of the semester and did not meet the college-readiness benchmark	Student did not pass exit-level DE or a college-level course in the subject area OR did not take a course in the subject area
TSI Obligation by End of Semester	<b>Items #24/#44/#64, Option '1' (or '3' for math)– TSI status met by my institution this semester</b>	<b>Items #24/#44/#64, Option '1' (or '3' for math)– TSI status met by my institution this semester</b>	<b>Items #24/#44/#64, Option '0' – TSI status not met</b>	<b>Items #24/#44/#64, Option 'Z' – TSI status remains unknown</b>

### High School Students Taking Dual Credit

Beginning in Summer 2020 through Summer **2022**, institutions may use additional measures other than traditional factors to place non-exempt high school students into TSI-liable college-level courses for dual credit (See the COVID-19 FAQ for TSI [here](#)). If a high school student does not meet dual credit eligibility (as listed in [TAC Rule 4.85](#)), the institution may use their own placement method using other factors such as HS GPA, HS course-taking, and non-cognitive factors.

This new placement approach, which we refer to as a 'COVID-19 placement waiver' for reporting purposes, is designed for reporting non-exempt dual credit high school students who are placed into college-level coursework with or without a developmental education support through a corequisite model, using a measure or group of measures developed for use during semesters affected by COVID-19 (Summer 2020 through Summer **2022**). Specifically, this refers to a method that uses indicators that are different from the traditional assessment scores used for dual credit enrollment eligibility (per [TAC Rule 4.85](#)).

If the decision for placement into a college-level course is made using the newly allowable measures, institutions should indicate this as a 'COVID-19 placement waiver' in the 'Exemptions and Waivers' Item (#21A/#41A/#61A). See the chart below for instructions on how to report non-exempt, dual credit high school students who are being placed using a COVID-19 placement waiver. These reporting requirements also apply to high school students taking dual credit who are reported as 'non-degree-seeking' on the CBM0C1.

See the chart below for instructions on how to report non-exempt high school students who are being placed using a COVID placement waiver. High school students who already meet TSI should be reported using the standard reporting rules. High school students who already meet dual credit eligibility criteria should also be reported using the standard reporting rules.

**Reporting High School Students in Dual Credit Courses Who Are Placed Using a COVID-19 Placement Waiver**

**– Note: These students should be identified in Item #10, option ‘2’**

<p>ITEMS #20/#40/#60</p> <p>TSI Obligation Met by Census Date</p>	<p>Student does not meet any established, traditional criteria to meet TSI AND student does not have a known TSIA score AND dual credit eligibility is unknown</p> <p><b>Items #20/#40/#60, Option ‘Z’ - Unknown</b></p>	<p>Student does not meet any established, traditional criteria to meet TSI AND student has a TSIA score that does not meet the college-readiness benchmark</p> <p><b>Items #20/#40/#60, Option ‘0’ – Not Met (be sure to report the known TSIA score in item #22B/#44B/#64B)</b></p>
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<p>ITEMS #21A/#41A/#61A</p> <p>TSI Status Waived or Satisfied through Exemption</p>	<p>Institution’s NEW placement method indicates that the student be placed in a college-level course without developmental education support</p> <p><b>Items #21A/#41A/#61A, Option ‘Z’ – COVID-19 placement waiver</b></p>	<p>Student did not take a course in the subject area or was placed in developmental education (corequisite model)</p> <p><b>Items #21A/#41A/#61A, Option ‘1’ – No exemption or waiver granted</b></p>
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<p><b>If TSI status at census date is ‘Unknown’</b></p>				
<p>ITEMS #24/#44/#64</p> <p>TSI Obligation by End of Semester</p>	<p>Student passed exit-level DE in the subject area and/or passed the college-level course in the subject area</p> <p><b>Items #24/#44/#64, Option ‘1’ (or ‘3’ for math)– TSI status met by my institution this semester</b></p>	<p>Student was tested on the TSIA before the end of the semester and met the college-readiness benchmark</p> <p><b>Items #24/#44/#64, Option ‘1’ (or ‘3’ for math)– TSI status met by my institution this semester</b></p>	<p>Student was tested on the TSIA before the end of the semester and did not meet the college-readiness benchmark</p> <p><b>Items #24/#44/#64, Option ‘0’ – TSI status not met</b></p>	<p>Student did not pass exit-level DE or a college-level course in the subject area OR did not take a course in the subject area</p> <p><b>Items #24/#44/#64, Option ‘Z’ – TSI status remains unknown</b></p>

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### FOR SPRING 2020 REPORTING ONLY

In all other semesters, only grades of A, B, or C may be reported as a successful completion of a first college-level course. Many institutions have allowed students flexibility to change a course to be taken pass/fail as a result of the situations presented by COVID-19. For spring 2020 only, institutions may also report a student who passed a pass/fail course as a successful completion of a first college-level course.

Only one first college-level course should be reported per student per area on the CBM00S. If the student is taking more than one course that qualifies, the institution will choose which one to include. For a transfer student from a Texas public institution or from an accredited Texas private or out of state institution, if the receiving institution determines that the student has successfully completed a related introductory college-level course with an A, B, or C, the institution will report a '2' for completed at another institution in items #30, #50, and #70 on the CBM002 (as applicable) and report a '0' in item #23 on the CBM00S (previously reported or not applicable). Students who have not yet successfully completed a first college-level course should be reported with a '0' in items #30, #50, and/or #70 for the appropriate subject area(s).

### Reporting Period Definitions

When the term Census Date is used in the report, the term refers to the 12<sup>th</sup> class day of the fall and spring semesters. However, term lengths can vary. Therefore, the following official schedule will be used to determine the official census date for terms of various lengths:

<u>Length of Term in Weeks</u>	<u>Official Census Date is Class Day #</u>
2 or less	1
3	2
4	3
5 - 6	4
7	5
8	6
9 - 10	7
11	8
12	9
13 - 14	10
15	11
16 or more	12

The count of class days begins on the first day that classes are held in the term and includes each calendar day on which classes are normally held at the institution (e.g., Monday through Friday) until the official census date is reached. The official census day must be on a day that the Registrar's office is scheduled to be open so that a student will be able to drop or withdraw from class.



## CTC Texas Success Initiative Report (CBM002)

### Reporting TSI Status for Students Taking Courses that Begin after the Census Date and Conclude by the End of Semester

The CBM002 report incorporates information known about students as of the end of the semester; however, some items request information about a student's status at the beginning of the semester or on the census date.

If a student is only taking courses that begin after the traditional census date but conclude by the end of the semester, use the census date for the earliest course when reporting TSI status by census date (items #20/#24, #40/#44, and #60/#64). However, if a student is also taking traditionally scheduled courses in the semester, use the census date for the traditional courses for reporting TSI status in these items.

### Clarification of Texas Public Institutions of Higher Education

For the purposes of clarity, the term Texas public institution of higher education is used to refer specifically to public colleges and universities in the state when the item refers to another institution other than the one reporting. Institution is used in this report to refer to any accredited institution, public or private. In the many instances where the report is clearly referring to the institution which is reporting, the term "institution" or "receiving institution" is used without additional specification.

### Clarifications on Data Pertaining to Dual Credit Students

There are several places in the CBM002 that dual credit students are addressed. This section provides additional clarification for how to report dual credit students.

The Students who have met TSI obligations/ exemption standards for all areas in which they are currently taking dual credit courses should be reported as '0' in item #10, and the qualifying exemptions/met obligations scores should be reported for the appropriate subject area(s). Students who have met dual credit waiver requirements but have NOT met TSI obligations in all areas should be reported as '2' in item #10, with subject area waiver information provided in items #21A, #41A, and #61A, as applicable. Students reported as '2' in item #10 who have met dual credit eligibility through test scores in a subject area should be reported as '6' on items, #21A, #41A, #61A as applicable.

For dual credit students, TSI obligations/exemption standards or waiver information should be reported for all subject areas in which a student is taking courses. The dual credit waiver allows current dual credit students to use eligible test results to waive TSI requirements for corresponding sections.

- **If a student has met TSI obligations/exemptions for ALL areas in which the student is currently taking dual credit courses**, then the student should be reported as '0' in item #10, and the qualifying exemptions/met obligations scores should be reported for the appropriate subject area(s).
- **If a student has met dual credit eligibility requirements but has NOT met TSI obligations/exemptions for all areas in which the student is currently taking dual credit courses**, then the student should be reported as '2' in item #10, with subject area waiver **or TSI met** information provided in items #21A, #41A, and #61A, as applicable. Subject-specific waiver information should be reported as follows:

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- o **If a student has met TSI obligations for the subject area**, then qualifying exemptions/met obligations scores should be reported for the subject area.
- o **If a student has met dual credit eligibility requirements through testing but has NOT met TSI obligations/exemptions for the subject area**, then the student should be reported as '6' in #21A, #41A, and #61A.
- o **If a student is not required to demonstrate eligibility in the subject area because the course is part of a in a Level 1 Certificate program or program leading to a credential of less than Level 1 Certificate**, then the student should be reported as '7' in #21A, #41A, and #61A.

Transfer students are exempt from TSI if the receiving institution makes the determination that the student has satisfactorily completed college-level coursework in the relevant TSI areas. Exemptions for students who have completed dual credit courses work the same way. A receiving institution may determine that a student who has satisfactorily completed college-level coursework through dual credit has met TSI requirements for the relevant subject areas. This exemption is reported as '5' in items #21A, #41A, and #61A. Note that a student must receive a C or better in the dual credit course for the receiving institution to make this determination. For reporting purposes, this exemption should not be used if the student has exempted/met TSI obligations through testing and test results are available.

Related to the first college-level course requirement, when reporting high school students taking dual credit courses in items #30, #50, and/or #70 on the CBM002, select option '4' (yes at my institution this semester) if the student has successfully completed a first college-level course with an A, B, or C in the reporting period. The item should be answered with option '0' (no, not satisfied) if the student has not received a C or better in a first college-level course in the area. For a dual credit course successfully completed with an A, B, or C at the same institution in a previous semester, report a '3.' Be sure to note successful completion of a first college-level course on the CBM00S for all dual credit students who meet this requirement (item #23 on the CBM00S).

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Instructions for TSI Report

**STUDENT DEMOGRAPHICS SECTION:** All items in this section must be provided every reporting period. Every **undergraduate** student reported on the CBM00S needs to be on the CBM002. Some students may be reported on the CBM002 who are not on the CBM00S. For example, a student who receives an incomplete in a course should be reported again on the CBM002 for the semester that the student actually completes the course; however, that student should not be reported for that course on the CBM00S, CBM0C1, or CBM0E1 in the semester the course is completed. For additional information on reporting flex students, see the introduction.

Item #1 Record Code. Always enter '2'.

Item #2 Institution Code. Enter the FICE Code of the institution. See Appendix A.

Item #3 Student Identification Number. Enter the Social Security number of the student. The institution will assign unique identification numbers to students without Social Security numbers and report their dates of birth (Item #9) each reporting period to help uniquely identify the student.

Item #4 Reporting Period. (Summer reporting periods should match the CBM0C1.)

- 1 Fall
- 2 Spring
- 3 Summer I
- 4 Summer II

Item #5 Year. Enter all four digits of the calendar year of the reporting period.

Item #6 Non-Disclosure. Enter a '2' to indicate that the individual student has notified the institution of his/her refusal to have "directory information" disclosed; else zero fill.

Item #7 Gender. Enter the gender of the student.

M = Male      F = Female

Item #8 Unused.

Item #9 Date of Birth. Enter all four digits of the year, the month, and day of birth of the student (YYYYMMDD). If the date of birth is unknown, enter '00000000'.

Item #10 Program Indicator.

- 0 No or not applicable
- 2 Student is a current dual credit student
- 8 Student is enrolled in an Adult Education and Literacy (AEL) program
- 9 Student is enrolled in a Level 2 Cert or Applied Associates degree that does not require a freshman-level academic mathematic course and the student is not taking a college-level math course. This does not include students who have undeclared or undecided majors

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Item #11 Ethnic Origin. Enter the code indicating whether the student is of Hispanic or Latino origin or not.

- 1 Hispanic or Latino origin
- 2 Not Hispanic or Latino origin
- 3 Not answered

Item #12 Race. Select one or more codes indicating the race of the student.

- Item #12A 1 White
- Item #12B 2 Black or African-American
- Item #12C 4 Asian
- Item #12D 5 American Indian or Alaskan Native
- Item #12E 6 International
- Item #12F 7 Unknown or Not Reported
- Item #12G 8 Native Hawaiian or Other Pacific Islander

### ***Definitions:***

- Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African-American: A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa.
- International denotes a person who is not a citizen or permanent resident of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.
- Unknown or Not Reported: The unknown classification should only be used if the student has not selected a racial designation.

### ***Notes:***

- a) Even though a student is allowed to pay the "Resident Tuition" rate due to a waiver (coded 'E' in Item #7 on the CBM0C1), report with the international code.
- b) Report the ethnicity of a student who was classified as a resident based on TEC 54.052(a)(3) (coded 'A' in Item #7 on the CBM0C1).
- c) Report the ethnicity of students who have applied to or have a petition pending with the Bureau of citizenship and Immigration Services and students who base their residency on visas that allow them to domicile in the U.S.
- d) Report students who are Refugees, asylees, parolees, and those who are here under Temporary Protective Status as international students.

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Item #13 Flexible Entry. Enter a '6' if the record is for a student enrolled in a class that is being reported with a '6' FE code on the CBM00S (Item #28). Leave blank if not flexible entry. See the introduction for more information.

**NOTE:** An FE student who is also enrolled in the current semester should have a separate record for enrollment that is carried over from a previous semester.

Item #14 Unused. This item is reserved for future use.

**MATH ASSESSMENT and STATUS SECTION:**

Item #20 Math TSI Obligation Determined To Be Satisfied Based on the State Standard Met by Census Date or Determined To Be Exempted.

- 0 No, not satisfied or obligation is waived (includes college prep course waiver)
- 1 Yes, at my institution for all freshman-level math courses
- 2 Yes, at another Texas public institution for all freshman-level math courses
- 3 Yes, at my institution for non-algebra intensive math courses (see introduction)
- 4 Yes, at another Texas public institution for non-algebra intensive math courses (see introduction)
- Z Unknown, TSI status was not demonstrated based on traditional factors (refer TAC rules 4.54 and 4.57) by census date. Use this indicator if this is an undergraduate student without information on their TSI status, or this is a high school student taking a college-level course in math, and their dual credit eligibility status is also unknown. This should also include HS students taking dual credit who are considered 'non-degree-seeking'.

Item #21A Math TSI Obligation Waived or Satisfied through Exemption.

- 0 Previously reported (This category includes students who were reported by your institution during a **previous** reporting period, and students who were reported by another Texas public institution)
- 1 No, no exemption or waiver granted
- 2 Exemption based on ACT Test
- 3 Exemption based on old SAT Test (administered prior to March 2016); See option "C" below for reporting of exemption based on the new SAT (administered on or after March 2016)
- 4 Exemption based on TAKS Exit Level Math Test
- 5 Exemption/met obligation based on determination by receiving institution that student has satisfactorily completed college-level coursework (for example transfers from Texas private and out-of-state institutions, IB scores, AP scores, dual credit grades)
- 6 Waiver to take math-related dual credit
- 7 Waiver based on Level-One Certificate Program or non-degree-seeking or non-certificate-seeking status
- 8 Exemption based on the STAAR Algebra II EOC Test
- A Waiver for college prep course developed by my institution with local ISD(s)
- B Waiver for college prep course developed by another Texas public institution and local ISD(s) (course accepted via MOU)

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- C Exemption based on revised SAT Test (administered March 2016 and later); See option “3” above for reporting of exemption based on the old SAT (administered prior to March 2016)
- D Waiver for active military duty
- E Exemption because of past military experience based on TSI rules
- F Exemption based on earned degree from accredited higher education institution
- G Dual credit student taking a course other than math. No waiver/exemption applicable.
- H Waiver for ESL/ESOL developmental education
- I High School Equivalency Tests (includes GED or HiSET)
- Z COVID-19 Placement Waiver - Student was placed in math-intensive college-level course using a placement method made up of measures other than traditional factors. This should correspond to the placement method reported on the separate survey.

Item #21B ACT or SAT Math Score. Enter if coded ‘2’, ‘3’, or ‘C’ in Item #21A, or enter ‘000’ if not applicable. If the score is less than 3 digits, enter leading zeros.

Item #21C ACT Composite or SAT Combined Score. (If SAT administered prior to March 2016—do not report combined score for Revised SAT administered on or after March 2016) Enter if coded ‘2’ or ‘3’ in Item #21A, or enter ‘0000’ if not applicable. If the score is less than 4 digits, enter leading zeros. Use math and critical reading score for SAT combined score.

Item #21D TAKS Exit Level Math/STAAR Algebra II EOC Scale Score. Enter if coded ‘4’ or ‘8’ in Item #21A, or enter ‘0000’ if not applicable.

Item #22A Math Assessment Test Used at the Time of TSI Placement. (See the introduction for more information.)

- 0 Previously reported or not applicable (This category includes students whose initial status was reported by a present or previous Texas public institution or who were exempted/waived.)
- 1 THEA/TASP (Math)
- 2 COMPASS (Algebra)
- 3 ASSET (Elementary Algebra)
- 4 ACCUPLACER (Elementary Algebra)
- 5 Stanford Achievement Test (for deaf students)
- 6 MAPS (Elementary Math)
- 7 Not assessed
- 8 TSI Assessment
- 9 TSI Assessment, Version 2.0 (effective January 11, 2021)

Item #22B Math Assessment Score Used for Initial Placement. Enter the placement test score for math. The score must match the type test identified in Item #22A. If the score is less than 3 digits, enter leading zeros. Enter ‘000’ if the item is not applicable (‘0’ or ‘7’ in #22A).

Item #23 Participation in Alternative/Non-course-based Method for Developmental Education Math this Reporting Period.

- 0 Not applicable (did not participate)
- 1 Yes, participated

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Item #24 Math TSI Obligation Satisfied Based on the State Standard by the **End** of the Semester/Reporting Period.

- 0 No, not satisfied or obligation is waived (includes college prep course waiver)
- 1 Yes, at my institution this semester or determined to be satisfied by my institution this semester for all freshman-level math courses
- 2 Already satisfied (or exempted) by census date for all freshman-level math courses (see introduction)
- 3 Yes, at my institution this semester or determined to be satisfied by my institution this semester for non-algebra intensive math courses (see introduction)
- 4 Already satisfied (or exempted) by census date for non-algebra intensive math courses (see introduction)
- Z TSI status is unknown

Item #25-29 Unused.

**FIRST COLLEGE-LEVEL MATH COURSE SECTION:**

Item #30 Credit for First College-Level Math Course. FOR SPRING 2020 REPORTING ONLY, courses completed with a status of passed in a pass/fail course may also count toward successful completion of a first college-level math course. See introduction for details. Has the student successfully completed college-level math with an A, B, C, or Credit/Passed? Report credit earned through AP, IB, dual credit (at your institution), and credit by exam as '3'. (See the introduction for information about reporting transfer students.)

- 0 No, not satisfied
- 1 Yes, at my institution in a previous semester
- 2 Yes, at another institution
- 3 Yes, credit otherwise awarded by this institution (e.g., AP, IB, previous completion of dual credit with a C or better, credit by exam)
- 4 Yes, at my institution this semester (reported on the CBM00S)

Item #31-39 Unused.

**READING ASSESSMENT and STATUS SECTION:**

Item #40 Reading TSI Obligation Determined To Be Satisfied Based on the State Standard Met by Census Date or Determined To Be Exempted.

- 0 No, not satisfied or obligation is waived (includes college prep course waiver)
- 1 Yes, at my institution
- 2 Yes, at another Texas public institution
- Z Unknown, TSI status was not demonstrated based on traditional factors (refer TAC rules 4.54 and 4.57) by census date. Use this indicator if this is an undergraduate student without information on their TSI status, or this is a high school student taking a college-level course in reading, and their dual credit eligibility status is also unknown. This should also include HS students taking dual credit who are considered 'non-degree-seeking'.

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Item #41A Reading TSI Obligation Waived or Satisfied through Exemption.

- 0 Previously reported (This category includes students who were reported by your institution during a **previous** reporting period and students who were reported by another Texas public institution)
- 1 No, no exemption or waiver granted
- 2 Exemption based on ACT Test
- 3 Exemption based on old SAT Test (administered prior to March 2016); See option "C" below for reporting of exemption based on the new SAT (administered on or after March 2016)
- 4 Exemption based on TAKS Exit Level English Language Arts Test (must receive a writing subsection score of 3 or 4)
- 5 Exemption/met obligation based on determination by receiving institution that student has satisfactorily completed college-level coursework (for example transfers from Texas private and out-of-state institutions, IB scores, AP scores, dual credit grades)
- 6 Waiver to take reading-related dual credit
- 7 Waiver based on Level-One Certificate Program or non-degree-seeking or non-certificate-seeking status
- 8 Exemption based on the STAAR English III EOC Reading Test
- A Waiver for college prep course developed by my institution with local ISD(s)
- B Waiver for college prep course developed by another Texas public institution and local ISD(s) (course accepted via MOU)
- C Exemption based on revised SAT Test (administered March 2016 and later); See option "3" above for reporting of exemption based on the old SAT (administered prior to March 2016)
- D Waiver for active military duty
- E Exemption because of past military experience based on TSI rules
- F Exemption based on earned degree from accredited higher education institution
- G Dual credit student taking a course other than reading-related. No waiver/exemption applicable.
- H Waiver for ESL/ESOL developmental education
- I High School Equivalency Tests (includes GED or HiSET)
- Z COVID-19 Placement Waiver - Student was placed in reading-intensive college-level course using a placement method made up of measures other than traditional factors. This should correspond to the placement method reported on the separate survey.

Item #41B ACT (English) or SAT (Critical Reading) Score. Enter if coded '2', '3', or 'C' in Item #41A, or enter '000' if not applicable. If the score is less than 3 digits, enter leading zeros.

Item #41C ACT Composite or SAT Combined Score. (If SAT administered prior to March 5, 2016—do not report combined score for Revised SAT administered on or after March 2016). Enter if coded '2' or '3' in Item #41A, or enter '0000' if not applicable. If the score is less than 4 digits, enter leading zeros. Use math and critical reading score for SAT combined score.

Item #41D TAKS Exit Level English Language Arts Test/STAAR English III EOC Reading Test Scale Score. Enter if coded '4' or '8' in Item #41A, or enter '0000' if not applicable.



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Item #42A Reading Assessment Test Used at the Time of TSI Placement. (See the introduction for more information.)

- 0 Previously reported or not applicable (This category includes students whose initial status was reported by a present or previous Texas public institution or who were exempted/waived.)
- 1 THEA/TASP (Reading)
- 2 COMPASS (Reading Skills)
- 3 ASSET (Reading Skills)
- 4 ACCUPLACER (Reading Comprehension)
- 5 Stanford Achievement Test (for deaf students)
- 6 MAPS (Reading Comprehension)
- 7 Not assessed
- 8 TSI Assessment
- 9 TSI Assessment, Version 2.0 (effective January 11, 2021)

Item #42B Reading Assessment Score Used for Initial Placement. Enter the placement test score for reading. The score must match the type test identified in Item #42A. If the score is less than 3 digits, enter leading zeros. Enter '000' if the item is not applicable ('0' or '7' in #42A). (For TSIA2, report the English Language Arts Reading score)

Item #43 Participation in Alternative/Non-course-based Method for Developmental Education Reading this Reporting Period.

- 0 Not applicable (did not participate)
- 1 Yes, participated

Item #44 Reading TSI Obligation Satisfied based on the State Standard by the End of the Semester/Reporting Period.

- 0 No, not satisfied or obligation is waived (includes college prep course waiver)
- 1 Yes, at my institution this semester or determined to be satisfied by my institution this semester
- 2 Already satisfied (or exempted) by census date
- Z TSI status is unknown

Item #45-49 Unused.

**FIRST COLLEGE-LEVEL READING COURSE SECTION**

Item #50 Credit for First College-Level Reading-Intensive Course. FOR SPRING 2020 REPORTING ONLY, courses completed with a status of passed in a pass/fail course may also count toward successful completion of a first college-level reading course. See introduction for details. Has the student successfully completed a college-level reading-intensive course with an A, B, C, or Credit/Passed? Report credit earned through AP, IB, dual credit (at your institution), and credit by exam as '3'. (See the introduction for information about reporting transfer students.)

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- 0 No, not satisfied
- 1 Yes, at my institution in a previous semester
- 2 Yes, at another institution
- 3 Yes, credit otherwise awarded by this institution (e.g., AP, IB, previous completion of dual credit with a C or better, credit by exam)
- 4 Yes, at my institution this semester (reported on the CBM00S)

Item #51-59 Unused.

**WRITING ASSESSMENT and STATUS SECTION:**

Item #60 Writing TSI Obligation Determined To Be Satisfied based on the State Standard Met by Census Date or Determined To Be Exempted.

- 0 No, not satisfied or obligation is waived (includes college prep course waiver)
- 1 Yes, at my institution
- 2 Yes, at another Texas public institution
- Z Unknown, TSI status was not demonstrated based on traditional factors (refer TAC rules 4.54 and 4.57) by census date. Use this indicator if this is an undergraduate student without information on their TSI status, or this is a high school student taking a college-level course in writing, and their dual credit eligibility status is also unknown. This should also include HS students taking dual credit who are considered 'non-degree-seeking'.

Item #61A Writing TSI Obligation Waived or Satisfied through Exemption.

- 0 Previously reported (This category includes students who were reported by your institution during a **previous** reporting period, and students who were reported by another Texas public institution)
- 1 No, no exemption or waiver granted
- 2 Exemption based on ACT Test
- 3 Exemption based on old SAT Test (administered prior to March 2016); See option "C" below for reporting of exemption based on the new SAT (administered on or after March 2016)
- 4 Exemption based on TAKS Exit Level English Language Arts Test (must receive a writing subsection score of 3 or 4)
- 5 Exemption/met obligation based on determination by receiving institution that student has satisfactorily completed college-level coursework (for example transfers from Texas private and out-of-state institutions, IB scores, AP scores, dual credit grades)
- 6 Waiver to take writing-related dual credit
- 7 Waiver based on Level-One Certificate Program or non-degree-seeking or non-certificate seeking status
- 8 Exemption based on the STAAR English III EOC Writing Test
- A Waiver for college prep course developed by my institution with local ISD(s)
- B Waiver for college prep course developed by another Texas public institution and local ISD(s) (course accepted via MOU)
- C Exemption based on revised SAT Test (administered March 2016 and later); See option "3" above for reporting of exemption based on the old SAT (administered prior to March 2016)

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- D Waiver for active military duty
- E Exemption because of past military experience based on TSI rules
- F Exemption based on earned degree from accredited higher education institution
- G Dual credit student taking a course other than writing-related. No waiver/exemption applicable
- H Waiver for ESL/ESOL developmental education
- I High School Equivalency Tests (includes GED or HiSET)
- Z COVID-19 Placement Waiver - Student was placed in writing-intensive college-level course using a placement method made up of measures other than traditional factors. This should correspond to the placement method reported on the separate survey.

Item #61B ACT (English) or SAT (Critical Reading) Score. Enter if coded '2', '3', or 'C' in Item #61A, or enter '000' if not applicable. If the score is less than 3 digits, enter leading zeros.

Item #61C ACT Composite or SAT Combined Score. (If SAT administered prior to March 2016—do not report combined score for Revised SAT administered on or after March 2016). Enter if coded '2' or '3' in Item #61A, or enter '0000' if not applicable. If the score is less than 4 digits, enter leading zeros. Use math and critical reading score for SAT combined score.

Item #61D TAKS Exit Level English Language Arts Test/STAAR English III EOC Writing Test Scale Score. Enter if coded '4' or '8' in Item #61A, or enter '0000' if not applicable.

Item #62A Writing Assessment Test Used at the Time of TSI Placement. (See the introduction for more information.)

- 0 Previously reported or not applicable (This category includes students whose initial status was reported by a present or previous Texas public institution or who were exempted/waived.)
- 1 THEA/TASP (Writing)
- 2 COMPASS (Writing Skills/Essay)
- 3 ASSET (Writing Skills/Essay)
- 4 ACCUPLACER (Sentence Skills/Essay)
- 5 Stanford Achievement Test (for deaf students)
- 6 MAPS (Conventions of Written English/Essay)
- 7 Not assessed
- 8 TSI Assessment (effective first class day Fall 2013)
- 9 TSI Assessment, Version 2.0 (effective January 11, 2021)

Item #62B Writing Assessment Score Used for Initial Placement. Enter the placement test score for the objective section of the writing assessment. The score(s) must match the type of test identified in Item #62A. If a score is less than three digits, enter leading zeros. Enter '000' if the item is not applicable ('0' or '7' in #62A). (For TSIA2, report the English Language Arts Reading score)

Item #62C Written Essay Score. Enter the initial test score for the essay portion of the writing assessment. Enter '0' if not applicable.

CTC Texas Success Initiative Report (CBM002)

Item #63 Participation in Alternative/Non-course-based Method for Developmental Education Writing this Reporting Period.

- 0 Not applicable (did not participate)
- 1 Yes, participated

Item #64 Writing TSI Obligation Satisfied based on the State Standard by the End of the Semester /Reporting Period.

- 0 No, not satisfied or obligation is waived (includes college prep course waiver)
- 1 Yes, at my institution this semester or determined to be satisfied by my institution this semester
- 2 Already satisfied (or exempted) by census date
- Z TSI status is unknown

Item #65-69 Unused.

**FIRST COLLEGE-LEVEL WRITING COURSE SECTION:**

Item #70 Credit for First College-Level Writing-Intensive Course. FOR SPRING 2020 REPORTING ONLY, courses completed with a status of passed in a pass/fail course may also count toward successful completion of a first college-level writing course. See introduction for details. Has the student successfully completed college-level writing-intensive course with an A, B, C, or Credit/Passed? Report credit earned through AP, IB, dual credit (at your institution), and credit by exam as '3'. (See the introduction for information about reporting transfer students.)

- 0 No, not satisfied
- 1 Yes, at my institution in a previous semester
- 2 Yes, at another institution
- 3 Yes, credit otherwise awarded by this institution (e.g., AP, IB, previous completion of dual credit with a C or better, credit by exam)
- 4 Yes, at my institution this semester (reported on the CBM00S)

Item #71-79 Unused.

Item #80 TSI ABE Diagnostic Level Score in Math. Report '0' for all students who did not take the ABE diagnostic portion of the TSI Assessment for initial placement purposes. (For TSIA2, report the TSIA2 Diagnostic level for Math)

- 0 Not applicable (This category includes students whose initial status was reported by the present or previous Texas public institution.)
- 1 Level One
- 2 Level Two
- 3 Level Three
- 4 Level Four
- 5 Level Five
- 6 Level Six

CTC Texas Success Initiative Report (CBM002)

Item #81 TSI ABE Diagnostic Level Score in Reading. Report '0' for all students who did not take the ABE diagnostic portion of the TSI Assessment for initial placement purposes. (For TSIA2, report the TSIA2 Diagnostic level for English Language Arts Reading)

- 0 Not applicable (This category includes students whose initial status was reported by the present or previous Texas public institution.)
- 1 Level One
- 2 Level Two
- 3 Level Three
- 4 Level Four
- 5 Level Five
- 6 Level Six

Item #82 TSI ABE Diagnostic Level Score in Writing. Report '0' for all students who did not take the ABE diagnostic portion of the TSI Assessment for initial placement purposes. (For TSIA2, report the TSIA2 Diagnostic level for English Language Arts Reading)

- 0 Not applicable (This category includes students whose initial status was reported by the present or previous Texas public institution.)
- 1 Level One
- 2 Level Two
- 3 Level Three
- 4 Level Four
- 5 Level Five
- 6 Level Six

## CTC Texas Success Initiative Report (CBM002)

### Reporting Examples

Items #1 through #9, #11, and #12 will be entered each time. There is one example which includes a flex course situation (numbers 4a and b); otherwise item #13 is not included.

- 1a. In fall 2021, a student enrolled as a first-time undergraduate. The student was tested for placement purposes upon enrollment and did not meet TSI standards on the Math section of the TSIA2 and took the Diagnostic test but passed the English Language Arts Reading section. The student enrolled in a developmental math course (3 SCHs) that covers beginning algebra and received a C; the student has not yet satisfied the institution's math requirements for TSI. The student also enrolled in a history course and earned a 'B' (this course was determined by the institution to be the student's first college-level reading course) and an English course and earned a 'C' (determined to be the first college-level writing course).

Item #10 = 0	Item #40 = 1	Item #60 = 1	Item #80 = 4
Item #20 = 0	Item #41A = 1	Item #61A = 1	Item #81 = 0
Item #21A = 1	Item #41B = 000	Item #61B = 000	Item #82 = 0
Item #21B = 000	Item #41C = 0000	Item #61C = 0000	
Item #21C = 0000	Item #41D = 0000	Item #61D = 0000	
Item #21D = 0000	Item #42A = 9	Item #62A = 9	
Item #22A = 9	Item #42B = 953	Item #62B = 953	
Item #22B = 920	Item #43 = 0	Item #62C = 6	
Item #23 = 0	Item #44 = 2	Item #63 = 0	
Item #24 = 0	Item #50 = 4	Item #64 = 2	
Item #30 = 0		Item #70 = 4	

- 1b. The student above returned to the institution the following spring. The student took a developmental intermediate algebra course, completed it with an A, and satisfied the institution's math requirement for TSI.

Item #10 = 0	Item #40 = 1	Item #60 = 1	Item #80 = 0
Item #20 = 0	Item #41A = 0	Item #61A = 0	Item #81 = 0
Item #21A = 0	Item #41B = 000	Item #61B = 000	Item #82 = 0
Item #21B = 000	Item #41C = 0000	Item #61C = 0000	
Item #21C = 0000	Item #41D = 0000	Item #61D = 0000	
Item #21D = 0000	Item #42A = 0	Item #62A = 0	
Item #22A = 0	Item #42B = 000	Item #62B = 000	
Item #22B = 000	Item #43 = 0	Item #62C = 0	
Item #23 = 0	Item #44 = 2	Item #63 = 0	
Item #24 = 1	Item #50 = 1	Item #64 = 2	
Item #30 = 0		Item #70 = 1	

CTC Texas Success Initiative Report (CBM002)

- 2a. An 11<sup>th</sup> grade high school student enrolled in an introductory sociology course based on English II STAAR EOC scores that met the dual credit requirements and completed it with a B. The institution considers the course a first college-level reading course. Note that items #21A and #61A are coded 'G' because the dual credit waiver is only reported for the related subject area. English II STAAR EOC scores should NOT be reported.

Item #10 = 2	Item #40 = 0	Item #60 = 0	Item #80 = 0
Item #20 = 0	Item #41A = 6	Item #61A = G	Item #81 = 0
Item #21A = G	Item #41B = 000	Item #61B = 000	Item #82 = 0
Item #21B = 000	Item #41C = 0000	Item #61C = 0000	
Item #21C = 0000	Item #41D = 0000	Item #61D = 0000	
Item #21D = 0000	Item #42A = 0	Item #62A = 0	
Item #22A = 0	Item #42B = 000	Item #62B = 000	
Item #22B = 000	Item #43 = 0	Item #62C = 0	
Item #23 = 0	Item #44 = 0 *	Item #63 = 0	
Item #24 = 0	Item #50 = 4	Item #64 = 0	
Item #30 = 0		Item #70 = 0	

- 2b. The same student above enrolled a year later as a first-time undergraduate student at a Texas public university. The student is TSI exempt for math based on STAAR EOC results but not for writing. The student took college-level math and earned an 'A'. The student also took dual credit sociology at another Texas public institution in a previous semester (see above). The student decided to take TSIA2 but did not meet the state standard on the English Language Arts Reading section. The student was assigned to tutoring (non-course based) and met the standard.

Item #10 = 0	Item #40 = 1 *	Item #60 = 0	Item #80 = 0
Item #20 = 1	Item #41A = 5 *	Item #61A = 1	Item #81 = 0
Item #21A = 8	Item #41B = 000	Item #61B = 000	Item #82 = 4
Item #21B = 000	Item #41C = 0000	Item #61C = 0000	
Item #21C = 0000	Item #41D = 0000	Item #61D = 0000	
Item #21D = 2259	Item #42A = 0	Item #62A = 9	
Item #22A = 0	Item #42B = 000	Item #62B = 932	
Item #22B = 000	Item #43 = 0	Item #62C = 4	
Item #23 = 0	Item #44 = 2	Item #63 = 1	
Item #24 = 2	Item #50 = 2	Item #64 = 1	
Item #30 = 4		Item #70 = 0	

\*Item #44 in 2a could also be answered with a '1' if the first institution determines that performance in the dual credit course meets TSI standards. If so, then in example 2b the student could be reported with a '2' in item #40 and a '0' in item #41A. Either pattern is fine, depending on school policy and/or how much information is available to the receiving institution. Item # 63 could be reported with a '0' but ONLY if the NCBO is reported for the student on the CBM00S.

CTC Texas Success Initiative Report (CBM002)

3. A student who qualified as a transfer from a private institution was determined by the receiving institution to have satisfactorily completed college-level coursework in reading and writing and had TSI-eligible SAT scores for math exemption. The student received transfer credit for core-equivalent courses in reading and writing (for which the student received an "A," "B," or "C"). The student attempted a core math course and earned a "B."

Item #10 = 0	Item #40 = 1	Item #60 = 1	Item #80 = 0
Item #20 = 1	Item #41A = 5	Item #61A = 5	Item #81 = 0
Item #21A = 3	Item #41B = 000	Item #61B = 000	Item #82 = 0
Item #21B = 590	Item #41C = 0000	Item #61C = 0000	
Item #21C = 1080	Item #41D = 0000	Item #61D = 0000	
Item #21D = 0000	Item #42A = 0	Item #62A = 0	
Item #22A = 0	Item #42B = 000	Item #62B = 000	
Item #22B = 000	Item #43 = 0	Item #62C = 0	
Item #23 = 0	Item #44 = 2	Item #63 = 0	
Item #24 = 2	Item #50 = 2	Item #64 = 2	
Item #30 = 4		Item #70 = 2	

- 4a. In fall 2020, an incoming student was tested using TSIA and did not meet TSI requirements for any subject areas at the time of initial placement but did not take the ABE diagnostic test for any subject area. The student completed two developmental math courses (reported on the CBM00S). The student took a flex writing developmental education course that started in November and ended in February (reported on the CBM002 and CBM00S in the spring semester). The student was determined to have met the standard upon successful completion of that writing course. The flex course is reported in example 4b below (not in example 4a).

Item #10 = 0	Item #40 = 0	Item #60 = 0	Item #80 = 0
Item #13 = (blank)	Item #41A = 1	Item #61A = 1	Item #81 = 0
Item #20 = 0	Item #41B = 000	Item #61B = 000	Item #82 = 0
Item #21A = 1	Item #41C = 0000	Item #61C = 0000	
Item #21B = 000	Item #41D = 0000	Item #61D = 0000	
Item #21C = 0000	Item #42A = 8	Item #62A = 8	
Item #21D = 0000	Item #42B = 348	Item #62B = 350	
Item #22A = 8	Item #43 = 0	Item #62C = 4	
Item #22B = 339	Item #44 = 1	Item #63 = 0	
Item #23 = 0	Item #50 = 0	Item #64 = 0	
Item #24 = 0		Item #70 = 0	
Item #30 = 0			

- 4b. Item #13 = 6

Item #60 = 0	Item #62A = 0
Item #61A = 0	Item #62B = 000
Item #61B = 000	Item #62C = 0
Item #61C = 0000	Item #63 = 0
Item #61D = 0000	Item #64 = 1
	Item #70 = 0



CTC Texas Success Initiative Report (CBM002)

5. A recent high school graduate with a waiver for active military duty submitted a transcript showing an eligible TSI exemption score for STAAR EOC results in math but not ELA. The institution's policy is to test students for local placement purposes. After reviewing placement test scores, it was recommended that the student take a developmental writing course. The student took a psychology course, which the institution determined is a course that meets the requirement for first college-level reading course, and the student successfully completed with a 'B'. The student also took a core math course, which was determined to meet the requirements for first college-level math course.

Item #10 = 0	Item #40 = 0	Item #60 = 0	Item #80 = 0
Item #20 = 1 *	Item #41A = D	Item #61A = D	Item #81 = 0
Item #21A = 4 *	Item #41B = 000	Item #61B = 000	Item #82 = 0
Item #21B = 000	Item #41C = 0000	Item #61C = 0000	
Item #21C = 0000	Item #41D = 0000	Item #61D = 0000	
Item #21D = 2320	Item #42A = 0	Item #62A = 0	
Item #22A = 0	Item #42B = 000	Item #62B = 000	
Item #22B = 000	Item #43 = 0	Item #62C = 0	
Item #23 = 0	Item #44 = 1	Item #63 = 0	
Item #24 = 2	Item #50 = 4	Item #64 = 0	
Item #30 = 4		Item #70 = 0	

\* TSI does not apply to students with waivers and military exemptions. Therefore, the institution may also choose to report a '0' in Item #20 and a 'D' in Item #21A. The THECB will report students in the military as unknown if Items 21A, #41A, or #61A is a 'D' or 'E' and Item #20, #40, or #60 is a '0'. However, it is recommended that when an institution has evidence that a student has met TSI obligations/exemptions for a subject area to report that information.

CTC Texas Success Initiative Report (CBM002)

Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code – Always ‘2’	1	1
Item #2	Institution Identifier - FICE – Numeric	2	6
Item #3	Student Identification Number	8	9
Item #4	Reporting Period – Numeric	17	1
Item #5	Year – Numeric	18	4
Item #6	Non-Disclosure – Numeric	22	1
Item #7	Gender – Alpha	23	1
Item #8	Unused	24	1
Item #9	Date of Birth - Numeric – YYYYMMDD	25	8
Item #10	Program Indicator– Numeric	33	1
Item #11	Ethnic Origin	34	1
Item #12	Race:		
Item #12A	White – ‘1’ or blank	35	1
Item #12B	Black or African-American – ‘2’ or blank	36	1
Item #12C	Asian – ‘4’ or blank	37	1
Item #12D	American Indian or Alaskan Native – ‘5’ or blank	38	1
Item #12E	International – ‘6’ or blank	39	1
Item #12F	Unknown or Not Reported – ‘7’ or blank	40	1
Item #12G	Native Hawaiian or Other Pacific Islander – ‘8’ or blank	41	1
Item #13	Flex Entry	42	1
Item #14	Unused	43	2
Item #20	Math TSI Determined to be Satisfied Based on State Standard Met by Census Date or Determined to be Exempted – Numeric	45	1
Item #21A	Math TSI Waived or Satisfied through Exemption – Alpha/Numeric	46	1
Item #21B	ACT or SAT Math Score – Numeric	47	3
Item #21C	ACT Composite or SAT Combined Score – Numeric	50	4
Item #21D	TAKS Exit Level Math/STAAR Algebra II EOC Test Scale Score – Numeric	54	4
Item #22A	Math TSI Assessment Test Used for Initial Placement – Numeric	58	1
Item #22B	Math TSI Assessment Score Used for Initial Placement – Numeric	59	3
Item #23	Participation in Alt./Non-course-based Method for DE Math this Reporting Period – Numeric	62	1
Item #24	Math TSI Satisfied Based on State Standard by End of Semester – Numeric	63	1
Items #25-29	Unused (no positions reserved in the record)		
Item #30	Credit for First College-Level Math Course – Numeric	64	1
Items #31-39	Unused (no positions reserved in the record)		
Item #40	Reading TSI Satisfied Based on State Standard Met by Census Date or Determined to be Exempted – Numeric	65	1
Item #41A	Reading TSI Waived or Satisfied through Exemption – Alpha/Numeric	66	1
Item #41B	ACT (English) or SAT (Critical Reading) Score – Numeric	67	3
Item #41C	ACT Composite or SAT Combined Score – Numeric	70	4
Item #41D	TAKS Exit Level English Language Arts /STAAR English III EOC Reading Test Scale Score – Numeric	74	4
Item #42A	Reading TSI Assessment Test Used for Initial Placement – Numeric	78	1
Item #42B	Reading TSI Assessment Score Used for Initial Placement –Numeric	79	3

CTC Texas Success Initiative Report (CBM002)

		<u>Beginning Position</u>	<u>Length</u>
Item #43	Participation in Alt/Non-course-based Method for DE Reading this Reporting Period – Numeric	82	1
Item #44	Reading TSI Satisfied Based on State Standard by End of of Semester – Numeric	83	1
Items #45-49	Unused (no positions reserved in the record)		
Item #50	Credit for First College-Level Reading-Intensive Course – Numeric	84	1
Items #51-59	Unused (no positions reserved in the record)		
Item #60	Writing TSI Satisfied Based on State Standard Met by Census Date or Determined to be Exempted – Numeric	85	1
Item #61A	Writing TSI Waived or Satisfied through Exemption – Alpha/Numeric	86	1
Item #61B	ACT (English) or SAT (Critical Reading) Score – Numeric	87	3
Item #61C	ACT Composite or SAT Combined Score – Numeric	90	4
Item #61D	TAKS Exit Level English Language Arts/STAAR English III EOC Writing Test Scale Score – Numeric	94	4
Item #62A	Writing TSI Assessment Test Used for Initial Placement – Numeric	98	1
Item #62B	Writing TSI Assessment Score Used for Initial Placement – Numeric	99	3
Item #62C	Written Essay Score – Numeric	102	1
Item #63	Participation in Alt/Non-course-based Method for DE Writing this Reporting Period – Numeric	103	1
Item #64	Writing TSI Satisfied Based on State Standard by End of Semester – Numeric	104	1
Items #65-69	Unused (no positions reserved in the record)		
Item #70	Credit for First College-Level Writing-Intensive Course – Numeric	105	1
Items #71-79	Unused (no positions reserved in the record)		
Item #80	TSI ABE Diagnostic Level Score in Math – Numeric	106	1
Item #81	TSI ABE Diagnostic Level Score in Reading – Numeric	107	1
Item #82	TSI ABE Diagnostic Level Score in Writing – Numeric	108	1

CTC Texas Success Initiative Report (CBM002)

Questionable and Error Values

The following values are used in the Coordinating Board's edit programs to determine questionable and error values for each data element.

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
1. Record Code	N/A	Any value except '2'
2. Institution Code	N/A	Must match value in header record and be a valid FICE code
3. Student ID Number	N/A	Blank; special characters
4. Reporting Period	N/A	Must match value in header record; value except '1' thru '4'
5. Year	N/A	Must match value in header record
6. Non-Disclosure	N/A	Any value except '2' or '0'
7. Gender	N/A	Any value except 'M' or 'F'
8. Unused	N/A	N/A
9. Date of Birth	Value of '00000000'	Month < '01' or > '12'; day < '01' or > '31'; year value that generates an age < 10
10. Program Indicator	N/A	Any value except '0', '2', '8', or '9'
11. Ethnic Origin	N/A	Value other than '1', '2', or '3'
12A. White	N/A	Value other than '1' or space or value = '1' and '7'
12B. Black/African-Amer	N/A	Value other than '2' or space or value = '2' and '7'
12C. Asian	N/A	Value other than '4' or space or value = '4' and '7'
12D. Amer Ind/Alaska	N/A	Value other than '5' or space or value = '5' and '7'
12E. Nat International	N/A	Value other than '6' or space or value = '6' and '7'
12F. Unknown/Not Rep	N/A	Value other than '7' or space; value = '7' plus value = '1', '2', '4', '5', '6', or '8'
12G. Nat Hawaiian/Pac Is	N/A	Value other than '8' or space or value = '8' and '7'
13. Flex Entry	N/A	Any value except blank or '6'
14. Unused		

CTC Texas Success Initiative Report (CBM002)

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
20/40/60. TSI Satisfied-Census Date	N/A	Any value except '0', '1', '2', or 'Z' value not = '0' if #24/44/64 = '1' Item#20 includes values 3' and '4'
21A/41A/61A. TSI Satisfied-Exemption	N/A	Any value except '0' thru '8', or 'A' thru 'H', 'I', and 'Z'
21B/41B/61B. Score	N/A	Not numeric; '000' if #21A/41A/61A is = '2' or '3'; if #21A/41A/61A = '2' ACT < 19; if #21A/41A/61A = '3' SAT < 500
21C/41C/61C. Composite/Comb. Score	N/A	Not numeric; '0000' if #21A/41A/61A is = '2' or '3'; if #21A/41A/61A = '2' ACT < 23; if #21A/41A/61A = '3' SAT < 1070; if #21A = '8' Math TSIA <1000 or > 7000; if 41A/61A = '8' Reading and Writing TSIA < 500> 4000
21D/41D/61D. TAKS/STAAR Scale Score	N/A	Not numeric; '0000' if #21A/41A/61A = '4'; if #21A/41A/61A = '4' TAKS < 2200
22A/42A/62A. TSI Initial Assessment Test for Placement	N/A	Any value except '0' thru '9'
22B/42B/62B. TSI Initial Assessment Math Score	N/A	THEA/TASP < 100 or > 300 COMPASS < 15 or > 99 ASSET < 23 or > 55 ACCUPLACER < 21 or > 120 Stanford < 1 or > 118 MAPS < 601 or > 625 TSI < 310 or 390 TSIA2 < 910 or > 990 Any value except '000'
When Item #22A = '1' when Item #22A = '2' when Item #22A = '3' when Item #22A = '4' when Item #22A = '5' when Item #22A = '6' when Item #22A = '8' when Item #22A = '9' when Item #22A = '0', '7'		

CTC Texas Success Initiative Report (CBM002)

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
Reading Score		
When Item #42A = '1'	N/A	THEA/TASP < 100 or > 300
when Item #42A = '2'		COMPASS < 18 or > 99
when Item #42A = '3'		ASSET < 23 or > 53
when Item #42A = '4'		ACCUPLACER < 20 or > 120
when Item #42A = '5'		Stanford < 1 or > 54
when Item #42A = '6'		MAPS < 101 or > 125
when Item #42A = '8'		TSI < 310 or > 390
when Item #42A = '9'		TSIA2 < 910 or > 990; if #62A = '9' #42B must match value on #62B
when Item #42A = '0', '7',		Any value except '000'
Writing Score		
When Item #62A = '1'	N/A	THEA/TASP < 100 or > 300
when Item #62A = '2'		COMPASS < 1 or > 100
when Item #62A = '3'		ASSET < 23 or > 54
when Item #62A = '4'		ACCUPLACER < 1 or > 120
when Item #62A = '5'		Stanford < 1 or > 60
when Item #62A = '6'		MAPS < 100 or > 999
when Item #62A = '8'		TSI < 310 or > 390
when Item #62A = '9'		TSIA2 < 910 or > 990; if #42A = '9' #62B must match value on #42B
when Item #62A = '0', '7'		Any value except '000'
62C. Written Essay Score	N/A	Value > '8'; value > '0' if Item #62A = '0' or '7'
23/43/63.		
Participation in Alt/Non-Course-Based DE this Period	N/A	Any value except '0' or '1'; value = '1' if Item #24/44/64 = '0' or '2'
24/44/64.		
TSI Satisfied-End of Semester	Value = '2' if #20/40/60 = '0'	Any value except '0', '1', '2', or 'Z' value = '0' or '1' if #20/40/60 = '1' or '2'; Item#24 includes values '3' and '4'
30/50/70.		
Credit First College-Level Course	N/A	Any value except '0' thru '4'
80		
TSI ABE Diagnostic Level Score in Math	Value = '0' if #22A= '9' and #22B is between 910 and 949	Any value except '0' thru '6'; Value > '0' if #22A= '1', '2', '3', '4', '5', '6', or '7'

CTC Texas Success Initiative Report (CBM002)

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
81 TSI ABE Diagnostic Level Score in Reading	Value = '0' if #42A= '9' and #42B is between 910 and 944; Value = '0' if #42A= '9' and #42B > 944 and #62A = '9' and #62C < 5	Any value except '0' thru '6'; Value > '0' if #42A/62A = '1', '2', '3', '4', '5', '6', or '7'
82 TSI ABE Diagnostic Level Score in Writing	Value = '0' if #62A= '9' and #62B is between 910 and 944; Value = '0' if #62A= '9' and #62B > 944 and #62C < 5	Any value except '0' thru '6'; Value > '0' if 42A/62A = '1', '2', '3', '4', '5', '6', or '7'

## CTC Census Student Schedule Report (CBM0CS)

### CBM0CS Census Student Schedule Report

The Census Student Schedule Report (CBM0CS) reflects individual courses by student, as of the official census date. The official census dates are the twelfth-class day of the fall and spring semesters and the fourth class day of each summer session. On or before the official census date, each student eligible for inclusion shall have paid in full the amount set as tuition by the respective governing board or, where applicable, have valid accounts receivable on record. Do not include students who withdraw from a class on or before the census date. Students are allowed to pay their tuition and fees in installments. Such students are required to have a fully operational installment contract by the payment due date (census date) to be in good standing. This includes receipt of a first installment payment prior to the beginning of the semester.

#### Census Dates for Other Term Lengths

<u>Fall and Spring Semesters</u>		<u>Summer Semester</u>	
<u>Length of Term (Weeks)</u>	<u>Census Date</u>	<u>Length of Term (Weeks)</u>	<u>Census Date</u>
2 or less	1st Class Day	2 or less	1st Class Day
3	2nd Class Day	3	2nd Class Day
4	3rd Class Day	4	3rd Class Day
5 – 6	4th Class Day	5 – 6	4th Cass Day
7	5th Class Day	7	5th Class Day
8	6th Class Day	8	6th Class Day
9 – 10	7th Class Day	9	7th Class Day
11	8th Class Day	10 or more	12th Class Day
12	9th Class Day		
13 – 14	10th Class Day		
15	11th Class Day		
16	12th Class Day		

The count of class days begins on the first day that classes are held in the term and includes each calendar day on which classes are normally held at the institution (e.g., Monday through Friday) until the official census date is reached. The official census day must be a day that the Registrar's office is scheduled to be open so that a student will be able to drop or withdraw from class.

Institutions may not submit for formula funding contact hours or semester credit hours related to a course for which a student is generating formula funding for the third time. See the guidelines at <https://www.highered.texas.gov/about-us/rules-statutes/>, Texas Administrative Code (TAC), Chapter 13, Subchapter F, Sections 13.100-13.109.

Allow contact hours for state funding when the circumstances make it impractical to pre-register the students before the class meets, and the first opportunity to post the information about the students in the class is the first workday after the holiday or weekend. For instance, a one-day training event is scheduled for a Saturday, but advance registration is



## CTC Census Student Schedule Report (CBM0CS)

not possible. The census date for the training is the date of the training. Admission/Registration forms are completed, signed, and dated for each student on the day of the class. The college's business office is not open on Saturday, however, so events cannot be entered into the automated system. On Monday, the first business day after the training event, the registrations are processed and recorded into the automated system.

### Classes Organized After the Official Census Date (Flexible Entry Classes)

A class is "organized" when students have registered and paid fees or established an accounts receivable. Report data in the following semester for any class organized after the official census date for a term. For example, report classes organized after the 12th class day of the fall semester in the subsequent spring semester CBM0CS report. Students in a flex-entry class will be identified by inserting a '1' in Item #28 Flexible Entry to denote "flexible entry."

A class which is organized with regular semester classes, but whose first class day is not until after the term census date, may be reported as a regular class.

Flexible entry classes are reported as follows on the CBM0C1. A reference table showing flex entry instructions for the CBM0C1 is available in the *Appendix*.

**CBM0C1:** All classes that are organized after the census date are reported as flexible entry. The census student record for these classes is reported with a '1' in item #20 in the semester the class is reported (this will always be one semester later than the semester in which the class begins).

Funding for Physical Education Courses: An Appropriations Bill rider prohibits funding of contact hours or semester credit hours for students who are registered solely for physical education, weightlifting, group exercises, aerobics, or related courses; have registered for the same such course more than once; and are not seeking a degree plan or certificate of completion of a course of study.

### Inter-institutional Classes (For institutions not within the same district)

Inter-institutional classes are those in which the faculty and courses of one institution are provided to another institution's (receiving institution) students. Neither the location of the class nor the delivery medium affects the definition. Virtual College of Texas classes, consortium classes, and some instructional telecommunication classes are inter-institutional classes.

To report students in classes where there is an inter-institutional agreement:

The institution that provides the instructor of record for the class (providing institution) reports all enrollments in the class for funding.

- a. The providing institution:
  - Reports its students for headcount on the student census report (CBM0C1)
  - Will not report the receiving institution's students on the student census report (CBM0C1)

## CTC Census Student Schedule Report (CBM0CS)

- Reports the appropriate funded semester credit hours (SCH) and contact hours (CH) for the class on the CBM0CS
- b. The receiving institution:
  - Reports its students for headcount on the student census report (CBM0C1)
  - May report a CBM0CS record with the following:
    - SCH in Item #12, SCH Not State-Funded and the CH in Item #15, Contact Hours Not State-Funded
    - Reports a value of '7' (Inter-institutional class - reported for funding by another institution) in Item #20 SCH Not Funded Reason
    - Reports a value of '6' (Inter-institutional) in Item #16 Location Code
    - Reports the FICE code of the providing institution in Item #17 Inter-institutional FICE
- c. Institutions participating in an agreement of this type must have auditable procedures in place to ensure that the same hours are not reported more than once for funding.

## Distance Education and Off-Campus Instruction

Chapter 4, Subchapter P of the CB Rules provides guidance to all public institutions of higher education in Texas regarding the delivery of distance education and off-campus courses and programs.

CB Rule Chapter 5, Subchapter D describes operations of off-campus educational units. Refer to Appendix A for the assigned FICE codes that identify the specific multi-institution teaching center (MITC), University System Center, or another specific site.

Institutions should not report non-resident students who are taking only distance education courses delivered outside the state (TAC Title 19, Part 1, Chapter 4, Subchapter P).

## Reporting Developmental Education Courses and Interventions

Institutions may claim formula funding for allowable non-semester-length developmental education interventions [also known as non-course, competency-based options (NCBOs)]. Interventions of four or more contact hours may be reported for formula funding. Semester credit hours (SCH) should be included in the appropriate SCH fields and reported with two decimal places. Students enrolled in interventions that begin after the census date should be reported as flexible entry.

Semester credit hours are reported with two decimal places on the CBM0CS. Semester credit hours attempted in non-semester-length developmental education must also be reported on the CBM00S and CBM0E1.

To determine appropriate SCH for reporting, divide the student contact hours by 16 or round the hours to the nearest quarter SCH. Institutions may choose only one of these two methods. Examples are provided below:

- A 5 contact hour intervention: 0031 (5/16) or 0025 (rounded to nearest  $\frac{1}{4}$  SCH)
- An 8 hour SCH intervention: 0050 (8/16) or 0050 (no need to round)

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- A 19 contact hour intervention: 0019 (19/16) or 0125 (rounded to nearest ¼ SCH)

Effective Spring 2018

Institutions will now need to provide information on the type of developmental support provided (course, intervention, or self-paced), and whether it is part of a corequisite model in Item#22. DE support that is not part of a corequisite model should be reported as '1', '4', or '7'. DE support that is part of a corequisite pair should be reported as '8', '9', or 'A'.

- 0 Not a developmental course/intervention or not a paired college course
- 1 Developmental course – not part of a corequisite model
- 4 Developmental intervention (NCBO) – not part of a corequisite model
- 7 Self-paced course or intervention (for example, emporium or module-based) – not part of a corequisite model
- 8 Corequisite DE course
- 9 Corequisite DE intervention (NCBO)
- A Corequisite Self-paced DE course or DE intervention
- B College-level course paired with DE

Corequisite Models (also known as mainstreaming) is an instructional strategy whereby students are co-enrolled in a developmental education course or NCBO, and the entry-level freshman course of the same subject matter within the same semester. (See definition in TAC Rule 4.54).

Non-semester-length and non-course-based developmental education is also reported in Item #22, options '4' and '9'. Interventions include all non-course-based activities but do NOT include traditional developmental education courses offered in compressed time frames (for example, a 16 contact hour/1 SCH course offered in four weeks).

### Reporting Students Attempting Courses for Dual Credit

All college courses taken for high school and college credit must be reported on the CBM0CS. Item #21 asks for the high school credit status of the student. The SCH attempted by students reported with option '1' (Student is not yet HS graduate, course reported is for dual credit) on the CBM0CS must be included on the CBM00S report. Students enrolled in a home school high school situation are considered high school students and must be reported with a '1' or a '2' in Item #21.

On item #16, Location Code, students taking a college course on a high school campus for dual credit must be reported with an 'H.' Do not report high school students taking a college course on a college campus or another location with an 'H.' Dual credit courses delivered electronically to individuals should be reported as option '9', if applicable, even if the course is based on a high school campus. Report 'H' only for classes on a high school campus that are offered exclusively to dual credit students.

Note that as of September 2009, the Excess Hours Rule does not apply to hours earned for dual credit (see CB Rule Chapter 13, Subchapter F, §13.104).

### Dual Credit Courses Allowed and Not Allowed for State Funding

As of fall 2011, dual credit college courses taken by high school students for high school physical education credit under 28.002(a)(2)(C) are not fundable and should be included in Item

## CTC Census Student Schedule Report (CBM0CS)

#12 or #15. Dual credit PHED/KINE 1304 (Personal/Community Health) courses may be reported as fundable if they are used to meet high school health requirements.

As of fall 2019, changes to TEC, Section 61.059 add additional dual credit courses to the list that are allowable for funding. Institutions of higher education may not include dual credit courses for formula funding unless they meet requirements outlined in the Texas Education Code Section 61.059 (p) and (q). The Coordinating Board has confirmed that the following courses, when taken for dual credit, may be reported for funding under the statute:

- 1) With the exception of physical education courses (see first paragraph in this section), any course taken for dual credit that is within the core curriculum of the institution of higher education that is providing course;
- 2) A course in an active field of study curriculum (developed by the board under Section 61.823) or program of study curriculum (developed by the board under Section 61.8235);
- 3) Career and technical education courses that apply to any certificate or associate's degree offered by the institution providing credit including:
  - a. Courses contained in the Workforce Education Course Manual (WECM);
  - b. Courses within the following rubrics contained in the Lower Division Academic Course Guide Manual (ACGM): ACCT (Accounting) ; AGRI (Agriculture); ARCH (Architecture); BCIS (Business Computer Information Systems); BUSI (Business); COSC (Computer Science); CRIJ (Criminal Justice); ENGR (Engineering); ENGT (Engineering Technology); FORE (Forestry); FORS (Forensic Science); HORT (Horticulture); RNSG (Nursing);
- 4) Foreign language courses; and
- 5) All courses taken by students who are enrolled in approved Early College High Schools with the exception of physical education courses taken by high school students for high school physical education credit (see first paragraph in this section).

Contact Hours and/or Semester Credit Hours in dual credit courses that are not reportable for state funding must be reported in items #12 SCH Not Funded and #15 CH Not Funded. Students taking a dual credit course (whether fundable or not) should be reported as such in item #21 High School Credit Status.

### Baccalaureate Students Approaching, Will Exceed, and Exceeding the UG Funding Limitation

The edit reports for the CBM0CS will contain three sections related to the undergraduate funding limit. These list students approaching the funding limit, students that will exceed the funding limit after this semester, and students exceeding the funding limit. These reports were created with the following two assumptions that should be independently verified by the institution: 1) that the student is enrolled in a baccalaureate program of 120 SCH and 2) that the student is affected by the 30-hour funding limit. For students in programs of length other than 120 SCH, and for students unaffected by the funding limit, or affected by the 45-hour rule, the institution should adjust the information in these reports accordingly to determine whether the hours can be reported as funded.

Hours reported for students exceeding the funding limit should be reported as unfunded.

## CTC Census Student Schedule Report (CBM0CS)

### Instructions for Student Schedule Report

- Item #1     Record Code. Always enter 'S'.
- Item #2     Institution Code. Enter the FICE Code of the reporting institution.
- Item #3     Student Identification Number. Enter the social security number of the student. The institution will assign unique (nine-digit) identification numbers to students without social security numbers.

Class Identification. The subject prefix, course number, and section number uniquely identifies each class taught. The subject prefix, course number, and course approval code must be on the institution's annual list of Coordinating Board-approved general academic courses or the annual list of CB-approved technical courses.

**NOTE:** Subject Prefix and Course Number should each be left-justified.

- Item #4     Subject Prefix. Enter the subject abbreviation of the course as established in the ACGM, WECM, or by the institution. Left justify, space fill.
- Item #5     Course Number. Enter the course identification number. Left justify, space fill.
- Item #6     Section Number. Enter the section identification number. Left justify, space fill.
- Item #7     Type of Instruction (see Note). Enter the code of the type of instruction used in this section.

1	Lecture	5	Co-op
2	Laboratory	6	Internship
3	Clinical	7	Practicum
4	Electronic (optional)	Q	Competency-Based

**NOTE:** "Electronic" should be coded according to their type of instruction rather than the mode of instruction, which will be identified in Item #18. However, if you consider the "Electronic" medium a type of instruction, you may use the optional code '4' in Item #7, and you must identify the mode of instruction in Item #18. For example, a two-way interactive video class that is a lecture should be coded a '1' in Item #7 and a '4' in Item #18. The optional coding is to code both items a '4'. Lecture and laboratory instruction can be combined and reported in the same record with a '1'.

Competency-Based (Q) is a class that allows students to progress towards completion, often at their own pace, as they demonstrate mastery of a defined set of knowledge and skills. The class must have a semester credit hour value and the students that are reported as enrolled in this class must have begun engaging with the course materials. Competency-based education courses may only be reported for funding if they are linked to coursework in the Academic Course Guide Manual (ACGM) or the Workforce Education Course Manual (WECM).

CTC Census Student Schedule Report (CBM0CS)

- Item #8 Classification. Enter the college-level classification of the student as of the beginning of the term.
- |   |                        |   |
|---|------------------------|---|
| 1 | Freshman               | First year student or less than 30 semester credit hours  |
| 2 | Sophomore              | A second year student who has completed the equivalent of one year of full-time undergraduate work; that is, at least 30 semester credit hours and not more than 72 semester credit hours |
| 3 | Unclassified           | More than 72 semester hours; no associate degree or above earned  |
| 4 | Associate Degree       | Previously earned an associate degree   |
| 5 | Baccalaureate or above | Previously earned a degree of baccalaureate or above  |
| 6 | Third Year Bachelor    | A student in the third year of a Bachelor's program <b>at your institution</b>  |
| 7 | Fourth Year Bachelor   | A student in the fourth year of a Bachelor's program <b>at your institution</b>   |

**Note: Students in the third or fourth year of a Bachelor's program at your institution should be classified with a '6' or '7' respectively, regardless of whether they also meet the criteria for other classification categories.**

- Item #9 Non-disclosure. Enter a '2' to indicate that the individual student has notified the institution of his/her refusal to have "directory information" disclosed; else zero fill.
- Item #10 Semester Credit Hour Value. Enter the number of semester credit hours for the course (the sum of Items #11 and #12). Developmental education courses and interventions are included.
- Item #11 SCH State-Funded. Enter the number of semester credit hours for this course that DO qualify for state funding during the current semester.
- Item #12 SCH NOT State-Funded. Enter the number of semester credit hours for this course that do NOT qualify for state funding. Exclude SCHs that are state-funded (Item #11). Examples are Developmental SCHs of an undergraduate student who has exceeded the state limit of 18, SCHs of a student enrolled in only physical education courses, and SCHs of a student who has attempted the same course three or more times and is not eligible to be counted for state funding. Include semester credit hours in academic dual credit courses that are not eligible for state funding; refer to section on Dual Credit in the introduction for details. (See Item #20.)

## CTC Census Student Schedule Report (CBM0CS)

- Item #13 Contact Hour Value. Enter the number of contact hours for which the course is actually scheduled.
- Item #14 Contact Hours State-funded. Enter the number of contact hours completed by the student in this course which are allowed to be reported for state funding.
- Item #15 Contact Hours Not State-funded. Enter the number of contact hours completed by the student in this course which are NOT allowed to be reported for state funding. Include contact hours in academic dual credit courses that are not eligible for state funding; refer to section on Dual Credit in the introduction for details.
- Item #16 Location Code. Enter the code indicating where this section meets. Courses taught at one of the locations coded '5', '6', '7', '9', 'A', or 'H' should be reported even if they are taught in-district. All dual credit courses taught on high school campuses whether in-district or out-of-district should be coded 'H.'

- 1 In-District
- 2 Out-of-District (regular); other locations not listed below

**NOTE:** Classes taught away from the main campus of TSTC or Lamar, if the entity or facility is not listed below, are coded a '2'.

- 3 Out-of-State
- 4 Foreign Country
- 5 Correctional Institution – Courses taught in a correctional institution in Texas by a public institution of higher education
- 6 Inter-institutional – Courses taught by one institution *for the students* of another through a mutual agreement approved by the Coordinating Board
- 7 Military Bases – Courses taught on a military base
- 8 Primary or Secondary School – Courses taught on the campus of a public or private primary or secondary school out of the institution's taxing district (Report dual credit courses taken on a high school campus with an 'H'.)
- 9 Individual Instructional – Courses delivered through Instructional Telecommunications to individuals via the Internet, videotape, or live broadcast delivery systems or students in "individual instruction classes" which are located out of district
- A Auxiliary Location – Courses approved to be taught at one of the multi-institution teaching center or system center. See the discussion about multi-institution teaching centers in the Introduction section. The assigned FICE code of the center must also be included in Item #17.
- B Business, Government, or Other Work Location – Courses taught at such entities out of the institution's taxing district
- H High School for Dual Credit – Courses taken for dual credit located on a high school campus

**NOTE:** Item #27, Zip Code, must be completed for all classes taught at all of the locations identified above, except locations coded '1', '6', '9', or 'A'.

CTC Census Student Schedule Report (CBM0CS)

Item #17 Inter-institutional FICE. Enter the six-digit FICE code that identifies the provider institution of the faculty of record if Item #16 is coded a '6'. If the course is taught at a multi-institution teaching center or system center identified in Item #16 with a code 'A', enter the assigned FICE of the MITC or University System Center.

Item #18 Instruction Mode. Enter the primary mode of instruction where 51% or more of the instruction is delivered via a single mode.

- 1 Face-to-Face – The instructor and the students are in the same physical location at the same time
- 2 Fully Distance Education Course
- 3 Video Tape/DVD and/or Broadcast TV
- 4 Two-way Interactive Video
- 5 Multiple or Other Electronic Media (use only if no other single mode accounts for 51% of the instruction or if the electronic instruction mode is not listed)
- 6 Hybrid/Blended Course

**NOTE:** Instruction mode '2' Fully Distance Education Course -- A course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test.

Instruction mode '6' Hybrid/Blended Course -- A course in which a majority (at least 51 percent but less than 85 percent) of the planned instruction occurs when the students and instructor(s) are not in the same place.

Report non-semester-length developmental education interventions with the code that best fits the instruction mode.

Item #19 Course Type. Enter the code of the type of course for this section.

- 1 General Academic
- 2 Local Need
- 4 Technical (in Workforce Education Course Manual)
- 7 Approved Third and Fourth Year BAT
- 8 Approved Upper Division Course

Item #20 SCH Not Funded Reason. Enter the reason for listing non-funded SCH in Item #12. Leave blank if '0' SCH are reported in Item #12.

- 1 Developmental SCH exceeds state funding limit
- 2 Student attempted the same course three or more times
- 3 Student/course is not allowed for state funding (report only if options '1' or '2' do NOT apply)
- 4 Student did not pay by census date
- 5 Institutional decision
- 7 Inter-institutional class (reported for funding by another institution)

Item #21 High School Credit Status. Enter the high school credit status for the student in this report (information about reporting dual credit students is in the introduction).



CTC Census Student Schedule Report (CBM0CS)

- 0 Not a HS student
- 1 Student is not yet HS graduate, course reported is for dual credit
- 2 Student is not yet HS graduate, course reported is for college credit only
- 3 Student is not yet HS graduate, course reported is developmental education consistent with TAC 9.146 (state funded DE) or 9.125 (non-state funded DE)

**NOTE:** Examples for a student marked as '0' would be a student who has a GED, a high school graduate, or a non-high school student granted approval for enrollment by admissions.

Item #22 Developmental Education Course/Intervention and Corequisite. Enter the code indicating the type of developmental course/intervention completed by the student. Report all developmental student success courses as '1' and all approved developmental student success interventions as '4.' Interventions include non-semester-length and non-course- based activities but do NOT include traditional courses offered in a compressed time frame.

- 0 Not a developmental course/intervention
- 1 Developmental course – not part of a corequisite model
- 4 Developmental intervention (NCBO) – not part of a corequisite model
- 7 Self-paced course or intervention (for example, emporium or module-based) – not part of a corequisite model
  
- 8 Corequisite DE course
- 9 Corequisite DE intervention (NCBO)
- A Corequisite Self-paced DE course or DE intervention
- B College-level course paired with DE

Item #23 Unused.

Item #24 Unused

Item #25 Unused.

Item #26 Approval Number. Enter the ten-digit approval number assigned to the academic course or the six-digit CIP code for the technical program area (left-justified with trailing zeros). For technical courses, the Coordinating Board will insert zeros in positions 7 and 8. For both academic and technical courses, the Coordinating Board will insert the associated funding code in positions 9 and 10 of the CIP code during the edit process.

Item #27 Zip Code Where Classes Taught. Enter the ZIP code, state code, or foreign country code applicable to Item #16, except for classes where Item #16 is coded '1', '6', or '9'.

Item #16	Item #27
Location	Site
<u>Code</u>	<u>Code</u>
1	Leave blank

CTC Census Student Schedule Report (CBM0CS)

- 2 ZIP code of off-campus location
- 3 State code from Appendix B, right justified, with two leading zeros
- 4 Foreign country code from Appendix B, right justified, with two leading zeros
- 5 ZIP code of correctional institution
- 6 Leave blank
- 7 ZIP code of military base
- 8 ZIP code of primary or secondary school
- 9 Leave blank
- B ZIP code of the business, government, or other work entity
- H ZIP code of the high school campus

Item #28 Flexible Entry. Enter a '1' if this is a Flexible Entry (FE) class that is being reported this semester. Leave blank if not flexible entry (see introduction and Flexible Entry Reference Table for more information).

Item #29 Semester. Enter the semester in which the course is reported.

1 = Fall    2 = Spring    3 = Summer I    4 = Summer II

Item #30 Year. Enter all four digits of the calendar year in which the semester of the report occurs.

Item #31 Class Begin Date. Enter all four digits of the year, the month, and day of the first scheduled day for this course (YYYYMMDD). For a semester-length course, use the beginning of term date as the beginning date. For compressed courses, classes that begin prior to the first day of term and for classes that begin after the census day of the term, use the actual first day of class.

Item #32 Class End Date. Enter all four digits of the year, the month, and day of the last scheduled class for this course (YYYYMMDD). For a semester-length course, use the end of term date as the ending date. For a compressed course, classes that begin prior to the first day of term and for classes that begin after the census day of the term, use the actual last class day.

## CTC Census Student Schedule Report (CBM0CS)

### Example: CBM0CS Distance Education Classes

1. College A offers a seminar class on-campus and via two-way interactive video to College B through an inter-institutional agreement. While the student in the class may not be double-reported for headcount (CBM0C1), the student would be reported by both institutions on the CBM0CS. An example is below. Items not referenced are intentionally omitted.

<u>College A reports its student</u>		<u>College B reports its student</u>	
Item #7	4	Item #7	4
Item #10	3	Item #10	3
Item #11	3	Item #11	0
Item #12	0	Item #12	3
Item #13	48	Item #13	48
Item #14	48	Item #14	0
Item #15	0	Item #15	48
Item #16	1	Item #16	6
Item #17	blank	Item #17	(College A FICE)
Item #18	4	Item #18	4
Item #20	blank	Item #20	3
Item #27	blank	Item #27	College A zip

### Example: CBM0CS Lecture/Lab

2. College A offers a class that has both a lecture and a lab, but the lab does not earn any SCH. Although the lecture portion contains the SCH, the lab can still be reported to reflect the lab component:

<u>Lecture</u>		<u>Lab</u>	
Item #4	MATH	Item #4	MATH
Item #5	1310	Item #5	1310
Item #6	001	Item #6	001
Item #7	1 (Lecture)	Item #7	2 (Lab)
Item #10	0300 (SCH)	Item #10	0000 (SCH)
Item #11	0300	Item #11	0000
Item #12	0000	Item #12	0000

CTC Census Student Schedule Report (CBM0CS)

Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code – Always ‘S’	1	1
Item #2	Institution Code - FICE – Numeric	2	6
Item #3	Student ID – Alphanumeric	8	9
Item #4	Subject Prefix	17	7
Item #5	Course Number	24	7
Item #6	Section Number	31	7
Item #7	Type of Instruction – Alphanumeric	38	1
Item #8	Classification – Alphanumeric	39	1
Item #9	Non-disclosure – Numeric	40	1
Item #10	Semester Credit Hour Value – Leading zeros, two decimals	41	4
Item #11	SCH Funded – Leading zeros, two decimals	45	4
Item #12	SCH Not Funded – Leading zeros, two decimals	49	4
Item #13	Contact Hour Value – Numeric	53	4
Item #14	Contact Hours Funded	57	4
Item #15	Contact Hours Not Funded	61	4
Item #16	Location Code	65	1
Item #17	Inter-institutional FICE	66	6
Item #18	Instruction Mode	72	1
Item #19	Course Type	73	1
Item #20	SCH Not Funded Reason – Numeric	74	1
Item #21	High School Credit Status	75	1
Item #22	Developmental Education	76	1
Item #23	Unused	77	1
Item #24	Unused	78	1
Item #25	Unused	79	3
Item #26	Approval Number	82	10
Item #27	Zip Code/State/Foreign Country Code – Leading zeros	92	5
Item #28	Flexible Entry	97	1
Item #29	Semester – ‘1’, ‘2’, ‘3’, or ‘4’	98	1
Item #30	Year - YYYY – Numeric	99	4
Item #31	Class Begin Date – YYYYMMDD	103	8
Item #32	Class End Date – YYYYMMDD	111	8

CTC Census Student Schedule Report (CBM0CS)

Questionable and Error Values

The following values are used in the Coordinating Board's edit program to determine Questionable and Error Values for each element.

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
1. Record Code	N/A	Any value except 'S'
2. Institution Code	N/A	Must match value on header record and be on the list of valid FICE codes
3. Student ID Number	Alpha characters	Blank or special characters
4. Subject Prefix	N/A	Blank or not on course inventory
5. Course Number	N/A	Blank or not on course inventory
6. Section Number	N/A	Blank
7. Type Instruction	N/A	Any value except '1' thru '7', or 'Q'
8. Classification	N/A	Any value except '1' thru '5' or '6' and '7' when institution has approved bacc. program
9. Non-disclosure	N/A	Any value except '2' or '0'
10. SCH Value	If not 0100 SCH to 1200, except if 0000 and Item #7 = '2' OR if 0025 to 1200 and Item #22 > 0	Non-numerical characters
11. SCH Funded	Sum of #11 and #12 less than 0100, greater than 1200 except if item #19 ne '0'	Any non-numerical value; sum of Items #11 and #12 not equal to Item #10
12. SCH Not Funded	Sum of #11 and #12 less than 1, greater than 12 except if item #19 ne '0'	Any non-numerical value sum of Items #11 and #12 not equal to Item #10

CTC Census Student Schedule Report (CBM0CS)

13.	Contact Hour Value	Less than 8, greater than 640; if CH less than minimum	Any non-numerical value; CH greater than maximum
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CTC Census Student Schedule Report (CBM0CS)

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
14. Contact Hours Funded	Sum of Item #14 and #15 less than 8, greater than 640, or less than minimum	Any non-numerical value; sum of Item #14 and #15 not equal to Item #13
15. Contact Hours Not Funded	Sum of Item #14 and #15 less than 8, greater than 640, or less than minimum	Any non-numerical value; sum of Item #14 and #15 not equal to Item #13
16. Location Code	N/A	Any value other than '1' thru '9', 'A', 'B', or 'H'
17. Inter-institutional FICE	N/A	If Item #16 is coded '6' or 'A' FICE must be on Institution File
18. Instruction Mode	N/A	Any value except '1' thru '6'; not coded '2' or '3' when Item #16 is coded '9'
19. Course Type	N/A	Any value other than '1', '2', '4', '7', or '8'
20. SCH Not Funded Reason	N/A	When Item #12 > 0, any value except '1' thru '5', '7'
21. HS Credit Status	N/A	Any value except '0', '1', '2', or '3'
22. Developmental Course Level	N/A	Any value except '0', '1', '4', '7', '8', '9', 'A', or 'B' or any value except '0' if Item #21 = '1'; equal '1', '2', or '3' if Item #26 coded with DE Rider 59 intervention approval number; equal '4', '5', or '6' if Item #26 = DE course approval number
23. N/A	N/A	N/A
24. N/A	N/A	N/A

CTC Census Student Schedule Report (CBM0CS)

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
25. N/A	N/A	N/A
26. Approval Number	N/A	Blank or not numeric; not on inventory
27. Zip Code/State/ Foreign Country Code	N/A	Non-numerical value
28. Flexible Entry	N/A	Any value except spaces, '1', or '6'
29. Semester	N/A	Must match value on header record
30. Year	N/A	Must match value on header record
31. Class Begin Date	Year < reporting year	Year > current year; month < 01 or > 12; day < 01 or > days of month
32. Class End Date	N/A	Year > current year; month < 01 or > 12; day < 01 or > days of month



## CTC Census Student Schedule Report (CBM0CS)

### Summary of Semester Credit Hours Generated Methodology

The Total Funded SCH column is the sum of the columns labeled SCH State-Funded (Item #11 totaled for all records when Item #19 equals '1') and Technical SCH (Item #11 totaled when Item #19 equals '2' or '4') for all students, except third and fourth-year Bachelor students, which are included in the BA SCH column. The Excess Dev SCH column is a total of all SCH Not State Funded (Item #12) where item #20 equals '1'. The Unfunded SCH column is SCH Not State-Funded (Item #12) totaled for all records where Item #20 contains a value (except for value '1' for Developmental Education).

### Summary of Contact Hours Generated Methodology

In order to produce the Summary of Contact Hours generated in approved courses, the approval number, subject prefix, and course number as reported for each class on the CBM0CS are compared to the institution's Inventory of Approved Courses. Only the contact hours for those classes which match exactly to the Course Inventory are affected and tabulated. The approval number mismatch between the respective inventory and CBM0CS must be resolved before the hours for these classes can be added into the total.

Each record that is coded '2', '3', '4', '5', '7', '8', 'B', or 'H' in Item #16 must have a valid ZIP code or state/foreign country code. Only the error-free class records coded '2' in Item #16 will be summarized in the out-of-district columns.

The Total Contact Hours column is the sum of the columns labeled Academic Contact Hours (Item #14 totaled when Item #19 = 1) and Technical Contact Hours (Item #14 totaled when Item #19 equals 2 and 4). The Excess Developmental Contact Hours column is a total of all CH Not State Funded (Item #15) where item #20 equals 1.

### **Report Matching**

**CBM0C1** - The Student ID/Flexible Entry reported on the CBM0CS report will be validated against the Student ID/Flexible Entry reported on the CBM0C1 report. Student ID's reported on the CBM0CS report that are not found on the CBM0C1 report will be listed in the **CBM0CS records not included in the CBM0C1 Report**. This will be flagged as a review item. Certification of the CBM0CS report will not be allowed without an explanation of the mismatches.

### **Other Errors**

A student with greater than 40 total credit hours will generate an error.

Each record should be unique on FICE code, Report Year, Semester, Course Subject, Course Number, Course Section, Instruction Type, Flex Entry, and Student ID.

## CBM005 Building and Room Use Report

The Building and Room Use Report (CBM005) is required only for the Texas State Technical Colleges, Lamar State College-Orange, Lamar State College-Port Arthur, and Lamar Institute of Technology.

The purpose of this report is to collect data reflecting the building and room assignments as of the twelfth class day of the fall semester only. The following data refer to building and room usage and are to be reported for all courses taught in the fall semester in buildings or rooms required to be included in the institutions' Facilities Building and Room Inventory Reports. In the introductory section of the Facilities Building Inventory Report (CBM014), it states that a building inventory should "... include facilities under the jurisdiction or control of the institution's governing board, regardless of location" (on or off campus). ... "If a building is not owned by the institution or is shared with other tenants, include only the portion of the building leased or controlled by the institution and its pro rata share of gross, assignable area and non-assignable area." Building number, room number, and room type data in this report must match an institution's facilities inventory on file with the Coordinating Board. This data is used to calculate classroom and class laboratory utilization for average weekly hours of use.

### **NOTE:**

1. Only the classes reported on the CBM0CS that have been assigned to a specific room for a definite day(s) and time of the week should be reported on the CBM005.
2. Multiple entries should be made for classes meeting at different assigned times or in different classrooms.

### 220 – Special Class Laboratories

Apply this code to rooms that first meet the definition of a special class laboratory in that they are used more by students through informally scheduled, unscheduled, or open instruction. The amount of informally scheduled activity must exceed any formally scheduled instruction - activity reported on the CBM005 report. Rooms with specialized equipment installed that prevent the use of the room for lecture that are predominately used for formally scheduled classes are class laboratories. While the description of a 220 includes criteria such as restricted access, that in itself does not define a room as a special class laboratory.

### Short Courses

Adjust the duration of courses reported on the CBM005 meeting for fewer than 16 weeks to account for the reduced use. If a course meets for 8 hours a day for the first two weeks of the semester report the daily duration a 480 times 2 divided by 16 or 60 minutes per day. An exception to this rule would be if the room will be scheduled for a series of these courses for the full 16-week semester. In that case, report the full 480-minute duration.

CTC Building and Room Use Report (CBM005)

Instructions for Building and Room Use Report

Item #1 Record Code. Always enter '5'.

Item #2 Institution Code. Enter the FICE Code of the institution.

Class Identification. The course identification (Items #3, #4, #5) used to identify a class in this report must be the same as the course identification used on the CBM0CS.

Item #3 Subject Prefix. Enter the subject abbreviation of this course.

Item #4 Course Number. Enter the course number.

Item #5 Section Number. Enter the section number associated with this class.

Item #6 Unused

Item #7 Building. Enter the building number (as reported on the Coordinating Board Facilities Inventory) in which this section meets.

Item #8 Room. Enter the room number (as reported on the Coordinating Board Facilities Inventory) in which this section meets.

**NOTE:** It is imperative that the room number and building number are identical in every way to that reported by the institution in the Coordinating Board Facilities Inventory, including spacing, leading zeros and suffixes, if any.

Item #9 Days of the Week. Enter the day(s) of the week that this section meets. Left justify and space-fill.

1	Monday	5	Friday
2	Tuesday	6	Saturday
3	Wednesday	7	Sunday
4	Thursday		

Up to seven entries can be made.

**EXAMPLES:** Monday, Wednesday, Friday class would be coded.  
A class that meets on Thursday only would be coded 4.  
A class meeting Monday through Friday would be coded 12345.

Item #10 Starting Time. Enter the time of day that the class begins based on the 24 hour clock, i.e., eight a.m. would be coded '0800', three-thirty p.m. would be coded '1530', etc.

## CTC Building and Room Use Report (CBM005)

Item #11 Duration of Class. Enter the duration of time that the class meets expressed in minutes. If a class meets for forty-five minutes, it would be coded '045', if for one hour and thirty-five minutes, it would be coded '095'.

**NOTE:** Limit the time reported to include time where the student and instructor are simultaneously in the room together and engaged in formal educational activities related to the course. A student's use of a room outside of instructional activity is accounted for in the SUE scoring matrix and should not be included in the reported durations.

Item #12 Reporting Period. Always enter '1'.

Item #13 Year. Enter all four digits of the calendar year in which the Fall semester occurs (YYYY).

Item #14 Classification of Room Type. The room type will be reported by the classifications listed in the Coordinating Board Facilities Inventory. Room Type codes must match those listed in the inventory. Examples of a few of the room type codes are listed below:

110 Classroom  
210 Class Laboratory (Regularly Scheduled)  
220 Special Class Laboratories (Informally Scheduled)  
310 Office  
350 Conference Room  
610 Assembly (Auditorium, etc.)  
680 Meeting Room

Note: See the introduction for more information about 220 Special Class Laboratories

Item #15 Enrollment. Enter the number of students enrolled in the class who are using the specific room during the time specified.

**NOTE:** Class sections meeting in multiple rooms - the total headcount reported for the section on this report should not exceed the total headcount reported on the Class Report (CBM0CS) at any given time and day of the week. For example, a class with a lecture and lab combination has 90 students enrolled. The section meets Monday, Wednesday, and Friday in the classroom for an hour at 10:00 each day. Additionally, the section meets for lab on Monday, Wednesday, or Friday for an hour at 2:00 for one day each week. Report 90 students in the classroom on Monday, Wednesday, and Friday. Report the portion of the section that will meet in the lab each day or 30 students for Monday, 30 students for Wednesday, and 30 students for Friday. Do not report 90 students in each lab for Monday, Wednesday, and Friday unless all 90 students will be using the lab all three days

CTC Building and Room Use Report (CBM005)

Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code - Always '5'	1	1
Item #2	Institution Code - FICE – Numeric	2	6
Item #3	Subject Prefix	8	7
Item #4	Course Number	15	7
Item #5	Section Number	22	7
Item #6	Unused	29	1
Item #7	Building	30	6
Item #8	Room	36	16
Item #9	Days of Week – Left justify, space-fill	52	7
Item #10	Start Time – Numeric – 24-hour clock	59	4
Item #11	Duration - Minutes – Numeric, leading zeros	63	3
Item #12	Semester – Always '1'	66	1
Item #13	Year - YYYY – Numeric	67	4
Item #14	Classification of Room Type – Numeric	71	3
Item #15	Enrollment – Numeric, leading zeros	74	3

## CTC Building and Room Use Report (CBM005)

### Questionable and Error Values

The following values are used in the Coordinating Board's edit program to determine Questionable and Error Values for each data element.

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
1. Record Code	N/A	Any value other than '5'
2. Institution Code	N/A	Must match value in header record and be a valid FICE code
3. Subject Prefix	N/A	Blank
4. Course Number	N/A	Blank
5. Section Number	N/A	Blank
6. Unused	N/A	N/A
7. Building	N/A	Must match Facilities Inventory File
8. Room	N/A	Must match Facilities Inventory File
9. Days of Week	Any combination that includes Sunday	Non-numerical, blank, or '0'
10. Start Time	Any class starting before '0700' or after '2100'	Non-numerical
11. Duration	Any value greater than '240' and less than '540'	Any numerical value '540' or greater
12. Semester	N/A	Must match value in header record
13. Year	N/A	Must match value in header record
14. Room Type	N/A	Must match value on Facilities Inventory File; value of '000'
15. Enrollment	Value greater than '500'	Non-numerical

**NOTE:** Those CBM005 records for which corresponding CBM0CS records cannot be located are flagged and an error message is generated.

## CBM008 Faculty Report

The CBM008 Faculty Report is an end of semester report. The purpose of the CBM008 report is to collect data on the academic duties of all personnel who teach a class that generates credit hours and that is reported on the Class File (CBM0CS), regardless of their source of funds.

Personnel associated only with classes in non-funded curriculum areas other than military science should be excluded.

This report reflects conditions as of the end of the fall and spring semesters.

All data reported for Items #1-#23, with the exception of Items #16 and #17, should be the same for each faculty member. Items #16 and #17 will differ if the faculty member in the class reported in Items #24-#27 is flexible entry.

### Faculty Course Information

There must be a separate record for every class that a faculty member teaches. If a class has multiple instructors, separate records should be submitted for each course instructor. Items #24-#26 will be unique for each course.

- If a faculty member does not have any percentage of time allotted to instruction (Item #16), then course information (Items #24, #25, and #26) should be left blank; zero fill Item #27.
- If a faculty member does have a percentage allotted to instruction, then a record must be reported for each course the faculty taught.

Item #27, Responsibility Factor, is used to provide the amount of teaching responsibility for courses taught by multiple instructors. For any class where more than one faculty member is responsible for teaching the section, enter separate records for each faculty member and teaching responsibility percentage involved.

### Classes Organized After the Official Census Date (Flexible Entry)

Because the CBM008 is an end of semester report, any class organized after the official census date will be included in the data submitted in the semester the course actually ends. For example (1) a class organized after the 12th class day of the fall semester will be reported in the fall if the course ends by the end of the fall term; (2) a class organized any time during the fall semester that ends after the fall term end date will be reported in the spring semester; etc.

On the CBM008, a faculty record for a flex entry should be reported with a '3' in Item #17, whether the class began and ended during the semester or spanned semesters. A '3' should be used in item #17 if the course is reported with a flex '1' or a flex '6' in the CBM00S and CBM0E1 reports.

A reference table showing flex entry instructions for the CBM008 and other applicable reports is available in the Appendix.

## CTC Faculty Report (CBM008)

### Use of Faculty Data Reported

The following Accountability Measures use data from the faculty report:

#### Fall term

1. Percent of contact hours taught by full-time faculty
2. FTE student/FTE faculty ratio
3. Percent of faculty with advanced degrees
4. Number of faculty full-time and part-time by ethnicity and gender
5. Percent of course sections taught by full-time faculty

#### Fiscal year

1. Appropriations: Appropriated funds per FTE faculty



## CTC Faculty Report (CBM008)

### Instructions for Faculty Report

- Item #1     Record Code. Always enter '8'.
- Item #2     Institution Code. Enter the FICE Code of the institution.
- Item #3     Faculty Identification Number. Enter the Social Security Number of the individual faculty member of record.
- Item #4     Rank. Enter the code indicating the rank of the faculty member. Enter zero if the institution does not have a ranking system.
- 0   No Ranking System
  - 1   Professor
  - 2   Associate Professor
  - 3   Assistant Professor
  - 4   Instructor
  - 5   Other Faculty (includes adjunct, visiting, and special faculty)
- Item #5     Gender. Enter the code indicating the gender of the faculty member.
- M = Male     F = Female
- Item #6     Birth Date. Enter all four digits of the year, two digits of the month, and the two-digit day in which this faculty member was born (YYYYMMDD). If unknown, enter '00000000'.
- Item #7     Unused.
- Item #8     Unused.
- Item #9     Last Name. Enter the faculty member's last name (10-character limit).
- Item #10    First Name Initial. Enter the initial of the faculty member's first name.
- Item #11    Middle Name Initial. Enter the initial of the faculty member's middle name.
- Item #12    Unused.
- Item #13    Administrative Unit Code. Enter the appropriate four-digit code (see Appendix D) designating the administrative unit (i.e., department) in which the faculty member teaches. When the assignments of a faculty member involve more than one administrative unit, choose the one in which the faculty is most closely associated. For a faculty member whose assignment is in a non-instructional area, an administrative unit code of '3333' may be used.

CTC Faculty Report (CBM008)

Item #14 Highest Earned Certificate/Degree. Enter the code representing the highest earned degree or certificate.

- |   |            |   |                     |
|---|------------|---|---------------------|
| 1 | Doctorate  | 4 | Associate's         |
| 2 | Master's   | 5 | Certificate or less |
| 3 | Bachelor's | 6 | No degree           |

Item #15 Total Percent of Time Employed by the Institution. Enter the proportion of time that this person is employed at your institution for the fall or spring term. This percentage should be based on a full-time workload as defined by your institution for the term you are reporting, and it may not exceed 100 percent. To be considered full-time, individuals must be reported here as 100% (the equivalent of 1 FTE).

Examples: 100% = 100; 50% = 050

Item #16 Percent of Time Directly Related to Teaching. Enter the faculty member's percent of time that relates directly to teaching, which must not exceed 100 percent and must not be greater than the total percent assigned (Item #15). Direct instructional activities include interaction with students related to instruction, preparation for such instruction, and evaluation of student performance. Also include administrative assignments which directly supplement the teaching function, such as heads of teaching departments, coordinators of special programs or multi-section courses, etc., and any other professional assignments which an institution considers to be directly related to the teaching function. Each institution has a policy that defines a full or normal faculty workload (e.g., 15 semester credit hours, five classes, etc.).

Example 1: Instructor A teaches 6 credit hours per week at an institution where 15 hours is a full-time load.

Percent of Time teaching =  $6 / 15 = 40\%$  and reported as 040

Example 2: Instructor B teaches a 3 credit hour class and is an administrator in an institution where 15 hours is a full-time load.

Percent of Time teaching =  $3 / 15 = 20\%$  and reported as 020

Item #17 Faculty Category. Enter the faculty category that best describes the faculty member's contract for the fiscal year.

- 1 Regular Faculty – Faculty whose primary responsibility is instruction
- 2 Adjunct or Other Faculty – Those individuals considered adjunct or other faculty might receive a temporary appointment for several successive terms. The temporary appointment may be 100%. The key consideration is that there is no guarantee of a continuing appointment. This category includes adjuncts, administrators, and professional personnel at the institution who teach but whose primary job responsibility is non-faculty.
- 3 Flex-entry Faculty – A faculty member who teaches a flexible entry class that is reported on the CBM00S either as a Flex '1' or Flex '6' class.

Item #18 Contract or Appointment Length. Enter the number of months of the contract

## CTC Faculty Report (CBM008)

(appointment) for the fiscal year. Round any partial month to the nearest tenth. Enter a leading zero for an appointment of less than 10 months. The appointment length is based on the number of months contracted for, not the number of installments in which salaries are paid.

Example: 9-month contract report as 090  
3-week contract report as 007  
6-week contract report as 014

Item #19 Salary. Enter the amount of the faculty member's contracted salary for the fiscal year for all faculty employed on the census date of the term. If the faculty member is employed on the census date in the fall and spring terms, the same salary amount will be reported both terms. Round salary amount to the nearest whole dollar. Do not include benefits or overloads in the salary amount.

**Note:** When computing average 9-month salaries, only the regular faculty identified in the Faculty Category (Item #17) whose Percent of Time Directly Related to Teaching (Item #16) is 100% will be used. The Contract Length will be divided into 9 to determine the ratio to multiply the contract salary by to yield a 9-month equivalent.

Item #20 Semester. Enter the appropriate semester code.

1 Fall      2 Spring

Item #21 Year. Enter all four digits of the calendar year in which the semester occurs.

Item #22 Ethnic Origin. Enter the code indicating whether the faculty member is of Hispanic or Latino origin or not.

1 Hispanic or Latino origin  
2 Not Hispanic or Latino origin  
3 Not answered

Item #23 Race. Select one or more codes indicating the race of the faculty member.

Item #23A      1 White  
Item #23B      2 Black or African-American  
Item #23C      4 Asian  
Item #23D      5 American Indian or Alaskan Native  
Item #23E      6 International  
Item #23F      7 Unknown or Not Reported  
Item #23G      8 Native Hawaiian or Other Pacific Islander

### **Definitions:**

- Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

## CTC Faculty Report (CBM008)

- American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African-American: A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa.
- International denotes a person who is not a citizen or permanent resident of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.
- Unknown or Not Reported: The unknown classification should only be used if the faculty member has not selected a racial designation.

### CLASS IDENTIFICATION

The following set of data uniquely identifies each class taught. It includes a course identification and section number. The course identification used to identify a class in this report must be the same as the course identification used in the institution's annual list of Coordinating Board- approved general academic courses or the annual list of CB-approved technical courses.

Item #24     Subject Prefix. Enter the subject abbreviation of this course.

Item #25     Course Number. Enter the course number.

Item #26     Section Number. Enter the section number assigned to this class.

**NOTE:** All classes must be assigned a section number.

Item #27     Responsibility Factor (Percent). Enter the responsibility factor (percent) of each faculty member teaching the section. The responsibility factor for all faculty members reported for a section must always be 100 percent. Zero fill if not applicable.

CTC Faculty Report (CBM008)

## Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code - Always '8'	1	1
Item #2	Institution Code - FICE – Numeric	2	6
Item #3	Faculty Identification Number	8	9
Item #4	Rank – '0' thru '5' – Numeric	17	1
Item #5	Gender – 'M' or 'F' – Alpha	18	1
Item #6	Birth Date - YYYYMMDD – Numeric	19	8
Item #7	Unused	27	1
Item #8	Unused	28	1
Item #9	Last Name – Alpha	29	10
Item #10	First Name Initial – Alpha	39	1
Item #11	Middle Name Initial – Alpha	40	1
Item #12	Unused	41	1
Item #13	Administrative Unit Code – Numeric	42	4
Item #14	Highest Earned Cert/Degree – Numeric	46	1
Item #15	Total Percent of Time – Numeric	47	3
Item #16	Percent Direct Teaching Assignment – Numeric	50	3
Item #17	Faculty Category – Numeric	53	1
Item #18	Contract Length – Numeric, leading zeros, 1 assumed decimal	54	3
Item #19	Salary – Numeric, leading zeros, no decimals	57	6
Item #20	Semester – Numeric	63	1
Item #21	Year - YYYY – Numeric	64	4
Item #22	Ethnic Origin – Numeric	68	1
Item #23	Race:		
Item #23A	White – '1' or blank	69	1
Item #23B	Black or African-American – '2' or blank	70	1
Item #23C	Asian – '4' or blank	71	1
Item #23D	American Indian or Alaskan Native – '5' or blank	72	1
Item #23E	International – '6' or blank	73	1
Item #23F	Unknown or Not Reported – '7' or blank	74	1
Item #23G	Native Hawaiian or Other Pacific Islander – '8' or blank	75	1
Item #24	Subject Prefix	76	7
Item #25	Course Number	83	7
Item #26	Section Number	90	7
Item #27	Responsibility Factor	97	3

CTC Faculty Report (CBM008)

Questionable and Error Values

The following values are used in the Coordinating Board's edit program to determine Questionable and Error Values for each faculty record.

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
1. Record Code	N/A	Any value except '8'
2. Institution Code	N/A	Must match value in header record and be on list of valid FICE codes
3. Faculty ID	Alphanumeric	Blank or all zeros
4. Rank	N/A	Value other than '0' thru '5'
5. Gender	N/A	Value other than 'M' or 'F'
6. Birth Date	'00000000'	Non-numeric; month > '12'; day > '31'
7. Unused		
8. Unused		
9. Last Name	Non-alphabetic	Blank, numeric
10. First Initial	N/A	Blank, numeric
11. Middle Initial	N/A	Number or special character
12. Unused	N/A	N/A
13. Administrative Code	N/A	Must be on administrative unit list
14. Highest Cert/Degree	N/A	Value other than '1' thru '6'
15. Total Percent of Time	N/A	Non-numeric; greater than '100'
16. Direct Percent of Time	N/A	Non-numeric; greater than Item #15
17. Faculty Category	N/A	Value other than '1' thru '3'
18. Contract Length	Value less than '010'	Value = '000' or greater than '120' unless Item #17 = '3'

CTC Faculty Report (CBM008)

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
19. Salary	Salary greater than \$78,000 and Item #17 = '1' and Item #18 less than or = 9; salary greater than \$90,000 and Item #17 = '1' and Item #18 greater than 9; salary greater than \$90,000 and Item #17 = '2' and Item #18 greater than or = 9; salary greater than \$45,000 and item #17 = '2' and Item #18 less than 9	Non-numerical; salary less than \$12,000 if Item #15 = 100 and Item #17 = '1'
20. Semester	N/A	Value other than '1' or '2'
21. Year	N/A	Must match value in header record
22. Ethnic Origin	N/A	Value other than '1', '2', or '3'
23A. White	N/A	Value other than '1' or space or value = '1' and '7'
23B. Black/African-Amer	N/A	Value other than '2' or space or value = '2' and '7'
23C. Asian	N/A	Value other than '4' or space or value = '4' and '7'
23D. Amer Ind/Alaska	N/A	Value other than '5' or space or value = '5' and '7'
23E. Nat International	N/A	Value other than '6' or space or value = '6' and '7'
23F. Unknown/Not Rep	N/A	Value other than '7' or space; value = '7' plus value = '1', '2', '4', '5', '6', or '8'
23G. Nat Hawaiian/Pac Is	N/A	Value other than '8' or space or value = '8' and '7'
24. Subject Prefix	N/A	Blank if Item #16 is > 0; not on course inventory
25. Course Number	N/A	Blank if Item #16 is > 0; not on course inventory
26. Section Number	N/A	Blank if Item #16 is > 0
27. Responsibility Factor	N/A	Non-numerical value; numbers not totaling 100% for each section

## CBM009 Graduation Report

The CBM009 report will include all degrees and certificates which have been awarded to students in active Coordinating Board-approved programs during the fiscal year. Also included are *progress measures* of students who have completed the core curriculum and/or approved fields of study. By definition, the progress measures are not awards. The degree and certificate program approval codes for academic, technical, and continuing education programs must be on the Education and Training Clearinghouse Technical Programs Inventory (<http://www.txhighereddata.org/interactive/CTCClearinghouse/>). If a student is awarded an associate degree and a certificate concurrently, a separate record for each award must be submitted. Each progress measure will be submitted in a separate record but only once for each specific measure.

This report will be due in the fall semester following the close of the fiscal year.

TEC 61.821-61.829 requires the Board to develop guidelines for core curriculum and fields of study. That portion of the TEC also requires that if a student completes the core curriculum at one institution, another institution must accept the whole block of courses in transfer. Similarly, if a student completes a field of study curriculum at one institution, that block of courses must be accepted for transfer at another institution and substituted for that institution's lower division requirements for the degree program for the field of study into which the student transfers. Coordinating Board rules relating to core curriculum and field of study curricula may be found in Subchapter B of Chapter 4 at <https://www.highered.texas.gov/about-us/rules-statutes/>. A student concurrently enrolled at more than one institution of higher education shall follow the core curriculum or field of study curriculum requirements in effect for the institution at which the student is classified as a degree-seeking student.

Core Curriculum Completer/Certificate. A student may be reported as a core curriculum completer or certificate awardee if the institution certifies that the student has satisfactorily completed all required elements and courses in the institution's approved core curriculum (including any hours transferred from other institutions). For both core curriculum completers and certificate recipients, a student *must* have completed courses totaling at least the number of semester credit hours in the institution's approved core curriculum (range: 42 SCH). A student must have completed at least one course in the core at an institution for that institution to identify the student as a core curriculum completer/certificate. No student may be reported as a core curriculum completer/certificate more than once; the institution that first reports a student will be recognized as the institution where the student completed the core. The CIP code defined for all core curricula is 24.0101.00.

Field of Study (FOS) Curriculum Completer. A student may be reported as a field of study curriculum completer if the student has satisfactorily completed all required courses in the field of study curriculum, regardless of whether or not the student has completed any optional courses that may be offered. No student may be reported as a field of study completer more than once for a particular field of study; the institution that first reports a student as a FOS completer will be recognized as the institution where the student completed that particular FOS. A student must have completed at least one course in a FOS at an institution for that institution to identify the student as a FOS completer. Students may be identified as FOS completers only



### CTC Graduation Report (CBM009)

in fields of study that have been approved by the Coordinating Board. The field of study curriculum can be obtained from the following web address:

<http://www.thecb.state.tx.us/index.cfm?objectid=7D02BA60-18B8-11E8-A6640050560100A9>

**NOTE:** When a student has not yet completed a core curriculum or field of study, transfer of courses must be administered consistent with sections of the Education Code cited above.

An edit check has been added to the CBM009 edit program to identify reporting of “Multiple Awards in Excess” of the number of award types within level and CIP approved on the technical program inventory (Clearinghouse). A student who receives an associate’s degree and certificate simultaneously will not generate a questionable message.

### Nursing Shortage Reduction Program

Institutions participating in the Nursing Shortage Reduction Program (NSRP) are required to submit their nursing graduates on the CBM009 by October 1. The nursing graduates must be error-free to be included in the count for funding. The remainder of the CBM009 records may be included in the submission with the nursing graduates or they may be submitted in accordance with the October 15 due date. All graduates, including nursing graduates, must be on the final, certified file.

CTC Graduation Report (CBM009)

Instructions for Graduation Report

- Item #1 Record Code. Always enter '9'.
- Item #2 Institution Code. Enter the FICE Code of the institution.
- Item #3 Student Identification Number. Enter the Social Security Number of the student or the nine-digit identification number assigned by the institution if the student has no Social Security Number.
- Item #4 Gender. Enter the gender of the student.  
M = Male      F = Female
- Item #5 Unused
- Item #6 Date of Birth. Enter all four digits of the year of birth, two-digit month, and day of birth for the student.  
YYYYMMDD where YYYY = Year; MM = Month; DD = Day
- Item #7 Degree or Certificate Awarded or Progress Measure. Enter the abbreviation for the associate degree, **bachelor's degree**, certificate awarded, or progress measure completed, left justified.

Associate Degree -- Enter the abbreviation of the degree exactly as defined below:

AA	Associate of Arts
AAA	Associate of Applied Arts
AAS	Associate of Applied Science
AAT	Associate of Arts in Teaching
AS	Associate of Science

Bachelor's Degree -- Enter the abbreviation of the degree (e.g. BAAS, BAS, BAT, BS, BSN) as it appears in the institution's Degree inventory

Certificate -- Enter the abbreviation of the certificate exactly as defined below:

ATC	Advanced Technology certificate programs are comprised of 16-50 semester credit hours. A student must have an associate degree, baccalaureate degree, or junior status in a baccalaureate degree program.
CERT1	Certificate programs comprised of at least 15 SCH and no more than 42 SCH (or 23-63 quarter hours or 360-779 contact hours). Certificate programs of one year or less, which contain in excess of 42 semester credit hours or the equivalent, that require external accreditation and licensing examinations (e.g., Licensed Vocational Nursing, LVN) may be approved by the Coordinating Board staff as CERT1 certificates.

CTC Graduation Report (CBM009)

CERT2 Certificate programs comprised of at least 30 and no more than 51

SCH (or 45-76 quarter hours).

CERT3 Enhanced Skills certificates associated with an AAS or AAA degree program. Such a certificate program is comprised of at least 6 and no more than 15 SCH (9-22 quarter hours).

Progress Measure -- Enter the abbreviation of the progress measure exactly as defined below:

CCC Core Curriculum Completer/Certificate (definition on 9.1)

FOS Field of Study Completer (definition on 9.1)

Item #8 Level of Award. Enter the appropriate code to identify the level of the award.

- 1 Associate
- 2 Certificate
- 3 Enhanced Skills Certificate – This is a credential that is normally awarded concurrently with a Tech-Prep Associate of Applied Science degree or as an additional Enhanced Skills Certificate.
- 4 Advanced Technology Certificate
- 5 Core Curriculum Completer
- 6 Field of Study Curriculum Completer
- 7 Bachelor's Degree

Item #9 Major. Enter the eight-digit 2020 CIP code identifying the academic or technical major code.

**NOTE:** General Academic Associate Degrees without a definitive major will be coded '24010200' (General Studies). The Type Major code (Item #13) will identify the academic awards from the technical awards. The CIP code defined for all core curricula completers/certificates is 24010100. Use 13121000, Early Childhood (EC-6), 13120300, Middle Grades (grades 4-8), 13120500, High School (grades 8-12), and 13120600, Multiple Levels for AAT degree majors. Use 52020100 and 11010100 for BAT degree majors.

Item #10 Reporting Period. Always enter '1'.

Item #11 Year. Enter all four digits of the year in which the report is submitted.

Item #12 Month of Award. Enter the two-digit number for the month in which the award was conferred (i.e., '05' for May).

Item #13 Type Award. Enter the code to identify the type of the award:

- 1 Academic
- 2 Technical
- 3 Tech-Prep
- 4 Continuing Education

CTC Graduation Report (CBM009)

**NOTE:** At this time, core curriculum completers and field of study completers are considered academic majors.

Students with a Type Award of Continuing Education ('4') cannot receive an award level of associate, bachelor's, core curriculum, or field of study in Item #8.

Item #14    Unused

Item #15    Remote Campus. All institutions should indicate an incarcerated student who is awarded a degree or certificate with '5'. Students receiving awards from out-of-district branch campuses recognized by the Coordinating Board, as such, must also be identified separately. Each out-of-district branch campus will be assigned a unique number within the district. TSTC and any other approved extension centers are required to use this item to identify the graduates at their branch campuses. Leave blank if not applicable.

- 1 = Abilene
- 2 = Breckenridge
- 3 = Brownwood
- 5 = Incarcerated Student

Item #16    Non-Disclosure. Enter a '2' to indicate that the individual student has notified the institution of his/her refusal to have "directory information" disclosed; else zero fill.

Item #17    Last Name. Enter the student's last name. Truncate if the name contains over 20 characters.

Item #18    First Name. Enter the student's first name. Truncate if the name contains over 10 characters.

Item #19    Middle Name Initial. Enter the initial of the student's middle name.

Item #20    Ethnic Origin. Enter the code indicating whether the student is of Hispanic or Latino origin or not.

- 1    Hispanic or Latino origin
- 2    Not Hispanic or Latino origin
- 3    Not answered

Item #21    Race. Select one or more codes indicating the race of the student.

- Item #21A    1    White
- Item #21B    2    Black or African-American
- Item #21C    4    Asian
- Item #21D    5    American Indian or Alaskan Native
- Item #21E    6    International
- Item #21F    7    Unknown or Not Reported
- Item #21G    8    Native Hawaiian or Other Pacific Islander

## CTC Graduation Report (CBM009)

### **Definitions:**

- Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African-American: A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa.
- International denotes a person who is not a citizen or permanent resident of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.
- Unknown or Not Reported: The unknown classification should only be used if the student has not selected a racial designation.

### **Notes:**

- a) Even though a student is allowed to pay the "Resident Tuition" rate due to a waiver (coded 'E' in Item #7 on the CBM0C1), report with the international code.
- b) Report the ethnicity of students who were coded 'A' or 'B' in Item #7 on the CBM0C1.
- c) Report the ethnicity of students who have applied to or have a petition pending with the Bureau of Citizenship and Immigration Services and students who base their residency on visas that allow them to domicile in the U.S.
- d) Report students who are Refugees, asylees, parolees, and those who are here under Temporary Protective Status as international students.

CTC Graduation Report (CBM009)

Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code - Always '9'	1	1
Item #2	Institution Code - FICE – Numeric	2	6
Item #3	Student Identification Number	8	9
Item #4	Gender – 'M' or 'F'	17	1
Item #5	Unused	18	1
Item #6	Date of Birth - YYYYMMDD – Numeric	19	8
Item #7	Degree/Certificate or Progress Measure - Left justified	27	8
Item #8	Level of Award – Numeric	35	1
Item #9	Major - CIP Code – Numeric	36	8
Item #10	Reporting Period – Always '1'	44	1
Item #11	Year - YYYY – Numeric	45	4
Item #12	Month of Award – Numeric	49	2
Item #13	Type Award – Numeric	51	1
Item #14	Unused	52	1
Item #15	Remote Campus – Blank or Numeric	53	1
Item #16	Non-Disclosure – Numeric	54	1
Item #17	Last Name – Alpha	55	20
Item #18	First Name – Alpha	75	10
Item #19	Middle Name Initial – Alpha	85	1
Item #20	Ethnic Origin – Numeric	86	1
Item #21	Race:		
Item #21A	White – '1' or blank	87	
Item #21B	Black or African-American – '2' or blank	88	1
Item #21C	Asian – '4' or blank	89	1
Item #21D	American Indian or Alaskan Native – '5' or blank	90	1
Item #21E	International – '6' or blank	91	1
Item #21F	Unknown or Not Reported – '7' or blank	92	1
Item #21G	Native Hawaiian or Other Pacific Islander – '8' or blank	93	1

## Questionable and Error Values

The following values are used in the Coordinating Board's edit programs to determine Questionable and Error Values for each data element.

<u>ITEM NUMBER</u>		<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
1.	Record Code	N/A	Any value except '9'
2.	Institution Code	N/A	Must match value in header record and be on list of valid FICE codes
3.	Student ID	Duplicate entries	Blank or not alpha and/or numeric
4.	Gender	N/A	Any value except 'M' or 'F'
5.	Unused	N/A	N/A
6.	Date of Birth	Age less than '16' or greater than '75'	Non-numerical; month less than '01' or greater than '12', day greater than '31'
7.	Degree/Cert/Prog Meas	N/A	Numeric or blank; must be on list of valid awards for the institution
8.	Level of Award	N/A	Any value except '1' thru '7'; value = '1', '5', '6', or '7' if Item #13 = '4'
9.	Major	N/A	Non-numerical or invalid CIP code; Core completer not = 24010100; Field of Study not = to one of the specific CIPs; BAT not = 52020100 or 11010100; not on institution's program inventory
10.	Reporting Period	N/A	Any value except '1'
11.	Year	N/A	Any value except current year
12.	Month of Award	N/A	Any value other than '01' thru '12'

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
13. Type Award	N/A	Any value except '1' thru '4'; value not = '1' if Item #8 = '5', '6', or '7'; value = '4' if Item #8 = '1', '5', '6', or '7'
14. Unused	N/A	N/A
15. Remote Campus	N/A	Any value except '1', '2', '3', '5', or blank
16. Non-Disclosure	N/A	Any value except '2' or '0'
17. Last Name	N/A	Blank, numerical
18. First Name	Blank	Numerical
19. Middle Name Initial	N/A	Numerical
20. Ethnic Origin	N/A	Value other than '1', '2', or '3'
21A. White	N/A	Value other than '1' or space or value = '1' and '7'
21B. Black/African-Amer	N/A	Value other than '2' or space or value = '2' and '7'
21C. Asian	N/A	Value other than '4' or space or value = '4' and '7'
21D. Amer Ind/Alaska	N/A	Value other than '5' or space or value = '5' and '7'
21E. Nat International	N/A	Value other than '6' or space or value = '6' and '7'
21F. Unknown/Not Rep	N/A	Value other than '7' or space; value = '7' plus value = '1', '2', '4', '5', '6', or '8'
21G. Nat Hawaiian/Pac Is	N/A	Value other than '8' or space or value = '8' and '7'

**DISCREPANCY:** The number of records received in each submission is compared to the number in the trailer record (control total). The difference is shown on the edit report as a discrepancy.



## CBM011 Facilities Room Inventory Report

This manual supersedes the Texas Higher Education Coordinating Board (THECB) 2005 Facilities Inventory Procedures Manual. The THECB implemented the coding structure outlined in this manual on November 1, 2008. The changes implemented in this manual are auditable effective November 1, 2009. All certified inventory reports prior to November 1, 2009 will be audited under the 2005 Facility Inventory Manual. Compatibility and reporting procedures in the 2005 manual have mostly been retained. The primary purpose of this manual is to provide a uniform physical facilities coding system that prevails between higher education institutions in Texas and across the nation for data included in a building and room inventory. It provides a current and common framework for terms and definitions around which to compile data systems for physical facilities. The majority of the data codes are based on definitions and standards established by the National Center for Education Statistics, *Postsecondary Education Facilities Inventory and Classification Manual*, U. S. Department of Education, NCEES 92-165, 2006, but some data codes are unique to Texas higher education institutions. The guidelines established by this manual may only be part of an institution's total facilities and capital asset inventory.

Sections 61.0572 and 61.058 of the Texas Education Code define THECB duties and its essential responsibilities to Texas higher education institutions. Basically, the THECB must assist institutions in efficient use of its construction funds and the orderly development of physical plants to accommodate projected college student enrollments.

This report includes distinctions for all types of space within a building and its intended design function. Space Use Codes and Functional Category Codes are found in Appendices F and G, respectively. See Appendix I for a Glossary of Facilities Terms. Visit <http://www.txhighereddata.org/ReportingManuals.cfm> to view the appendices.

### Basis for Classification

Information to code rooms according to architectural features can best be obtained by a visual inspection of each room, but may also be obtained from as-built drawings. The evaluation of a room's Space Use Code and Functional Category Code should be based on the judgment of a departmental representative, facility planning, or physical plant personnel who are familiar with the coding structure in this manual. A room's Space Use Code and Functional Category Code can change between inventories or audit dates. A room's Space Use Code does not change until its basic design function has changed. Space Use Code 060 can be used temporarily to reflect non-assigned space while it is undergoing a conversion by remodeling.

### Rooms to be Included

Space Use Codes for cubicle space are regarded as Office Facilities (300) that can be assigned to academic, administrative, or service functions of an institution. Each defined workspace can be considered a room. Operations independent of an institution's mission are to be reported under Functional Category Codes 91 and 92. The Appendices to this manual include Space Use Codes for circulation areas, building service, mechanical, and structural areas, which are classified as non-assigned space.

## CTC Facilities Room Inventory Report (CBM011)

### Rooms Not to be Included

Residential rooms in a facility with Building Type Codes 6 or 7 (Residence/Single and Residence/Family) need not be reported except for rooms used for non-residential purposes. Residential rooms in a facility with Building Type Code 2 (Academic/Residence) need not be reported except for rooms within the building that are used for non-residential purposes. Space within a leased facility that is not used by the institution need not be reported. Covered play areas and covered walkways are not considered rooms.

### Addition of Rooms

The addition of rooms should be reported on an on-going basis.

### CIP Code and Functional Category Limitations

The CIP code is a required field within a room record that may be prorated up to three times, based on percent of use with different CIP codes, precisely to identify space being used by a particular discipline, department, or function. A six-digit CIP code corresponds to a single instructional program and its first two digits correspond to a group of instructional programs. If an exact CIP code cannot be determined, assign the most accurate code available.

Academic CIP codes should not be used with Institutional Support Functional Category Codes (60 series). These two areas are fundamentally different. Space for academic administration is Functional Category Code Academic Administration (46) and it must be combined with an academic CIP, as in the case of the space devoted to department heads.

Descriptive information on NCES CIP codes can be obtained from the following NCES web address: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165>. The Coordinating Board has an index of the current and deleted NCES CIP codes on its web site at <http://www.txhighereddata.org/Interactive/CIP/>. A list of codes unique to Texas higher education institutions is in Appendix C of this manual.

### Basis for Room Measurement

Room area is measured to the nearest square foot in accordance with parameters established by the facilities audit protocol.

### Space Use Codes

Primary Space Use/Design Use: Each room has one best Space Use Code based on its exclusive or predominant design/use. Primary activity areas (Space Use Codes) always end with "0". For a room used as an office (Space Use Code 310) and a research/non-class laboratory (Space Use Code 250), a single determination for primary activity should be made. It is recommended that primary be evaluated in terms of time, the human activity that focuses on use, rather than space. Space Use Codes change when a room's predominant use or physical characteristics have been changed and/or remodeled.

Service Codes: Determine whether the existence of a particular room, with its specific design/function and use, is dependent upon or justified by another room (usually nearby) and its specific use. If a significant degree of dependency exists, an appropriate service

## CTC Facilities Room Inventory Report (CBM011)

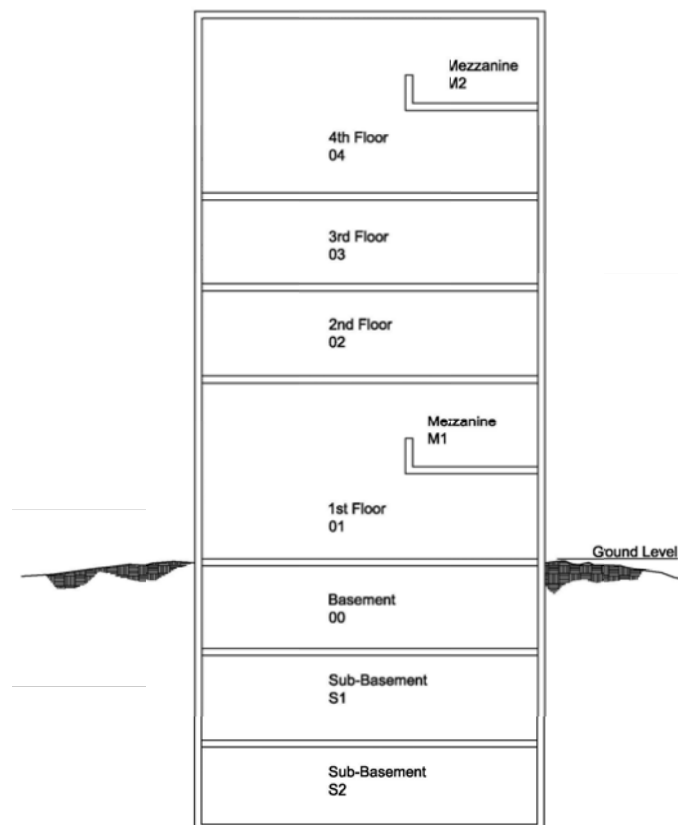
code should be used. Support or service space is identified by Space Use Codes ending with "5".

### Proration of Use

Up to three Functional Category Codes may be assigned to a single room: primary, secondary, and remaining. Where a room serves several purposes or uses, it may be reported based on time spent on each activity. Overall, the total percent of use/proration for primary, secondary, and remaining use must always total 100 percent. Only a room's function (Functional Category Code) and program area (CIP Code) may be prorated since its space use (Space Use Code) cannot be prorated.

### Floor (optional)

Floor numbers are two characters in length. Zero filled the first position of the Floor field for floors less than 10 (01, 02, etc.). A basement should be coded as '00'. Sub-basements should be coded with an 'S' in the first position and the sub-basement number in the second position (S1, S2, etc.). Mezzanines should be code with a 'M' in the first position and the mezzanine number in the second position (M1, M2, etc.). See illustration.



## CTC Facilities Room Inventory Report (CBM011)

### Instructions for Facilities Room Inventory Report

- Item #1     Record Code. Always enter 'R'.
- Item #2     Institution Code. Enter the FICE code of the institution. See Appendix A.
- Item #3     Report Year. Enter all four digits of the calendar year in which the inventory occurs.

#### BUILDING IDENTIFICATION

Each room is uniquely identified as a separate record by a combination of building, floor, and room number. Each room within a building should have a unique alpha or numeric code to identify the room. The building identification must be the same as the building identification used in the CBM005 and the CBM014 reports.

- Item #4     Building Number. Enter the assigned building number.
- Item #5     Room Number. Enter the assigned room number.
- Item #6     Primary CIP Code. Enter the primary classification of an instructional program (CIP) code associated with this room. Use the first six digits of the codes listed in Appendix C.
- Item #7     Omitted.
- Item #8     Space Use Code. Enter the space use code based on the room's exclusive or predominant design or use. See Appendix F.
- Item #9     Primary Functional Category Code. Enter the primary functional category code. See Appendix G.
- Item #10    Primary CIP Percent. Enter the percentage of the primary CIP code reported in Item #6.
- Item #11    Room Area. See Glossary of Facilities Terms (Appendix I).
- Item #12    Omitted.
- Item #13    Omitted.
- Item #14    Omitted.
- Item #15    Omitted.
- Item #16    Omitted.
- Item #17    Student Station Capacity. This is based on the number of occupants the room is designed to accommodate; only required of certain space uses.
- Item #18    Secondary CIP Code. Enter the secondary CIP code associated with this room. Use the first six digits of the codes listed in Appendix C.
- Item #19    Omitted.

CTC Facilities Room Inventory Report (CBM011)

- Item #20    Secondary Functional Category Code. Enter the secondary functional category code. See Appendix G.
- Item #21    Secondary CIP Percent. Enter the percentage of the secondary CIP code reported in Item #18.
- Item #22    Remaining CIP Code. Enter the remaining CIP code associated with this room. Use the first six digits of the codes listed in Appendix C.
- Item #23    Omitted.
- Item #24    Remaining Functional Category Code. Enter the remaining functional category code. See Appendix G.
- Item #25    Remaining CIP Percent. Enter the percentage of the remaining CIP code reported in Item #22.
- Item #26    Record Identification. Always enter '11'.
- Item #27    Floor. Optional. Floor number (01, 02, 03, etc.)

CTC Facilities Room Inventory Report (CBM011)

Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code – Always 'R'	1	1
Item #2	Institution Code – FICE – Numeric	2	6
Item #3	Report Year – Numeric	8	4
Item #4	Building Number – Alphanumeric	12	6
Item #5	Room Number – Alphanumeric	18	16
Item #6	Primary CIP Code – Numeric	34	6
Item #7	Omitted	40	2
Item #8	Space Use Code – Alphanumeric	42	3
Item #9	Primary <u>Functional Category</u> Code – Numeric	45	2
Item #10	Primary CIP Percent – Numeric	47	3
Item #11	Room Area	50	8
Item #12-16	Omitted	58	12
Item #17	Student Station Capacity – Numeric	70	4
Item #18	Secondary CIP Code – Numeric	74	6
Item #19	Omitted	80	2
Item #20	Secondary <u>Functional Category</u> Code – Numeric	82	2
Item #21	Secondary CIP Percent – Numeric	84	3
Item #22	Remaining CIP Code – Numeric	87	6
Item #23	Omitted	93	2
Item #24	Remaining <u>Functional Category</u> Code – Numeric	95	2
Item #25	Remaining CIP Percent – Numeric	97	3
Item #26	Record Identification – Always '11'	100	2
Item #27	Floor	102	2

CTC Facilities Room Inventory Report (CBM011)

Questionable and Error Values

The following values are used in the Coordinating Board's edit program to determine Questionable and Error Values of each data element.

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
1. Record Code	N/A	Any value except 'R'
2. Institution Code	N/A	Must match value on header record and be on the list of valid FICE codes
3. Report Year	N/A	Must match value in header record
4. Building Number	N/A	Must match CBM014
5. Room Number	N/A	Special characters
6. Primary CIP Code	N/A	Must be on list of valid CIP codes; CIP not = 000000 if Item #8 = 110 or 115
7. Omitted		
8. Space Use Code	N/A	Value less than 040 or greater than 970; value not = M10, U10, WWW, XXX, YYY, ZZZ, W01-W07, X01-X04, Y01-Y04 when Item #9 = 02-07
9. Primary Functional Cat Code	N/A	Value less than 02 or greater than 92; value not = 02-07 when Item #8 = M10, U10, WWW, XXX, YYY, ZZZ, W01-W07, X01- X04, Y01-Y04; blank if Item #6 filled
10. Primary CIP Percent	N/A	Not numeric if Item #6 filled
11. Room Area	N/A	Not numeric if Item #6 filled
12. Omitted		
13. Omitted		
14. Omitted		
15. Omitted		
16. Omitted		

CTC Facilities Room Inventory Report (CBM011)

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
17. Student Station Capacity	N/A	Value of 0000 if Item #8 = 110, 210, 220, 350, 410, 430, 610, 680
18. Secondary CIP Code	N/A	Must be on list of valid CIP codes; CIP not = 000000 if Item #8 = 110 or 115
19. Omitted		
20. Secondary Functional Cat Code	N/A	Value less than 02 or greater than 92; value not = 02-07 when Item #8 = M10, U10, WWW, XXX, YYY, ZZZ, W01-W07, X01- X04, Y01-Y04; blank if Item #18 filled
21. Secondary CIP Percent	N/A	Not numeric if Item #18 filled
22. Remaining CIP Code	N/A	Must be on list of valid CIP codes; CIP not = 000000 if Item #8 = 110 or 115
23. Omitted		
24. Remaining Functional Cat Code	N/A	Value less than 02 or greater than 92; value not = 02-07 when Item #8 = M10, U10, WWW, XXX, YYY, ZZZ, W01-W07, X01- X04, Y01-Y04; blank if Item #22 filled
25. Remaining CIP Percent	N/A	Not numeric if Item #22 filled
26. Record Identification	N/A	Any value except '11'
27. Floor (optional)	N/A	N/A



## CTC Facilities Room Inventory Report (CBM011)

### Space Excluded From E&G Space Calculation

When determining the amount of assignable Educational and General Space (E&G) square footage of a building, the following Building Types, CIP, Space Use Codes, and Functional Category Codes are excluded.

Building Condition 7	Mothballed facility currently excluded from routine operation and maintenance expense
Building Type 6 or 7	Residence, Single and Resident, Family
Building Type 8 or 9	Non-institutional Agency Buildings and Rental Property
Building Type R	Renovations that cause the entire building to be temporarily out of service
CIP 720000 – 739999	Intercollegiate Athletics and Support Facilities (food, health, housing, parking, retail, and childcare services)
CIP 817500	Alumni Relations
CIP 999999	Unknown use by External Agencies with Functional Category Code 92
Space Use Code 523	Indoor Athletic Facilities Spectator Seating
Space Use Code 630 – 635	Food Facility and Food Facility Service
Space Use Code 660 – 665	Merchandising and Merchandising Service
Space Use Code 670 – 675	Recreation (non-athletic/PE) and Recreation Service
Space Use Code 810 – 895	These Space Use Codes include Health Care Facilities (unless with Functional Category Codes 11, 12, 15, 21, or 22)
Space Use Code 910 – 970	Residential Facilities
Space Use Code 050 – 070	Inactive areas permanently or temporarily incapable of use
Space Use Code M10, U10, and W10	Men's, Unisex, and Women's public restrooms
Space Use Code WWW, XXX, YYY, and ZZZ	Circulation, Building Service, Mechanical, or Structural Areas (non-assignable space)
Functional Category Codes 02 – 07	Unclassified or non-assignable space necessary for the general operation of a building (custodial, mechanical, mothballed, public restrooms, shell space, circulation area)
Functional Category Codes 31 – 35	Public Service
Functional Category Code 42	Museums and Galleries
Functional Category Code 52	Social and Cultural Development outside the degree curriculum

CTC Facilities Room Inventory Report (CBM011)

Functional Category Codes 55 – 57	Student Service (Student Auxiliary Service, Intercollegiate Athletics (except with CIP Student Health/Medical Services) (740000 – 745000)
Functional Category Codes 65 – 66	Faculty and Staff Auxiliary Services and Alumni Records
Functional Category Code 91	Independent Operations/Institutional
Functional Category Code 92	Independent Operations/External Agencies (Use CIP 999999 for unknown use)

## CBM014 Facilities Building Inventory Report

This manual supersedes the Texas Higher Education Coordinating Board (THECB) 2005 Facilities Inventory Procedures Manual. The THECB implemented the coding structure outlined in this manual on November 1, 2008. The changes implemented in this manual are auditable effective November 1, 2009. All certified inventory reports prior to November 1, 2009 will be audited under the 2005 Facility Inventory Manual. Compatibility and reporting procedures in the 2005 manual have mostly been retained. The primary purpose of this manual is to provide a uniform physical facilities coding system that prevails between higher education institutions in Texas and across the nation for data included in a building and room inventory. It provides a current and common framework for terms and definitions around which to compile data systems for physical facilities. The majority of the data codes are based on definitions and standards established by the National Center for Education Statistics, *Postsecondary Education Facilities Inventory and Classification Manual*, U. S. Department of Education, NCES 92-165, 2006, but some data codes are unique to Texas higher education institutions. The guidelines established by this manual may only be part of an institution's total facilities and capital asset inventory.

Sections 61.0572 and 61.058 of the Texas Education Code define THECB duties and its essential responsibilities to Texas higher education institutions. Basically, the THECB must assist institutions in efficient use of its construction funds and the orderly development of physical plants to accommodate projected college student enrollments.

This report includes facilities under the jurisdiction or control of the institution's governing board, regardless of location and encompasses different types of structures, including marine/research vessels; aquarium structures; animal quarters; and trailers on wheels that are not mobile. If a building is not owned by the institution or is shared with other tenants, include only the portion of the building leased or controlled by the institution and its pro rata share of gross, assignable area and non-assignable area.

The report includes minor structures or temporary facilities that meet all of the following criteria:

- the structure is attached to a foundation,
- the structure is roofed,
- the structure is serviced by a utility (exclusive of lighting), and
- the structure is a source of maintenance and repair activities.

Refer to Appendix H for building data file codes and definitions, and Appendix I for a Glossary of Facilities Terms located at <http://www.txhighereddata.org/ReportingManuals.cfm>.

### Addition of Buildings

The addition of buildings should be reported on an on-going basis.

### Building Demolition

A building must be on the inventory with the appropriate Building Condition and Functional Category Codes until demolition is completed; at which time the building and room records may be deleted.

## CTC Facilities Building Inventory Report (CBM014)

### Exclusions

Do not include buildings intended as investment properties, which are used only for revenue generation and not for institutional purposes. Additionally, exclude hospitals not owned by the institution (except for any space in the hospital leased or controlled by the institution), public schools not owned by the institution, but used for practice teaching, and federal contract research centers identified by the Federal Office of Management and Budget (OMB).

### Basis for Building Measurement

Compute gross area using an accurate and verifiable means to the nearest whole square foot.

### **NOTES:**

Building Type code 2 (Academic/Residence) is a mixed-use facility and only nonresidential rooms should be included in the facilities inventory room file.

Building Type codes 6 and 7 (Residence/Single and Residence/Family) do not require residential rooms to be included in the facilities inventory room file. The building's assignable space will automatically be calculated at 60 percent.

Building Type codes 8 and 9 (Non-institutional Agency Buildings and Rental Property) are not required to be included in the facilities inventory room file that serves non-institutional functions.

## CTC Facilities Building Inventory Report (CBM014)

### Instructions for Facilities Building Inventory Report

- Item #1     Record Code. Always enter 'B'.
- Item #2     Institution Code. Enter the FICE Code of the institution. See Appendix A.
- Item #3     Report Year. Enter all four digits of the calendar year in which the inventory occurs.

#### BUILDING IDENTIFICATION

Each building should be assigned a unique alpha or numeric code to identify its record. The building identification used to identify a room in this report must be the same as the building identification used on the CBM005, Building and Room Report.

- Item #4     Building Number. Enter the assigned building number.
- Item #5     Building Name. Enter the assigned name of the building.
- Item #6     Condition Code. Enter the condition code based on the physical status of the building at the time of the report. See Appendix H.
- Item #7     Ownership Code. Enter the ownership code that represents the agency with which the ownership of the building resides. See Appendix H.
- Item #8     Location Code. Enter the location code that represents the physical location of the building in relation to the main campus. See Appendix H.
- Item #9     Type Code. Enter the type code that represents the purpose-function category that best describes its primary use. See Appendix H.
- Item #10    Omitted.
- Item #11    Initial Occupancy Date. Enter the four-digit calendar year of the initial occupancy of the building by the building's original owner, whether the institution owns it or not.
- Item #12    Number of Floors. Enter the number of floors in the building, including basements, penthouse, half-basements, mezzanines, and assignable attic space. Example: 9 floors = 09.
- Item #13    Gross Area. Enter the sum of the floor areas within the exterior walls of the building for all stories or areas that house floor surfaces. Round to the nearest whole square foot, right justified, leading zeros.
- Item #14    Omitted.
- Item #15    Omitted.
- Item #16    Omitted.
- Item #17    Record Identification. Always enter '14'.
- Item #18    Zip Code. Enter the five-digit zip code of the building's **physical** address.

CTC Facilities Building Inventory Report (CBM014)

Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code – Always 'B'	1	1
Item #2	Institution Code – FICE – Numeric	2	6
Item #3	Report Year – Numeric	8	4
Item #4	Building Number – Alphanumeric	12	6
Item #5	Building Name – Alphanumeric	18	50
Item #6	Condition Code – Numeric	68	1
Item #7	Ownership Code – Numeric	69	1
Item #8	Location Code – Numeric	70	1
Item #9	Type Code – Numeric	71	1
Item #10	Omitted	72	1
Item #11	Initial Occupancy Date – Numeric	73	4
Item #12	Number of Floors – Numeric	77	2
Item #13	Gross Area – Numeric	79	7
Item #14	Omitted	86	10
Item #15	Omitted	96	4
Item #16	Omitted	100	6
Item #17	Record Identification – Always '14'	106	2
Item #18	Zip Code	108	5

CTC Facilities Building Inventory Report (CBM014)

Questionable and Error Values

The following values are used in the Coordinating Board's edit program to determine Questionable and Error Values of each data element.

<u>ITEM</u>	<u>NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
1.	Record Code	N/A	Any value except 'B'
2.	Institution Code	N/A	Must match value on header record and be on the list of valid FICE codes
3.	Report Year	N/A	Must match value in header record
4.	Building Number	N/A	Special characters
5.	Building Name	N/A	Blank
6.	Condition Code	N/A	Any value except 1 thru 7
7.	Ownership Code	N/A	Any value except 1 thru 8
8.	Location Code	N/A	Any value except 1 thru 3
9.	Type Code	N/A	Any value except 1 thru 9, H, or R
10.	Omitted		
11.	Initial Occupancy Date	N/A	Non-numeric; value less than 1840 or greater than current year
12.	Number of Floors	Value greater than 25	Non-numeric; value less than 00
13.	Gross Area	N/A	Value less than 0000000
14.	Omitted		
15.	Omitted		
16.	Omitted		
17.	Record Identification	N/A	Any value except '14'
18.	Zip Code	N/A	Not on zip code file

## CTC Facilities Building Inventory Report (CBM014)

### CBM00A Students in Continuing Education Courses Report

The Continuing Education Student Report (CBM00A) includes all students enrolled as of the official census date in continuing education courses (reported on the CBM00C for state funding) where the official census date occurs within the reporting period. Do not report students who are enrolled in non-credit courses that do not result in CEUs being awarded.

Students who withdraw from the institution prior to or on the official census date will not be reported. Since there should be no classes that are longer than 18 weeks, "partial" class reporting is discontinued.

The Official Census Date is the third class meeting for all students enrolled in classes which have three or more scheduled class meetings and the last class meeting for all students enrolled in classes which have less than three scheduled class meetings. Students enrolled in CEU classes may be reported if the courses, as actually taught, comply with "The Continuing Education Unit: Guidelines" of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). These guidelines include transcription of an individual's participation.

#### Student Attendance

On April 19, 1996 the requirement to maintain attendance records for students in classes reported on the CBM00C was eliminated.

#### CB Rule Regarding Tuition and Fees

The conditions that apply to the collection of tuition are found in Chapter 21, Subchapter A, paragraph 21.4 of the CB Rules at <https://www.highered.texas.gov/about-us/rules-statutes/>.

#### Tuition and Fee Refund Policy

CB Rule 21.5 in Subchapter A, Chapter 21, identifies the tuition and fee refund policy. Use the link in the paragraph above to view it.



CTC Students in Continuing Education Courses Report (CBM00A)

Instructions for CBM00A Student Report

Item #1 Record Code. Always enter 'A'.

Item #2 Institution Code. Enter the FICE Code of the institution. See Appendix A.

Item #3 Student Identification Number. Enter the Social Security Number of the student. The institution will assign a unique nine-digit identification number to each student without a Social Security Number.

Item #4 Gender. Enter the gender of the student.

M = Male      F = Female

Item #5 Classification. Enter the classification of the student using the following guidelines:

0	Continuing Education	Use this code if the student is enrolled in continuing education courses only
1	Freshman	First year student, or less than 30 semester credit hours
2	Sophomore	A second year student who has completed the equivalent of 1 year of full-time undergraduate work; that is, at least 30 semester credit hours and not more than 72 semester credit hours
3	Unclassified	No associate degree or above earned; more than 72 semester hours
4	Associate Degree	Previously earned an associate degree
5	Baccalaureate or above	Previously earned a baccalaureate or above degree
6	Third Year Bachelor	A student in the third year of a Bachelor's Program <b>at your institution</b>
7	Fourth Year Bachelor	A student in the fourth year of a Bachelor's Program <b>at your institution</b>

**Note: Students in the third or fourth year of a Bachelor's program at your institution should be classified with a '6' or '7' respectively, regardless of whether they also meet the criteria for other classification categories.**

Item #6 Date of Birth. Enter all four digits of the year, the two digits of the month, and the two digits of the day of birth of the student.

YYYYMMDD where YYYY = Year; MM = Month; DD = Day

Item #7 Status for Continuing Education Students. For students enrolled in continuing education courses, enter '0' in this item and the appropriate tuition status code in

CTC Students in Continuing Education Courses Report (CBM00A)

Item #21.

0 Continuing Education Student

Item #8 Residence. Residency must be reported on all students. The resident code for students who are only enrolled in continuing education courses may be self-reported. Enter the code representing the county, state, or foreign country of which the technical or continuing education student is a resident. Use only valid active codes listed in Appendix B.

Texas Resident - Enter County Code

Out-of-State Resident - Enter State Code

International Student - Enter Foreign Country Code

Item #9 Transfer or First-Time-in-College. For students enrolling in continuing education courses, the transfer category may be left blank. If the student is a “transfer” student, enter the FICE code of the institution of higher education from which the student transferred (see Appendix A). (Enter ‘999999’ for institutions not having a FICE code.) A transfer is a student entering the reporting institution for the first time, but who is known to have previously attended another postsecondary institution at the undergraduate level.

Leave blank or zero fill if not appropriate.

**NOTE:** The FICE codes in Item #9 are to be entered only the first quarter of a student’s enrollment after transferring to your institution.

Item #10A Contact Hour Load in Approved Continuing Education Courses, Current Registration. Enter the number of contact hours in approved (state-funded) Continuing Education courses taught for which the student is registered in the current quarter. Use leading zeros.

**NOTE:** The total contact hours of the CBM00A must be within 500 hours of the total contact hours of the CBM00C.

Item #10B Unused

Item #11A Unused

Item #11B Unused

Item #12 CIP of Program Major or Educational Focus. If the student is enrolled in a continuing education program, the continuing education program major takes precedence over a continuing education focus.

Continuing Education Program Major: Enter the 2020 CIP code of the major area of concentration (Appendix C) and a ‘4’ in Item #13C for the Type Major. All major codes for students in continuing education programs must match to a Coordinating Board approved program in the Education and Training Clearinghouse Technical

CTC Students in Continuing Education Courses Report (CBM00A)

Program Inventory for the institution (district).

Continuing Education Focus: If the student is not enrolled in a continuing education program, choose the CIP of the course(s) involving the most contact hours as the educational focus. Enter the 2020 CIP code (Appendix C) of the educational focus and a '5' in Item #13C for the Type Major.

Item #13 Unused

Item #13A Tuition Exemption/Waiver Code. Leave this item blank unless the tuition exemption or waiver granted is one of the categories below. In that case, enter the appropriate code.

- 01 Exemption of certain veterans, dependents, etc. of the Armed Forces of the United States from payment of tuition
- 21 Application of resident rather than nonresident tuition to military personnel and dependents

**NOTE:** These two tuition exemption/waiver codes are important in determining if the students are military/military dependents. They are used in the follow-up system if the student cannot be found in higher education or in the Texas workforce.

Item #13B Remote Campus. Enter '5' if the student is confined in a correctional institution; leave blank if not. Students attending out-of-district branch campuses recognized by the Coordinating Board as such must also be identified separately. Each out-of-district branch campus will be assigned a unique number within the district. TSTC is also required to use this item to identify the students enrolled at their extension centers:

- 1 = Abilene
- 2 = Breckenridge
- 3 = Brownwood

Item #13C Type Major. A Tech-Prep major has precedence over a technical major which has precedence over a continuing education focus. Enter the code which represents the primary major:

- 4 Continuing Education Major
- 5 Continuing Education Focus or undeclared

Item #14 Unused

Item #15 Last Name (Optional). Enter the student's last name. Truncate if the name contains over 10 characters.

Item #16 First Name Initial (Optional). Enter the initial of the student's first name.

Item #17 Unused

CTC Students in Continuing Education Courses Report (CBM00A)

Item #18 Quarter. 1 Fall 2 Winter 3 Spring 4 Summer

Item #19 Year. Enter the calendar year in which the quarter ends.

Item #20 C.E. Student. The Coordinating Board will put a code of '2' in this item to identify the students who are enrolled in continuing education classes, which are reported on the CBM00C.

Item #21 Tuition Status of CE Students. Enter the appropriate tuition status code. Coding is determined by whether courses in which the student is enrolled are offered in fulfillment of a contractual agreement between the institution and an external entity. Colleges may assess the same tuition rate for resident and non-resident CEU students who are not brought in-state for contract instruction.

- 1 Both contract and non-contract courses
- 2 Contract course(s) only
- 3 Non-contract course(s) only

Item #22A Unused.

Item #22B Unused

Item #22C Unused.

Item #22D Unused.

Item #22E Unused.

Item #22F Unused.

Item #22G Unused.

Item #23 Unused

Item #24 Inter-institutional Continuing Education Contact Hours. Enter the number of inter-institutional contact hours in approved continuing education courses for which the student is registered in the quarter and exclude them from Item #10A. An inter-institutional agreement must be on file at the CB. An inter-institutional class is where the class and instructor are provided by another institution and the receiving institution is not allowed to claim the contact hours of their students on the CBM00C. See more discussion of inter-institution in the introduction of the CBM00CS report. Use leading zeros, or zero fill if appropriate. (Effective Spring 1998)

CTC Students in Continuing Education Courses Report (CBM00A)

Item #25 Unused

Item #26 Non-Disclosure. Enter a '2' to indicate that the individual student has notified the institution of his/her refusal to have "directory information" disclosed; else zero fill.

Item #27 Continuing Education Contact Hours – Not State Funded. Enter the number of contact hours attempted by the student in approved continuing education courses which are NOT allowed to be reported for state funding.

Right justify and include a leading zero if necessary, or zero fill.

Item #28 Ethnic Origin. Enter the code indicating whether the student is of Hispanic or Latino origin or not.

- 1 Hispanic or Latino origin
- 2 Not Hispanic or Latino origin
- 3 Not answered

Item #29 Race. Select one or more codes indicating the race of the student.

- |           |   |
|-----------|---|
| Item #29A | 1 White                                     |
| Item #29B | 2 Black or African-American                 |
| Item #29C | 4 Asian                                     |
| Item #29D | 5 American Indian or Alaskan Native         |
| Item #29E | 6 International                             |
| Item #29F | 7 Unknown or Not Reported                   |
| Item #29G | 8 Native Hawaiian or Other Pacific Islander |

**Definitions:**

- Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African-American: A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa.

## CTC Students in Continuing Education Courses Report (CBM00A)

- International denotes a person who is not a citizen or permanent resident of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.
- Unknown or Not Reported: The unknown classification should only be used if the student has not selected a racial designation.

Item #30 Individual with Intellectual or Developmental Disabilities (IDD). Student has been identified as having an intellectual or developmental disability based on the definitions provided below. If a student is identified as having both an Intellectual Disability and identified as being on the Autism Spectrum, prioritize the reporting of the Intellectual Disability (enter '1'). Institutions may only report students who have been identified through self-identification and/or documented receipt of special services.

### Definition of Intellectual and Developmental Disability (IDD):

For reporting purposes, for Items #30 and #30A, Intellectual and Developmental Disability (IDD) is defined as a neurodevelopmental disorder that must meet the following criteria:

- a. Deficits in intellectual functions, such as reasoning, problem solving, planning, abstract thinking, judgement, academic learning, and learning from experience.
  - b. Deficits in adaptive functioning that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility. Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such a communication, social participation, and independent living, across multiple environments, such as home, school, work and community.
  - c. (a) and (b) may occur after the developmental period (such as in the case of a traumatic brain injury).
  - d. Students with IDD may include those diagnosed with an Autism Spectrum Disorder.
0. Student not identified as having an IDD
  1. Student identified as having an IDD as defined above
  2. Student identified as having an Autism Spectrum Disorder but not an Intellectual Disability (Report '1' if student is also identified

Item #30A Individual enrolled in a transitional or other program for students with Intellectual and Developmental Disabilities (IDD). Enter '1' if student was ever enrolled in a program for students with IDD at your institution. Report if student was enrolled in program at any time. Report only if coded '1' or '2' in Item #30. Enter '0' if student was not enrolled in a program for students with IDD. A record should NOT be created for students who are not otherwise reported on the CBM0C1. See definition of program below

CTC Students in Continuing Education Courses Report (CBM00A)

Definition of Postsecondary Transitional Program or Program for Students with IDD:

A degree, certificate or non-degree program for students with IDD that is offered by an institution of higher education. These programs are designed to support students with IDD who want to continue academic, career, and independent living instruction following completion of secondary education.

0. Student never participated in a postsecondary program for students with IDD at this institution
1. Student participated in a postsecondary program for students with IDD at this institution
2. It is unknown if the student participated in a postsecondary program for students with IDD at this institution

Item #44A Academically Disadvantaged. Enter a '1' or leave blank if not appropriate. See definition in Item #44A of the CBM0C1.

Item #44B Economically Disadvantaged Family or Individual. Enter a '2' or leave blank if not appropriate. See definition in Item #44B of the CBM0C1

Item #44C Individual with Disabilities. Enter a '3' or leave blank if not appropriate. See definition in Item #44C of the CBM0C1

Item #44D English Learner Enter a '4' or leave blank if not appropriate. See definition in Item #44D of the CBM0C1

Item #44G Single Parent or Single Pregnant Women. Enter an '8' or leave blank if not appropriate. See definition in Item #44G of the CBM0C1

Item #44H Out- of-Workforce Individuals. Enter a '9' or leave blank if not appropriate. See definition in Item #44H of the CBM0C1

Item #44I Homeless Individuals. Enter an 'A' or leave blank if not appropriate. See definition in Item #44I of the CBM0C1

Item #44J Foster Youth. Enter a 'B' or leave blank if not appropriate. See definition in Item #44J of the CBM0C1

Item #44K Youth with Active Duty Military Parent. Enter a 'C' or leave blank if not appropriate. See definition in Item #44K of the CBM0C1

CTC Students in Continuing Education Courses Report (CBM00A)

Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code - Always 'A'	1	1
Item #2	Institution Code - FICE Code - Numeric	2	6
Item #3	Student Identification Number	8	9
Item #4	Gender – 'M' or 'F'	17	1
Item #5	Classification – '0' thru '7' - Numeric	18	1
Item #6	Date of Birth - YYYYMMDD - Numeric	19	8
Item #7	Tuition Status – '0' - Numeric	27	1
Item #8	Residence - Numeric	28	3
Item #9	Transfer/First Time In College - Numeric or blank	31	6
Item #10A	CE Contact Hours - Numeric, leading zeros or zero fill	37	4
Item #10B	Unused	41	4
Item #11A	Unused	45	4
Item #11B	Unused	49	4
Item #12	CE Major Program or Educational Focus - Numeric	53	8
Item #13	Unused	61	2
Item #13A	Tuition Exemption/Waiver Code – '01', '21', or blank	63	2
Item #13B	Remote Campus – '5' or blank (TSTC '1' thru '3')	65	1
Item #13C	Type Major – '4' or '5' - Numeric	66	1
Item #14	Unused	67	1
Item #15	Last Name - (Optional) Alpha or blank	68	10
Item #16	First Name Initial - (Optional) Alpha or blank	78	1
Item #17	Unused	79	1
Item #18	Quarter – '1', '2', '3', or '4' - Numeric	80	1
Item #19	Year - YYYY - Numeric	81	4
Item #20	C.E. Student – '2'	85	1
Item #21	Tuition Status of CEU Students – '1', '2', or '3'	86	1
Item #22A	Unused	87	1
Item #22B	Unused	88	1
Item #22C	Unused	89	1
Item #22D	Unused	90	1
Item #22E	Unused	91	1
Item #22F	Unused	92	1
Item #22G	Unused	93	1
Item #23	Unused	94	6
Item #24	Inter-institutional CE Contact Hours - Numeric, zero fill	100	3
Item #25	Unused	103	12
Item #26	Non-Disclosure	115	1
Item #27	CE Contact Hours-Not State Funded – Numeric, leading zeros or zero fill	116	4
Item #28	Ethnic Origin – Numeric	120	1
Item #29	Race:		
Item #29A	White – '1' or blank	121	1
Item #29B	Black or African-American – '2' or blank	122	1
Item #29C	Asian – '4' or blank	123	1



CTC Students in Continuing Education Courses Report (CBM00A)

		<u>Beginning Position</u>	<u>Length</u>
Item #29D	American Indian or Alaskan Native – ‘5’ or blank	124	1
Item #29E	International – ‘6’ or blank	125	1
Item #29F	Unknown or Not Reported – ‘7’ or blank	126	1
Item #29G	Native Hawaiian or Other Pacific Islander – ‘8’ or blank	127	1
Item #30	Individual with IDD – Numeric	128	1
Item #30A	Individual enrolled in IDD program – Numeric	129	1
Item #44A	Academically Disadvantaged – ‘1’ or blank	130	1
Item #44B	Economically Disadvan Family or Individual – ‘2’ or blank	131	1
Item #44C	Individual with Disabilities –‘3’ or blank	132	1
Item #44D	English Learner – ‘4’ or blank	133	1
Item #44G	Single Parent or Single Pregnant Women – ‘8’ or blank	134	1
Item #44H	Out-of-Workforce Individuals – ‘9’ or blank	135	1
Item #44I	Homeless Individuals – ‘A’ or blank	136	1
Item #44J	Foster Youth – ‘B’	137	1
Item #44K	Youth with Active Duty Military Parent – ‘C’ or blank	138	1

CTC Students in Continuing Education Courses Report (CBM00A)

Questionable and Error Values

The following values are used in the Coordinating Board's edit programs to determine Questionable and Error Values for each data element.

<u>ITEMNUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
1. Record Code	N/A	Any value except 'A'
2. Institution Code	N/A	Must match value in header record and be on list of valid FICE codes
3. Student ID	N/A	Blank or duplicate entry; not alpha and/or numeric
4. Gender	N/A	Any value except 'M' or 'F'
5. Classification	N/A	Any value except '1' thru '5' or '6' and '7' when institution has approved bacc. program
6. Date of Birth	Age less than 17 or greater than 75	Any non-numerical data; month less than '01' or greater than '12'
7. Tuition Status	N/A	Any value except '0'
8. Residence	N/A	Any value except '001' thru '254', '310' thru '369', or '402' thru '799'; must be coded '001' thru '254' if Item #13A is coded '01'; must be on residence file
9. Transfer/First Time In College	N/A	Any non-numerical characters except all blanks
10A. Contact Hours CEU Courses	N/A	Any non-numerical characters
10B. Unused	N/A	N/A
11A. Unused	N/A	N/A
11B. Unused	N/A	N/A

CTC Students in Continuing Education Courses Report (CBM00A)

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
12. Major	N/A	Non-numeric or invalid CIP code
13. Unused	N/A	N/A
13A. Exemption Code	N/A	Any value except '01', '21', '00', or blank
13B. Remote Campus	N/A	Any value except '5' or blank; TSTC - any value except '1' thru '3' or blank
13C. Type Major	N/A	Any value except '4' or '5'
14. Unused	N/A	N/A
15. Last Name	N/A	N/A
16. First Name Initial	N/A	N/A
17. Unused	N/A	N/A
18. Quarter	N/A	Must match value in header record
19. Year	N/A	Must match value in header record
20. C.E. student	N/A	Any value except '2'
21. Tuition Status CEU Students	N/A	Value except '1', '2', or '3'
22A. Unused	N/A	N/A
22B. Unused	N/A	N/A
22C. Unused	N/A	N/A
22D. Unused	N/A	N/A
22E. Unused	N/A	N/A
22F. Unused	N/A	N/A
22G. Unused	N/A	N/A
23. Unused	N/A	N/A
24. Inter-Institution CE CH	N/A	Any non-numerical character
25. Unused	N/A	N/A
26. Non-Disclosure	N/A	Any value except '2' or '0'

CTC Students in Continuing Education Courses Report (CBM00A)

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
27. CE CH Not State Funded	N/A	Any non-numerical value
28. Ethnic Origin	N/A	Value other than '1', '2', or '3'
29A. White	N/A	Value other than '1' or space or value = '1' and '7'
29B. Black/African-Amer	N/A	Value other than '2' or space or value = '2' and '7'
29C. Asian	N/A	Value other than '4' or space or value = '4' and '7'
29D. Amer Ind/Alaska Nat	N/A	Value other than '5' or space or value = '5' and '7'
29E. International	N/A	Value other than '6' or space or value = '6' and '7'
29F. Unknown/Not Rep	N/A	Value other than '7' or space; value = '7' plus value = '1', '2', '4', '5', '6', or '8'
29G. Nat Hawaiian/Pac Is	N/A	Value other than '8' or space or value = '8' and '7'
30. Individual with IDD	N/A	Any value other than '0', '1', or '2'
30A. Individual enrolled in IDD program	N/A	Any value other than '0', '1', or '2'
44A. Academically Disadvantage	N/A	Value except '1' and space
44B. Economically Disadvantage	N/A	Value except '2' and space
44C. Individual with Disabilities	N/A	Value except '3' and space
44D English Learner	N/A	Value except '4' and space
44G. Single Parent or Pregnant	N/A	Value except '8' and space
44H. Out-of-Workforce Individual	N/A	Value except '9' and space
44I Homeless Individuals	N/A	Value except 'A' and space
44J Foster Youth	N/A	Value except 'B' and space
44K Youth with Active Duty Parent	N/A	Value except 'C' and space

**DISCREPANCY:** The number of records received in each submission is compared to the number in the trailer record (control total). The difference is shown on the edit report as a discrepancy.

## CTC Students in Continuing Education Courses Report (CBM00A)

### Summary of CBM00A Student Report Methodology

**NOTE:** Records which have any items in error (invalid amounts) are not included in any of the summary values. The Type Major Item #13C is evaluated to determine in which column the respective counts are summarized.

1. **TOTAL HEADCOUNT.** Total headcount is a summation of all CBM00A records which are displayed separately. The total headcount is categorized by gender, classification, age, tuition status, residence, non-disclosure, ethnic origin, first-time students, and special populations
2. **AGE.** Each student's age, for the purpose of the summary report, is calculated by comparing each student's date of birth to the beginning date of the quarter. For this purpose, the beginning date of each quarter is:

Fall	September 1
Winter	December 1
Spring	March 1
Summer	June 1

3. **CONTACT HOURS.** Each category of continuing education contact hours (Item #10A and Item #27) are summed to produce the CE contact hours.

## CBM00C Continuing Education Class Report

All students enrolled in Coordinating Board-approved continuing education courses will be reported on the Continuing Education Class Report (CBM00C), which is submitted quarterly. All students who are counted on the CBM00C should also be reported on the CBM00A. The courses reported on the CBM00C include all specially approved continuing education courses (local need) and courses listed in the continuing education section of the Workforce Education Course Manual.

### OFFICIAL REPORTING DATE

The third class meeting is the official reporting (census) date for all students enrolled in the classes that have three or more scheduled class meetings. The official reporting date of classes with less than three scheduled meetings is the last class date.

### REPORTING CLASS HOURS

All of the class contact hours will be reported in the quarter in which the official census date occurs. There should not be any classes extending over more than 18 weeks, so a "Partial" record will not be accepted.

### CRITERIA FOR REPORTING STUDENT ATTENDANCE

On April 19, 1996 the requirement to maintain attendance records for students in classes reported on the CBM00C was eliminated.

### TUITION AND FEES

The conditions that apply to the collection of tuition are found in Chapter 21, Subchapter A, paragraph 21.4 of the CB Rules at <https://www.highered.texas.gov/about-us/rules-statutes/>. CB Rule 21.5 in Subchapter A, Chapter 21, identifies the tuition and fee refund policy.

### GUIDELINES ON FUNDING LIMITATIONS FOR REPEATED COURSES

To evaluate the status of students who are not allowed to be funded if they repeat a course more than twice, see the guidelines at <https://www.highered.texas.gov/about-us/rules-statutes/>, Texas Administrative Code (TAC), Chapter 13, Subchapter F, Sections 13.100-13.109.

Inter-Institutional Courses See a more detailed discussion in the CBM0CS.

Multi-Institutional Teaching Center See a more detailed discussion in the CBM0CS.

CTC Continuing Education Class Report (CBM00C)

Instructions for Continuing Education Class Report

Item #1 Record Code. Always enter 'C'.

Item #2 Institution Code. Enter the FICE Code of the institution.

Item #3 Subject Prefix. Enter the subject abbreviation of this course.

Item #4 Course Number. Enter the course number.

**NOTE:** Subject Prefix and Course Number should each be left-justified.

Item #5 Section Number. Enter the section number assigned to this class.

**NOTE:** All classes must be assigned a section number. The section number reported to the Coordinating Board must be uniquely identifiable if it must be reported in two or more quarters. Sections which begin in the reporting quarter must not have a section number that has been assigned to a course that is ending in this quarter.

Item #6 Course End Date. Enter all four digits of the year and the two digits of the month that the class ends in YYYYMM format.

Item #7 Type of Instruction. Enter the code of the primary type(s) of instruction used in this section. If multiple types of instruction are used, e.g., section entails lecture and clinical, see notes on multiple entries.

- |   |                       |   |            |
|---|-----------------------|---|------------|
| 1 | Lecture               | 5 | Co-op      |
| 2 | Laboratory            | 6 | Internship |
| 3 | Clinical              | 7 | Practicum  |
| 4 | Electronic (Optional) |   |            |

**NOTE:** Courses that were formerly called "Instructional Telecommunications" (code 4) are now called "Electronic" and should be coded according to their type of instruction rather than the mode of instruction which will now be identified in Item #12. However, if you consider the "Electronic" medium a type of instruction, you may use the optional code '4' in Item #7 and you must identify the mode of instruction in Item #12. (More discussion of Instructional Telecommunications is described in the introduction of the CBM0CS and more discussion on multiple entries reporting is described on page CS.8.) Lecture and laboratory instruction can be combined and reported in the same record. To be reported with a code '6', internship, or code '7', practicum, the course must be posted on the WECM inventory with a course type '6' or '7', respectively.

Item #8 Course Type. Enter the code of the type of course.

- 3 Continuing education courses: specially approved continuing education

CTC Continuing Education Class Report (CBM00C)

courses listed in the institution's technical/continuing education course inventory for which colleges receive state funding. All courses in this category will award Continuing Education Units.

- 5 Continuing education courses listed in the *Workforce Education Course Manual*. All courses in this category will award Continuing Education Units.

Item #9 Location Code. Enter the code indicating where this section meets. Courses taught at one of the locations coded '5', '6', '7', '9', or 'A' should be reported even if they are taught in-district.

- 1 In-District  
2 Out-of-District (regular); other locations not listed below

**NOTE:** Classes taught away from the main campus of TSTC or Lamar, if the entity or facility is not listed below, will be coded a '2'.

- 3 Out-of-State  
4 Foreign Country  
5 Correctional Institution – Courses taught in a correctional institution in Texas by a public institution of higher education.  
6 Inter-institutional – Courses taught by one institution *for the students of* another through a mutual agreement approved by the Coordinating Board. See definition in the Introductory Section of the CBM0CS.  
7 Military Bases – Courses taught on a military base.  
8 Primary or Secondary School – Courses taught on the campus of a public or private primary or secondary school out of the institution's taxing district.  
9 Individual Instructional Telecommunications Receiver – Courses delivered through Instructional Telecommunications to individuals via the Internet, videotape, or live broadcast delivery systems. See definition in the Introductory Section of the CBM0CS.  
A Auxiliary Location – Courses approved to be taught at one of the multi-institution teaching center or system center. See the discussion about multi-institution teaching centers in the Introduction of the CBM0CS. The assigned FICE code of the center must also be included in Item #19.  
B Business, Government, or Other Work Location – Courses taught at such entities out of the institution's taxing district.

**NOTE:** Item #12B, Zip Code, must be completed for all classes taught at all of the locations identified above, except locations coded '1', '6', '9', or 'A'.

Item #10 Contact Hours. Enter the number of contact hours (whole numbers) for which the course is actually scheduled. The hours reported will not exceed the class contact hours as shown in your approved course inventory for one student for the entire course. The contact hour value does not change in a subsequent quarter when reporting the end-of-quarter enrollments.

**NOTE:** *The total contact hours of the CBM00A must be within plus or minus 500 total contact hours of the CBM00C.*



CTC Continuing Education Class Report (CBM00C)

Item #11 Approval Number. Enter the six-digit approval number assigned to the continuing education course (left-justified with trailing zeros). The Coordinating Board will insert zeros in positions 7 and 8 and the associated funding code in positions 9 and 10 of the CIP code during the edit process.

Item #12 Instruction Mode. Enter the primary mode of instruction where 50% or more of the instruction is delivered via a single mode.

- 1 Face-to-Face - The instructor and the students are in the same physical location at the same time
- 2 Fully Distance Education Course
- 3 Video Tape/DVD and/or Broadcast TV
- 4 Two-way Interactive Video
- 5 Multiple or Other Electronic Media (Use only if no other single mode accounts for 50% of the instruction or if the electronic instruction mode is not listed above.)
- 6 Hybrid/Blended Course

**NOTE:** Instruction mode "2" Fully Distance Education Course -- A course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test. Instruction mode "6" Hybrid/Blended Course -- A course in which a majority (at least 50 percent but less than 85 percent) of the planned instruction occurs when the students and instructor(s) are not in the same place.

Item #12A Site Code. This item has been discontinued, but the first column of the old field is being used to identify the Instruction Mode and the other two columns are unused at this time.

Item #12B Zip Code Where Classes Taught. Enter the zip code of the specific site for all classes taught at the locations identified by codes '2', '5', '7', '8', and 'B' in Item #9. For locations identified by codes '3' and '4' in Item #9, enter the three-digit state or foreign country code (see Appendix B and right-justified with 2 leading zeros). Leave this Item blank for location codes '1', '6', '9', and 'A' in Item #9. Classes taught at an out-of-district branch campus recognized by the Coordinating Board as such must also be identified separately with a specific zip code.

Item #13 Instructor Code. Enter the Social Security Number of the faculty member of record who participates in the delivery of instruction and evaluation of the student's progress in this section. If the class section is an inter-institutional class (Item #9 is coded '6') that is being taught by a faculty of another institution, enter the SSN of the instructor and enter the FICE of the other institution in Item #19.

In the situation where there is more than one instructor, a class record should be reported for each instructor. Items #7, #9, #10, #12, #12B, #13, #14, and #16 may vary. The contact hours should be apportioned among the individual records as the institution sees fit, but the sum of the data in Item #10 must not exceed the contact hours actually scheduled, and the maximum contact hours approved for the

CTC Continuing Education Class Report (CBM00C)

course. All other items should be identical.

If a class record is submitted only to report the end-of-quarter enrollment (the census date was in a prior quarter) and there were multiple instructors for the class, the institution may submit one record with the Social Security number of the primary instructor reported in Item #13.

Item #14 End of Course Enrollment. Enter the number of students (who had not withdrawn or dropped) who were enrolled on the final day of the class if the Course End Date (Item #6) occurred within the reporting quarter. Students who did not qualify to be reported on the census date (i.e., in Item #16) should not be included here either.

When the Course End Date does not occur within the reporting quarter, enter zeros.

**NOTE:** A class section is reported on the CBM00C:

1. In one quarter, if both the official census date and the course end date occurred in the same quarter.
2. In two quarters, if the two dates did not occur in the same quarter: the quarter the official date occurred and the quarter that the course end date occurred.
3. If the census date occurred in quarter 1 and the course-end date occurred in quarter 3, no CBM00C record for the class is reported in quarter 2.

Item #15 Census Month. Enter the month in which the official census date occurs.

Item #16 Census Date Enrollment.

1. If the official census date occurs within the reporting period, enter the total number of students enrolled in the section as of the official census date.
2. If the official census date occurred in a prior reporting period and the "course end date" (Item #6) occurred within the reporting period, enter zeros since this is an end-of-course record.

Item #17 Quarter. Enter the quarter that this report covers.

- |   |                         |   |                         |
|---|-------------------------|---|-------------------------|
| 1 | First Quarter (Fall)    | 3 | Third Quarter (Spring)  |
| 2 | Second Quarter (Winter) | 4 | Fourth Quarter (Summer) |

Item #18 Year. Enter all four digits of the calendar year in which the quarter terminates. (Example: For the second quarter report covering months of December, January, and February of 2009-2010 school year, enter '2010'.)

Item #19 Inter-institutional FICE. Enter the six-digit FICE code that identifies the provider institution of the faculty of record if Item #9 is coded a '6' (see Appendix A). If the course is taught at a multi-institution teaching center or system center identified in Item #9 with a code 'A', enter the assigned FICE of the MITC (see list on page 4.4).

Item #20 Unused

## CTC Continuing Education Class Report (CBM00C)

Item #21 Enrollment of Students Not Eligible for State Funding. Enter the total number of students officially enrolled in this section who are not eligible for state funding (an example are students who have repeated a course three or more times). Students counted in this item should not be included in Item #16. There is further discussion on page 4.1. Right justify with leading zeros.

## CTC Continuing Education Class Report (CBM00C)

### Reporting Multiple Entries

When you report multiple classes with the same Subject Prefix, Course Number and Section Number, the sum of all contact hours generated must fall within the range of hours approved. When a variable exists for any data item of a course record, e.g., more than one faculty member teaching a single section or variable credit offered within a single section, make separate entries for each variable item.

To enter a multiple record, duplicate all Items #1 thru #19 of the first record except those items which may vary. The contact hours (Item #10) will be apportioned by the institution, the total of which should not exceed the number that the class is scheduled and that is approved in the Coordinating Board inventory. When class records are submitted only to report the end-of-course enrollments (Item #14) and the official census date occurred in a prior quarter, multiple records are not required. The primary instructor code would be reported in Item #13.

EXAMPLE 1 - When two or more instructors share teaching duties in a class, there will be a separate entry for each instructor involved. The contact hours will be apportioned by the institution.

EXAMPLE 2 - When one instructor teaches lecture and another teaches lab, Item #10's contact hours will be apportioned by the institution, the total of which should not exceed that approved by the Coordinating Board.

EXAMPLE 3 - When there is more than one lab to a lecture, the class may be reported as one record unless there is more than one faculty involved in the class and then separate records should be submitted to identify all faculty responsible for each class component. All items will be as indicated in example 2, but enrollment in the labs may vary.

CTC Continuing Education Class Report (CBM00C)

Data Processing Record Layout

		Beginning	
		<u>Position</u>	<u>Length</u>
Item #1	Record Code - Always 'C'	1	1
Item #2	Institution Code - FICE - Numeric	2	6
Item #3	Subject Prefix	8	7
Item #4	Course Number	15	7
Item #5	Section Number	22	5
Item #6	Course End Date - YYYYMM - Numeric	27	6
Item #7	Type Instruction - Numeric	33	1
Item #8	Course Type - Numeric	34	1
Item #9	Location Code - Numeric	35	1
Item #10	Contact Hours - Leading Zeros	36	4
Item #11	Approval Number - Numeric, CIP codes with trailing zeros	40	10
Item #12	Instruction Mode - Numeric	50	1
Item #12A	Unused	51	2
Item #12B	Zip Code or Foreign Country - Numeric or blank	53	5
Item #13	Instructor Code	58	9
Item #14	End of Course Enrollment - Numeric, leading zeros	67	3
Item #15	Census Month - Numeric, leading zero	70	2
Item #16	Census Date Enrollment - Numeric	72	3
Item #17	Quarter - Numeric	75	1
Item #18	Year - Numeric	76	4
Item #19	Inter-institutional FICE	80	6
Item #20	Unused	86	4
Item #21	Enrollment of Students Not Eligible for State Funding, leading zeros	90	3

CTC Continuing Education Class Report (CBM00C)

Questionable and Error Values

The following values are used in the Coordinating Board's edit programs to determine Questionable and Error Values for each data element.

<u>ITEM NUMBER</u>	<u>QUESTIONABLE</u>	<u>ERROR VALUE</u>
1. Record Code	N/A	Any value other than 'C'
2. Institution Code	N/A	Must match value in header record and be on list of valid FICE codes
3. Subject Prefix	N/A	Not on inventory
4. Course Number	N/A	Not on inventory
5. Section Number	N/A	Blank
6. Course End Date	N/A	Month < 1 or > 12; Year < current year
7. Type Instruction	N/A	Any value except '1' thru '7'
8. Course Type	N/A	Any value other than '3' or '8'
9. Location Code	N/A	Any value except '1' thru '9', 'A', or 'B'
10. Contact Hours	N/A	Any non-numerical value
11. Approval Number	N/A	Blank, not numeric, or not on Inventory
12. Instruction Mode	N/A	Any value except '1' thru '6'
12A. Site Code	N/A	N/A
12B. ZIP/Foreign Country	N/A	Non-numeric; not on zip code file if Item #9 coded '2', '3', '4', '5', '7', '8', or 'B'
13. Instructor Code	Not numeric	Blank or alpha
14. Course-End Enrollment	Less than '001', greater than '500' if Course End Date is in current quarter	Any non-numerical value; value > '000' if Course End Date is in a future quarter
15. Census Month	Less than '01', greater than '12'	Any non-numerical value

CTC Continuing Education Class Report (CBM00C)

<u>ITEM NUMBER</u>	<u>QUESTIONABLE</u>	<u>ERROR VALUE</u>
16. Census Day Enrollment	Sum of #16 and #21 less than '001', greater than '500' if census month in current quarter	Any non-numerical value; sum of #16 and #21 > '000' if census month not in current quarter
17. Quarter	N/A	Must match value in header record
18. Year	N/A	Must match value in header record
19. Inter-institutional FICE	N/A	Must be on list of valid FICE codes
20. Unused	N/A	N/A
21. Enrollment – NOT Eligible for State Funding	Sum of #16 and #21 less than '001', greater than '500' if census month in current quarter	Non-numerical value; sum of #16 and #21 > '000' if census month not in quarter

**DISCREPANCY:** The number of records received in each submission is compared to the number in the trailer record (control total). The difference is shown on the edit report as a discrepancy.

## CTC Continuing Education Class Report (CBM00C)

### Summary of Contact Hours Generated Methodology

In order to produce the Summary of Contact Hours, continuing education courses are matched by the Coordinating Board approval number for each class to the course inventory. Only the contact hours for those classes with approval numbers that are in the course inventory and are free of reporting errors are tabulated. Those classes with approval numbers that are not in the inventories are listed on the edit report entitled "CBM00C - Not on Course File." The approval number mismatch must be resolved before the hours for these classes can be added into the total.

The enrollment of each class (Item #16) with a valid approval number is multiplied by the contact hour value shown on the CBM00C for that class and is summed to generate the in- and out-of-district contact hour values. Item #21 is summed to produce the unfunded column amounts. The contact hours produced are then aggregated by program/discipline area.

A Summary of Course-End Contact Hours Generated in Continuing Education Courses will be generated for those classes where the Course End Date occurred in the reporting quarter and where the class matched to the institution's inventory of approved courses. The Course-End Enrollment (Item #14) is multiplied by the contact hour value.



## CBM00M Occupational Skills Achievement Report

The CBM00M report will include Occupational Skills Achievement (OSA) awards granted to students in active Coordinating Board-approved programs during the fiscal year. A occupational skills achievement award may be a credit program of 9-14 SCH or a workforce continuing education program of 144-359 contact hours. These awards meet minimum standard for program length specified in the federal Workforce Investment Act (WIA) but are too short to qualify as certificate programs on the Coordinating Board program inventory.

### Occupational

- The content of the award must have been recommended by an external workforce advisory committee or appear on the Local Workforce Development Board's Demand Occupations list (see <http://www.twc.state.tx.us/careers/hotcareers.html>);
- In most cases, the award must be composed of Workforce Education Course Manual (WECM) Courses. Academic core courses may occasionally be used if recommended by the external committee;
- **The award must be on the institution's Degree Inventory**
- If the award does not have at least 50 percent of its course work in a CIP code area in which the college has an approved program on the program inventory, the college must comply with the single Course Delivery guidelines for WECM courses listed in Chapter Four of the Guidelines for Instructional Programs in Workforce Education (GIPWE) (see <https://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/career-technical-education-workforce-initiatives/guidelines-for-instructional-programs-in-workforce-education-gipwe/>); and
- The college should document that the award prepares students for employment in accordance with guidelines for the Workforce Investment Act.

### Other limitations:

- Only one Occupational Skills Achievement award per FICE/SSN combination is allowed per year.
- If a student is awarded an associate degree and an OSA award concurrently, a separate record for each award must be submitted.
- This report will be due by October 15 in the fall semester following the close of the fiscal year.

## CTC Occupational Skills Achievement Report

### Instructions for Occupational Skills Achievement Report

- Item #1 Record Code. Always enter 'M'.
- Item #2 Institution Code. Enter the FICE Code of the institution.
- Item #3 Student Identification Number. Enter the Social Security Number of the student or the nine-digit identification number assigned by the institution if the student has no Social Security Number.
- Item #4 Gender. Enter the gender of the student.  
M = Male      F = Female
- Item #5 Unused
- Item #6 Date of Birth. Enter the month and all four digits of the year of birth for the student.  
MM - Month      YYYY - Year
- Item #7 Occupational Skills Achievement Awarded. Enter the abbreviation for Occupational Skills Certificate (MS), left justified.
- Item #8 Level of Award. Enter '4' for Occupational Skills Award.
- Item #9 Major. Enter the eight-digit 2020 CIP code identifying the technical major code.
- Item #10 Reporting Period. Always enter '1'.
- Item #11 Year. Enter all four digits of the year in which the report is submitted.
- Item #12 Month of Award. Enter the two-digit number for the month in which the award was conferred (i.e., '05' for May).
- Item #13 Type Major. Enter a code of '2' or '4' to identify the type of the major:  
2    Technical  
4    Continuing Education
- Item #14 Unused
- Item #15 Remote Campus. All institutions should indicate an incarcerated student who is awarded a degree or certificate with '5'. Students receiving awards from out-of-district branch campuses recognized by the Coordinating Board as such must also be identified separately. Each out-of-district branch campus will be assigned a unique number within the district. TSTC and any other approved extension centers are required to use this item to identify the graduates at their branch campuses. Leave blank if not applicable.

## CTC Occupational Skills Achievement Report

- 1 = Abilene
- 2 = Breckenridge
- 3 = Brownwood
- 5 = Incarcerated Student

Item #16 Ethnic Origin. Enter the code indicating whether the student is of Hispanic or Latino origin or not.

- 1 Hispanic or Latino origin
- 2 Not Hispanic or Latino origin
- 3 Not answered

Item #17 Race. Select one or more codes indicating the race of the student.

- Item #17A 1 White
- Item #17B 2 Black or African-American
- Item #17C 4 Asian
- Item #17D 5 American Indian or Alaskan Native
- Item #17E 6 International
- Item #17F 7 Unknown or Not Reported
- Item #17G 8 Native Hawaiian or Other Pacific Islander

### ***Definitions:***

- Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African-American: A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa.
- International denotes a person who is not a citizen or permanent resident of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.
- Unknown or Not Reported: The unknown classification should only be used if the student has not selected a racial designation.

### ***Notes:***

- a) Even though a student is allowed to pay the "Resident Tuition" rate due to a waiver (coded 'E' in Item #7 on the CBM0C1), report with the international code.

### CTC Occupational Skills Achievement Report

- b) Report the ethnicity of students who were coded 'A' and 'B' in Item #7 on the CBM0C1.
- c) Report the ethnicity of students who have applied to or have a petition pending with the Bureau of Citizenship and Immigration Services and students who base their residency on visas that allow them to domicile in the U.S.
- d) Report students who are Refugees, asylees, parolees, and those who are here under Temporary Protective Status as international students.

CTC Occupational Skills Achievement Report

Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code - Always 'M'	1	1
Item #2	Institution Code - FICE - Numeric	2	6
Item #3	Student Identification Number	8	9
Item #4	Gender – 'M' or 'F'	17	1
Item #5	Unused	18	1
Item #6	Date of Birth - YYYYMM - Numeric	19	6
Item #7	Occupational Skills Award - Left justified	25	8
Item #8	Level of Award – '4'	33	1
Item #9	Major - CIP Code - Numeric	34	8
Item #10	Reporting Period - Always '1'	42	1
Item #11	Year - YYYY - Numeric	43	4
Item #12	Month of Award - Numeric	47	2
Item #13	Type Major – '2' or '4' - Numeric	49	1
Item #14	Unused	50	1
Item #15	Remote Campus - blank or '1', '2', '3', or '5'	51	1
Item #16	Ethnic Origin	52	1
Item #17	Race:		
Item #17A	White – '1' or blank	53	1
Item #17B	Black or African-American – '2' or blank	54	1
Item #17C	Asian – '4' or blank	55	1
Item #17D	American Indian or Alaskan Native – '5' or blank	56	1
Item #17E	International – '6' or blank	57	1
Item #17F	Unknown or Not Reported – '7' or blank	58	1
Item #17G	Native Hawaiian or Other Pacific Islander – '8' or blank	59	1

## CTC Occupational Skills Achievement Report

### Questionable and Error Values

The following values are used in the Coordinating Board's edit programs to determine Questionable and Error Values for each data element.

<u>ITEM NUMBER</u>		<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
1.	Record Code	N/A	Any value except 'M'
2.	Institution Code	N/A	Must match value in header record and be on list of valid FICE codes
3.	Student ID	Duplicate entries	Blank or not alpha and/or numeric
4.	Gender	N/A	Any value except 'M' or 'F'
5.	Unused	N/A	N/A
6.	Date of Birth	Age less than '16' or greater than '75'	Non-numerical data; month less than '01' or greater than '12'
7.	Occupational Skills Award	N/A	Numeric or blank; must be on list of valid degrees
8.	Level of Award	N/A	Any value except '4'
9.	Major	N/A	Non-numerical or invalid CIP code on GIPWE
10.	Reporting Period	N/A	Any value except '1'
11.	Year	N/A	Any value except current year
12.	Month of Award	N/A	Any value other than '01' thru '12'
13.	Type Major	N/A	Any value except '2' or '4'
14.	Unused	N/A	N/A
15.	Remote Campus	N/A	Any value except '1', '2', '3', '5', or blank

CTC Occupational Skills Achievement Report

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
16. Ethnic Origin	N/A	Value other than '1', '2', or '3'
17A. White	N/A	Value other than '1' or blank or value = '1' and '7'
17B. Black/African-Amer	N/A	Value other than '2' or blank or value = '2' and '7'
17C. Asian	N/A	Value other than '4' or blank or value = '4' and '7'
17D. Amer Ind/Alaska	N/A	Value other than '5' or blank or value = '5' and '7'
17E. Nat International	N/A	Value other than '6' or blank or value = '6' and '7'
17F. Unknown/Not Rep	N/A	Value other than '7' or blank; value = '7' plus value = '1', '2', '4', '5', '6', or '8'
17G. Nat Hawaiian/Pac Is	N/A	Value other than '8' or blank or value = '8' and '7'

**DISCREPANCY:** The number of records received in each submission is compared to the number in the trailer record (control total). The difference is shown on the edit report as a discrepancy.

## CBM00N Student Number Change Report

The Texas Education Code, Sections 54.068 and 61.0595, sets an undergraduate funding limit for universities and health-related institutions equal to length of degree plus 45 semester credit hours. The limit applies to students who first enroll in an institution of higher education in the 1999 fall semester and later. The academic semester credit hours attempted at community, technical, and state colleges affect this limit. In order for the Coordinating Board to maintain a database indicating the number of hours an eligible undergraduate student has accumulated toward the limit, student identifying numbers (social security numbers), birth dates, and gender must be as accurate as possible. These changes can be submitted through the electronic data transfer system using the format identified in the CBM00N report.

When the current change is applied to the database at the Coordinating Board, any number that generates a conflict with a student number that already exists on the database will require that a copy of the student's social security card be sent to the Educational Data Center so conflicts can be resolved.

The CBM00N database is operational. This report can be submitted at any time. The date that the CB applies the change will be maintained in the database.



CTC Student Number Change Report (CBM00N)

Instructions for Student Number Change Report

Item #1 Record Code. Always enter 'N'.

Item #2 Institution Code. Enter FICE Code of the institution (see Appendix A).

**NOTE:** All three items: student number, birth date, and gender will be used to uniquely identify a student. All three items of the prior number must match to a record in the database before the current number will be used as a replacement.

Item #3 Current Student Identification Number. Enter the current Social Security Number of the student. This should not be an assigned identification number except in infrequent occasions.

Item #4 Current Date of Birth. Enter all four digits of the year and the month and day of birth of the student in format YYYYMMDD.

YYYY = Year    MM = Month    DD = Day

Item #5 Current Gender. Enter the gender of the student.

M = Male    F = Female

Item #6 Prior Student Identification Number. Enter the prior student identifying number of the student. If the student identifier did not change it will be the same as the current student identifier.

Item #7 Prior Date of Birth. Enter all four digits of the year and the month and day of birth of the student in format YYYYMMDD. If the birth day did not change, enter the current date of birth to uniquely identify to which student the change applies.

YYYY = Year    MM = Month    DD = Day

Item #8 Prior Gender. Enter the gender of the student. If the gender of the student did not change, enter the current gender to uniquely identify to which student the change applies.

M = Male    F = Female

Item #9 Last Name. Enter up to 20 characters of the student's current last name.

Item #10 First Name. Enter the first 10 digits of the student's first name.

Item #11 Middle Initial. Enter the initial of the student's middle name.

CTC Student Number Change Report (CBM00N)

Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code - Always 'N'	1	1
Item #2	Institution Code - FICE - Numeric	2	6
Item #3	Current Student Identification Number - Numeric	8	9
Item #4	Current Date of Birth - YYYYMMDD - Numeric	17	8
Item #5	Current Gender – 'M' or 'F'	25	1
Item #6	Prior Student Identification Number - Numeric	26	9
Item #7	Prior Date of Birth - YYYYMMDD - Numeric	35	8
Item #8	Prior Gender – 'M' or 'F'	43	1
Item #9	Last Name - Alpha	44	20
Item #10	First Name - Alpha	64	10
Item #11	Middle Name Initial - Alpha or blank	74	1

## CBM00S Student Schedule Report

The Student Schedule Report (CBM00S) reflects individual courses and grades, by student, as of the final day for each semester, and includes only Coordinating Board-approved courses for credit, whether the class is delivered on-campus or off-campus. Students who withdraw from a class on or before the official census date are not included in this report.

### Reporting Semester Credit Hours and Contact Hours

Regarding semester credit hours, the sum of Items #11 (SCH state-funded) and #12 (SCH not state-funded) should equal Item #10 (SCH value). Also, regarding contact hours, the sum of Items #14 (CH state-funded) and #15 (CH not state-funded) should equal Item #13 (CH value).

There will be a semester credit hour check between the End of Semester Student Report (CBM0E1) and the CBM00S.

The following items on the CBM0E1 represent the total semester credit hours for the student and must be equal to the sum of Items #11 and #12 on the CBM00S, excluding inter-institutional classes (which are coded '6' in Item #16). Slight variations in SCH may result because institutions may report non-semester-length developmental education SCHs up to two decimal places on the CBM00S but may only report SCH in whole numbers on the CBM0E1.

- Item #13 SCH in academic courses that are NOT affected by the undergraduate limit
- Item #23 SCH in developmental education courses which exceed the limit
- Item #27 SCH in academic courses that are affected by the undergraduate limit
- Item #28 SCH in developmental education courses which do not exceed the limit
- Item #29 SCH in technical courses
- Item #35 SCH in technical courses not state-funded
- Item #36 SCH in academic courses not state-funded

The following items on the CBM0E1 represent the total contact hours for the student and must be equal to the sum of Items #14 and #15 on the CBM00S, excluding inter-institutional classes (which are coded '6' in Item #16).

- Item #10A CH in academic courses taught in-district that are NOT affected by the SCH limit (including developmental)
- Item #10B CH in academic courses taught out-of-district that are NOT affected by the SCH limit (including developmental)
- Item #11A CH in technical courses taught in-district
- Item #11B CH in technical courses taught out-of-district
- Item #24 CH in academic courses taught as inter-institutional courses
- Item #25 CH in technical courses taught as inter-institutional courses
- Item #33 CH in technical courses not state-funded
- Item #34 CH in academic courses not state-funded

## CTC Student Schedule Report (CBM00S)

### Classes Organized After the Official Census Date and Classes that Span Semesters (Flexible Entry)

Students in classes that are organized after the official census date will be submitted in the CBM00S report as follows: (1) they will be reported in the same semester they started in if the class ends by the end of the term; and (2) they will be reported in the next semester if the class starts in one semester and is not completed until after the term end date.

Students in a flex-entry class that concludes in the semester the class began will be identified by inserting a '1' in Item #28 to denote "flexible entry." Students enrolled in classes that span semesters, as in example (2), will be denoted with a '6' in Item #28 in the semester that the class ends. Note that students in classes that begin before or on the census date but end in a later semester will also be reported as flex with a '6' in Item #28, as will students in courses that fall between semesters (e.g., mini-mester courses).

A class which is organized with regular semester classes, but whose first-class day is not until after the term census date, may be reported as a regular class unless it spans semesters.

Flexible entry classes are reported as follows on the CBM0C1, CBM0E1, CBM002, and CBM0CS. A reference table showing flex entry instructions for the CBM0E1, and other applicable reports is available in the *Appendix*.

**CBM0C1:** All classes that are organized after the census date are reported as flexible entry, including those that end by the conclusion of the semester in which they started and those that span more than one semester. The student record for these classes are reported with a '1' in item #20 in the semester the class is reported (this will always be at least one semester later than the semester in which the class begins).

**CBM0E1:** Classes that are organized after the census date that conclude by the end of the semester are reported with a '1' in item #20 in the semester in which they began and concluded; classes that are organized before or after the census date and span semesters are reported with a '6' in item #20 in the semester that the class concludes.

**CBM002:** Classes that begin after the census date but conclude by the end of the semester are not reported on the CBM002 as flex, so no unique record is required for students in those classes. Classes that span semesters are reported as flex with option '6' in item #13 in the semester that the class concludes.

**CBM0CS:** All classes that are organized after the census date are reported as flex on the CBM0CS with "FE" in Item #5 (Section Number).

### Inter-institutional Classes (For institutions not within the same district)

Inter-institutional classes are those in which the faculty and courses of one institution are provided to another institution's students. Neither the location of the class nor the delivery medium affects the definition. Virtual College of Texas classes, consortium classes, and some instructional telecommunication classes are inter-institutional classes.

## CTC Student Schedule Report (CBM00S)

To report students in classes where there is an inter-institutional agreement:

The institution that provides the instructor of record for the class (providing institution) reports all enrollments in the class for funding.

- a. The providing institution would not report the student record (CBM0C1, CBM0E1) but would report the student on this report (CBM00S) with the appropriate funded semester credit hours (SCH) and contact hours (CH) for the course.
- b. The receiving institution reports its students for headcount on the student report (CBM0C1 and CBM0E1) with unfunded SCH and CH on the CBM00S report. The semester credit hours for the inter-institutional class are reported in the appropriate Item #11 or #12, SCH State-Funded/Not State-Funded. The contact hours for the inter-institutional class are reported in the appropriate Item #14 or #15, Contact Hours State-Funded/Not State-Funded.
- c. For Item #16, Location Code, the receiving institution should use code '6' to indicate that the instruction for this class is at the providing institution. The receiving institution reports Item #17, Inter-institutional FICE, of the providing institution.
- d. Institutions participating in an agreement of this type must have auditable procedures in place to ensure that the same hours are not reported more than once for funding.
- e. Each institution reports only its own students on the CBM0C1/CBM0E1.

## Distance Education and Off-Campus Instruction

Chapter 4, Subchapter P of the CB Rules provides guidance to all public institutions of higher education in Texas regarding the delivery of distance education and off-campus courses and programs.

CB Rule Chapter 5, Subchapter D describes operations of off-campus educational units. The following assigned FICE codes will identify the specific multi-institution teaching center (MITC) or University System Center:

000844 Alamo University Center  
000842 Collin Higher Education Center  
000811 East Williamson County Multi-Institution Teaching Center  
000820 Lone Star College – University Center  
000802 Round Rock Higher Education Center  
000840 The University of Texas at Arlington Fort Worth Center  
000818 Universities Center at Dallas  
000800 University of Houston System at Sugar Land  
000826 University of Houston System Center at Cinco Ranch

Institutions should not report non-resident students who are taking only distance education courses delivered outside the state (TAC Title 19, Part 1, Chapter 4, Subchapter P).

## Reporting Developmental Education Courses and Interventions

Every student who attempts developmental education courses and/or interventions during the semester (with the exception of students participating in non-funded interventions

### CTC Student Schedule Report (CBM00S)

which are reported only on the CBM002), must be reported on the CBM00S, even if the student has met TSI obligations. This includes students who choose to take developmental education or are placed in a class/intervention by the reporting institution.

### Effective Spring 2018

Institutions will now need to provide information on the type of developmental support provided (course, intervention, or self-paced), and whether it is part of a corequisite model. DE support that is not part of a corequisite model should be reported as '1', '4', or '7'. DE support that is part of a corequisite pair should be reported as '8', '9', or 'A'.

- 0 Not a developmental course/intervention or not a paired college course
- 1 Developmental course – not part of a corequisite model
- 4 Developmental intervention (NCBO) – not part of a corequisite model
- 7 Self-paced course or intervention (for example, emporium or module-based) – not part of a corequisite model
- 8 Corequisite DE course
- 9 Corequisite DE intervention (NCBO)
- A Corequisite Self-paced DE course or DE intervention
- B College-level course paired with DE

Corequisite Models (also known as mainstreaming) is an instructional strategy whereby students are co-enrolled in a developmental education course or NCBO, and the entry-level freshman course of the same subject matter within the same semester. (See definition in TAC Rule 4.54).

### Reporting First-College-Level Course

Success in a first college-level course signals that a student has gained the necessary knowledge and skills to be successful in college-level courses in a given subject area. Item #23 on the CBM00S is used to identify a course as the first-college-level course.

The response in Item #23 must align with Items #30, #50, and #70 (Credit for First College-Level Course by area) on the CBM002 for the same reporting period as follows:

- Option '0' in Item #23 is reported with a '0', '1', '2', or '3' (as applicable) in Items #30, #50, #70 on the CBM002;
- Option '1' in Item #23 is reported with a '4' in Item #30 on the CBM002;
- Option '2' in Item #23 is reported with a '4' in Item #50 on the CBM002;
- Option '3' in Item #23 is reported with a '4' in Item #70 on the CBM002; and
- Option '4' in Item #23 is reported with a '4' in Items #50 and #70 on the CBM002

## CTC Student Schedule Report (CBM00S)

Only one first-college-level course record should be reported per student per area on the CBM00S. If the student is taking more than one course that qualifies, the institution may choose which one to include. For a transfer student from a Texas public institution or from an accredited Texas private or out-of-state institution, if the receiving institution determines that the student has successfully completed a related introductory college-level course with an A, B, or C, the institution reports a '0' in item #23 on the CBM00S (previously reported or not applicable)

If a student is reported by more than one institution as successfully completing a first-college-level course, the first record received is used for determining the time of successful completion of this measure for the state accountability system and developmental education reports.

## Reporting Students Attempting Courses for Dual Credit

All college courses taken for high school and college credit must be reported on the CBM00S. Item #21 asks for the high school credit status of the student. The SCH attempted by students reported with option '1' (Student is not yet HS graduate, course reported is for dual credit) on the CBM00S must be included on the CBM0C1, CBM0E1, and CBM00S report, including in the items designated for dual credit hours. Students enrolled in a home school high school situation are considered high school students and must be reported with a '1' or a '2' in Item #21.

On item #16, Location Code, students taking a college course on a high school campus for dual credit must be reported with an 'H.' Do not report high school students taking a college course on a college campus or another location with an 'H.' Dual credit courses delivered electronically to individuals should be reported as option '9', if applicable, even if the course is based on a high school campus. Report 'H' only for classes on a high school campus that are offered exclusively to dual credit students.

Note that as of September 2009, the Excess Hours Rule does not apply to hours earned for dual credit (see CB Rule Chapter 13, Subchapter F, §13.104).

## Dual Credit Courses Allowed and Not Allowed for State Funding

As of fall 2011, dual credit college courses taken by high school students for high school physical education credit under 28.002(a)(2)(C) are not fundable and should be included in Item #12 or #15. Dual credit PHED/KINE 1304 (Personal/Community Health) courses may be reported as fundable if they are used to meet high school health requirements

As of fall 2019, changes to TEC, Section 61.059 add additional dual credit courses to the list that are allowable for funding. Institutions of higher education may not include dual credit courses for formula funding unless they meet requirements outlined in the Texas Education Code Section 61.059 (p) and (q). The Coordinating board has confirmed that the following courses, when taken for dual credit, may be reported for funding under the statute:

## CTC Student Schedule Report (CBM00S)

- 6) With the exception of physical education courses (see first paragraph in this section), any course taken for dual credit that is within the core curriculum of the institution of higher education that is providing course;
- 7) A course in an active field of study curriculum (developed by the board under Section 61.823) or program of study curriculum (developed by the board under Section 61.8235);
- 8) Career and technical education courses that apply to any certificate or associate's degree offered by the institution providing credit including:
  - a. Courses contained in the Workforce Education Course Manual (WECM);
  - b. Courses within the following rubrics contained in the Lower Division Academic Course Guide Manual (ACGM): ACCT (Accounting) ; AGRI (Agriculture); ARCH (Architecture); BCIS (Business Computer Information Systems); BUSI (Business); COSC (Computer Science); CRIJ (Criminal Justice); ENGR (Engineering); ENGT (Engineering Technology); FORE (Forestry); FORS (Forensic Science); HORT (Horticulture); RNSG (Nursing);
- 9) Foreign language courses; and
- 10) All courses taken by students who are enrolled in approved Early College High Schools with the exception of physical education courses taken by high school students for high school physical education credit (see first paragraph in this section).

Contact Hours and/or Semester Credit Hours in dual credit courses that are not reportable for state funding must be reported in items #12 and 15. Students taking a dual credit course (whether fundable or not) should be reported as such in item #21.

## Course Grade and Point Value of Course Grade

Item #24 asks for the course grade. This must be completed for all records, including developmental education courses and interventions. If a letter grade is selected (options '1' through '5'), Item #25 may NOT be left blank. For pass/fail courses, report '8' if the student passed and 'N' if the student did not. Option 'N' for no credit should NOT be used if option '5', '6', '7', or '9' applies. If the course is reported as a first college-level course in Item #23, ONLY options '1', '2', and '3' (A, B, or C) may be reported.

Option '9', E for Effort or In Progress (No Credit), may only be used for developmental education courses. If a student's grade is not available for a course that the student has completed, use option '6', "Incomplete" (do not use option '9').

The point value of course grade (Item #25) is reported with two decimal places.



## CTC Student Schedule Report (CBM00S)

### Reporting NON-SEMESTER-LENGTH Developmental Education Interventions

Institutions may claim formula funding for allowable non-semester-length developmental education interventions [also known as non-course, competency-based options (NCBOs)]. Interventions of four or more contact hours may be reported for formula funding. Students enrolled in interventions that begin after the census date should be reported as flexible entry.

Semester credit hours are reported with two decimal places on the CBM00S. Semester credit hours attempted in non-semester-length developmental education must also be reported on the CBM0CS, CBM0C1, and CBM0E1.

To determine appropriate SCH for reporting, divide the student contact hours by 16 or round the hours to the nearest quarter SCH. Institutions may choose only one of these two methods. Examples are provided below:

- A 5 contact hour intervention: 0031 (5/16) or 0025 (rounded to nearest  $\frac{1}{4}$  SCH)
- An 8 hour SCH intervention: 0050 (8/16) or 0050 (no need to round)
- A 19 SCH intervention: 0019 (19/16) or 0125 (rounded to nearest  $\frac{1}{4}$  SCH)

Non-semester-length and non-course-based developmental education is also reported in Item #22, options '4' and '9'. Interventions include all non-course-based activities but do NOT include traditional developmental education courses offered in compressed time frames (for example, a 16 contact hour/1 SCH course offered in four weeks).

CTC Student Schedule Report (CBM00S)

Instructions for Student Schedule Report

- Item #1 Record Code. Always enter 'S'.
- Item #2 Institution Code. Enter the FICE Code of the reporting institution.
- Item #3 Student Identification Number. Enter the social security number of the student. The institution will assign unique (nine-digit) identification numbers to students without social security numbers.
- Item #4 Subject Prefix. Enter the subject abbreviation of the course as established in the ACGM, WECM, or by the institution. Left justify, space fill.
- Item #5 Course Number. Enter the course identification number. Left justify, space fill.
- Item #6 Section Number. Enter the section identification number. Left justify, space fill.
- Item #7 Type of Instruction (see Note). Enter the code of the type of instruction used in this section.

- |   |                       |   |                  |
|---|-----------------------|---|------------------|
| 1 | Lecture               | 5 | Co-op            |
| 2 | Laboratory            | 6 | Internship       |
| 3 | Clinical              | 7 | Practicum        |
| 4 | Electronic (optional) | Q | Competency-Based |

**NOTE:** "Electronic" should be coded according to their type of instruction rather than the mode of instruction, which will be identified in Item #18. However, if you consider the "Electronic" medium a type of instruction, you may use the optional code '4' in Item #7, and you must identify the mode of instruction in Item #18. For example, a two-way interactive video class that is a lecture should be coded a '1' in Item #7 and a '4' in Item #18. The optional coding is to code both items a '4'. Lecture and laboratory instruction can be combined and reported in the same record with a '1'.

Competency-Based (Q) is a class that allows students to progress towards completion, often at their own pace, as they demonstrate mastery of a defined set of knowledge and skills. The class must have a semester credit hour value and the students that are reported as enrolled in this class must have begun engaging with the course materials. Competency-based education courses may only be reported for funding if they are linked to coursework in the Academic Course Guide Manual (ACGM) or the Workforce Education Course Manual (WECM).

- Item #8 Classification. Enter the college-level classification of the student as of the beginning of the term.
- 1 Freshman – First year student or less than 30 semester credit hours
  - 2 Sophomore – Second year student who has completed the equivalent of one year of full-time undergraduate work; that is, at least 30 semester credit hours and not more than 72 semester credit hours

CTC Student Schedule Report (CBM00S)

- 3 Unclassified – A student who has earned more than 72 semester hours but not earned associate degree or above. In addition, in the rare case that a student cannot be placed in another category, unclassified is acceptable.
- 4 Associate Degree – Student previously earned an associate degree
- 5 Baccalaureate or above – Student previously earned a degree of baccalaureate or above
- 6 A student in the third year of a Bachelor’s program at your institution
- 7 A student in the fourth year of a Bachelor’s program at your institution

Note: Students in the third or fourth year of a Bachelor’s program at your institution should be classified with a ‘6’ or ‘7’ respectively, regardless of whether they also meet the criteria for other classification categories.

Item #9 Non-disclosure. Enter a ‘2’ to indicate that the individual student has notified the institution of his/her refusal to have “directory information” disclosed; else zero fill.

Item #10 Semester Credit Hour Value. Enter the number of semester credit hours for the course (the sum of Items #11 and #12). Developmental education courses and interventions are included.

Item #11 SCH State-Funded. Enter the number of semester credit hours for this course that DO qualify for state funding during the current semester.

Item #12 SCH NOT State-Funded. Enter the number of semester credit hours for this course that do NOT qualify for state funding. Exclude SCHs that are state-funded (Item #11). Examples are Developmental SCHs of an undergraduate student who has exceeded the state limit of 18, SCHs of a student enrolled in only physical education courses, and SCHs of a student who has attempted the same course three or more times and is not eligible to be counted for state funding. Include semester credit hours in academic dual credit courses that are not eligible for state funding; refer to section on Dual Credit in the introduction for details. (See Item #20.)

Item #13 Contact Hour Value. Enter the number of contact hours for which the course is actually scheduled.

Item #14 Contact Hours State-funded. Enter the number of contact hours completed by the student in this course which are allowed to be reported for state funding.

Item #15 Contact Hours Not State-funded. Enter the number of contact hours completed by the student in this course which are NOT allowed to be reported for state funding. Include contact hours in academic dual credit courses that are not eligible for state funding; refer to section on Dual Credit in the introduction for details.

Item #16 Location Code. Enter the code indicating where this section meets. Courses taught at one of the locations coded ‘5’, ‘6’, ‘7’, ‘9’, ‘A’, or ‘H’ should be reported even if they are taught in-district. All dual credit courses taught on high school campuses whether in-district or out-of-district should be coded ‘H.’

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- 1 In-District
- 2 Out-of-District (regular); other locations not listed below

**NOTE:** Classes taught away from the main campus of TSTC or Lamar, if the entity or facility is not listed below, are coded a '2'.

- 3 Out-of-State
- 4 Foreign Country
- 5 Correctional Institution – Courses taught in a correctional institution in Texas by a public institution of higher education
- 6 Inter-institutional – Courses taught by one institution *for the students* of another through a mutual agreement approved by the Coordinating Board
- 7 Military Bases – Courses taught on a military base
- 8 Primary or Secondary School – Courses taught on the campus of a public or private primary or secondary school out of the institution's taxing district (Report dual credit courses taken on a high school campus with an 'H'.)
- 9 Individual Instructional – Courses delivered through Instructional Telecommunications to individuals via the Internet, videotape, or live broadcast delivery systems or students in "individual instruction classes" which are located out of district
- A Auxiliary Location – Courses approved to be taught at one of the multi-institution teaching center or system center. See the discussion about multi-institution teaching centers in the Introduction section. The assigned FICE code of the center must also be included in Item #17.
- B Business, Government, or Other Work Location – Courses taught at such entities out of the institution's taxing district
- H High School for Dual Credit – Courses taken for dual credit located on a high school campus

**NOTE:** Item #27, Zip Code, must be completed for all classes taught at all of the locations identified above, except locations coded '1', '6', '9', or 'A'.

Item #17 Inter-institutional FICE. Enter the six-digit FICE code that identifies the provider institution of the faculty of record if Item #16 is coded a '6'. If the course is taught at a multi-institution teaching center or system center identified in Item #16 with a code 'A', enter the assigned FICE of the MITC or University System Center.

Item #18 Instruction Mode. Enter the primary mode of instruction where 51% or more of the instruction is delivered via a single mode.

- 1 Face-to-Face – The instructor and the students are in the same physical location at the same time
- 2 Fully Distance Education Course
- 3 Video Tape/DVD and/or Broadcast TV
- 4 Two-way Interactive Video
- 5 Multiple or Other Electronic Media (use only if no other single mode accounts for 51% of the instruction or if the electronic instruction mode is not listed)
- 6 Hybrid/Blended Course

**NOTE:** Instruction mode '2' Fully Distance Education Course -- A course which may

CTC Student Schedule Report (CBM00S)

have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test.

Instruction mode '6' Hybrid/Blended Course -- A course in which a majority (at least 51 percent but less than 85 percent) of the planned instruction occurs when the students and instructor(s) are not in the same place.

Report non-semester-length developmental education interventions with the code that best fits the instruction mode.

Item #19 Course Type. Enter the code of the type of course for this section.

- 1 General Academic
- 2 Local Need
- 4 Technical (in Workforce Education Course Manual)
- 7 **Approved Third and Fourth Year BAT**
- 8 Approved Upper Division Courses(s)

Item #20 SCH Not Funded Reason. Enter the reason for listing non-funded SCH in Item #12. Leave blank if '0' SCH are reported in Item #12.

- 1 Developmental SCH exceeds state funding limit
- 2 Student attempted the same course three or more times
- 3 Student/course is not allowed for state funding (report only if options '1' or '2' do NOT apply)
- 4 Student did not pay by census date
- 5 Institutional decision
- 7 Inter-institutional class (reported for funding by another institution)

Item #21 High School Credit Status. Enter the high school credit status for the student in this report (information about reporting dual credit students is in the introduction).

- 0 Not a HS student
- 1 Student is not yet HS graduate, course reported is for dual credit
- 2 Student is not yet HS graduate, course reported is for college credit only
- 3 Student is not yet HS graduate, course reported is developmental education consistent with TAC 9.146 (state funded DE) or 9.125 (non-state funded DE)

**NOTE:** Examples for a student marked as '0' would be a student who has a GED, a high school graduate, or a non-high school student granted approval for enrollment by admissions.

Item #22 Developmental Education Course/Intervention and Corequisite. Enter the code indicating the type of developmental course/intervention completed by the student. Report all developmental student success courses as '1' and all approved developmental student success interventions as '4.' Interventions include non-semester-length and non-course-based activities but do NOT include traditional courses offered in a compressed time frame.

- 0 Not a developmental course/intervention
- 1 Developmental course – not part of a corequisite model
- 4 Developmental intervention (NCBO) – not part of a corequisite model

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7 Self-paced course or intervention (for example, emporium or module-based) – not part of a corequisite model

8 Corequisite DE course

9 Corequisite DE intervention (NCBO)

A Corequisite Self-paced DE course or DE intervention

B College-level course paired with DE

Item #23

First-College-Level Course (FCL). FOR SPRING AND SUMMER 2020

REPORTING ONLY: Enter '1' – '4', as appropriate, if this is the first- college-level course that the student passed with a grade of A, B, C, or Credit/Passed. This field is used to determine successful completion of a first college-level course for undergraduate students (a success measure in the accountability system related to Texas Success Initiative standards). Report '0' (not applicable) for a course in which the student received a grade other than A, B, C, or Credit/Passed as the course will not satisfy the requirements of the measure related to this item for Spring and Summer 2020. (See the introduction for more information.)

0 Previously reported as successfully completing first college-level course or not applicable

1 Math

2 Reading intensive

3 Writing intensive

4 Reading and Writing intensive

Item #24

Course Grade. (See the introduction for more information)

1 A

2 B

3 C

4 D

5 F (No Credit)

6 I (Incomplete)

7 W (Withdrawn or Drop)

8 Credit/Passed

9 E for Effort or In Progress (No Credit)

N No credit/Did not pass

X Instructor did not provide a grade

**Note:** Code 9 (E for Effort or in Progress) is applicable to Developmental Education courses/interventions only.

Item #25

Point Value of Grade. Based on a 4-point system, enter the grade point value earned for this course (as entered in Item #24) completed for the reporting period (e.g., A 3.8 will be recorded as '380' and an F will be reported as '000'). If a grade other than A through F is earned for this course, leave this item blank.

**NOTE:** Do NOT report the student's overall GPA; this is the grade point value earned for the grade in the course. Do NOT factor in the credit hour value in the grade point value.

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Item #26 Approval Number. Enter the ten-digit approval number assigned to the academic course or the six-digit CIP code for the technical program area (left-justified with

trailing zeros). For technical courses, the Coordinating Board will insert zeros in positions 7 and 8. For both academic and technical courses, the Coordinating Board will insert the associated funding code in positions 9 and 10 of the CIP code during the edit process.

Item #27 Zip Code Where Classes Taught. Enter the ZIP code, state code, or foreign country code applicable to Item #16, except for classes where Item #16 is coded '1', '6', or '9'.

Item #16 Location Code	Item #27 Site Code
1	Leave blank
2	ZIP code of off-campus location
3	State code from Appendix B, right-justified, with two leading zeros
4	Foreign country code from Appendix B, right-justified, with two leading zeros
5	ZIP code of correctional institution
6	Leave blank
7	ZIP code of military base
8	ZIP code of primary or secondary school
9	Leave blank
B	ZIP code of the business, government, or other work entity
H	ZIP code of the high school campus

Item #28 Flexible Entry. Enter a '1' if this is a Flexible Entry (FE) class that is being reported this semester. Enter a '6' if a student is enrolled in a course that spans from the previous semester and is being reported as completed this semester. Each type of flexible entry record must be a separate record. Leave blank if not flexible entry (see introduction and Flexible Entry Reference Table for more information).

Item #29 Semester. Enter the semester in which the course is reported.

1 = Fall    2 = Spring    3 = Summer I    4 = Summer II

Item #30 Year. Enter all four digits of the calendar year in which the semester of the report occurs.

Item #31 Class Begin Date. Enter all four digits of the year, the month, and day of the first scheduled day for this course (YYYYMMDD). For a semester-length course, use the beginning of term date as the beginning date. For compressed courses, classes that begin prior to the first day of term and for classes that begin after the census day of the term, use the actual first day of class.

Item #32 Class End Date. Enter all four digits of the year, the month, and day of the last scheduled class for this course (YYYYMMDD). For a semester-length course, use the end of term date as the ending date. For a compressed course, classes that begin prior to the first day of term and for classes that begin after the census day of the term, use the actual last class day.

## CTC Student Schedule Report (CBM00S)

### Example: CBM00S Distance Education Classes

1. College A offers a seminar class on-campus and via two-way interactive video to College B through an inter-institutional agreement. While the student in the class may not be double-reported for funding (CBM0C1), the student would be reported by both institutions on the CBM00S. An example is below. Items not referenced are intentionally omitted.

<u>College A reports its student</u>		<u>College B reports its student</u>	
Item #7	4	Item #7	4
Item #10	3	Item #10	3
Item #11	3	Item #11	0
Item #12	0	Item #12	3
Item #13	48	Item #13	48
Item #14	48	Item #14	0
Item #15	0	Item #15	48
Item #16	1	Item #16	6
Item #17	blank	Item #17	(College A FICE)
Item #18	4	Item #18	4
Item #20	blank	Item #20	3
Item #27	blank	Item #27	College A zip

### Example: CBM00S Flexible Entry that Spans Semesters

2. College A offers a class that begins in the fall (September 15, 2011) but doesn't end until February 15, 2012. While this course began in the fall, it did not actually end until the spring; therefore this course would need to be reported in the Spring reporting period. Below is an example of the Item #s that would capture this example:

Item #28	6
Item #29	2
Item #30	2012
Item #31	20110915
Item #32	20120215

### Example: CBM00S Lecture/Lab

3. College A offers a class that has both a lecture and a lab, but the lab does not earn any SCH or grade. Although the lecture portion contains the SCH and the grade value, the lab can still be reported to reflect the lab component:

<u>Lecture</u>		<u>Lab</u>	
Item #4	MATH	Item #4	MATH
Item #5	1310	Item #5	1310
Item #6	001	Item #6	001
Item #7	1 (Lecture)	Item #7	2 (Lab)
Item #10	0300 (SCH)	Item #10	0000 (SCH)
Item #11	0300	Item #11	0000
Item #12	0000	Item #12	0000
Item #24	1	Item #24	8
Item #25	400	Item #25	blank



CTC Student Schedule Report (CBM00S)

Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code – Always 'S'	1	1
Item #2	Institution Code - FICE – Numeric	2	6
Item #3	Student ID – Alphanumeric	8	9
Item #4	Subject Prefix	17	7
Item #5	Course Number	24	7
Item #6	Section Number	31	7
Item #7	Type of Instruction – Alphanumeric	38	1
Item #8	Classification – Alphanumeric	39	1
Item #9	Non-disclosure – Numeric	40	1
Item #10	Semester Credit Hour Value – Leading zeros, two decimals	41	4
Item #11	SCH Funded – Leading zeros, two decimals	45	4
Item #12	SCH Not Funded – Leading zeros, two decimals	49	4
Item #13	Contact Hour Value – Numeric	53	4
Item #14	Contact Hours Funded	57	4
Item #15	Contact Hours Not Funded	61	4
Item #16	Location Code	65	1
Item #17	Inter-institutional FICE	66	6
Item #18	Instruction Mode	72	1
Item #19	Course Type	73	1
Item #20	SCH Not Funded Reason – Numeric	74	1
Item #21	High School Credit Status	75	1
Item #22	Developmental Education	76	1
Item #23	First College-Level Course	77	1
Item #24	Course Grade – Alphanumeric	78	1
Item #25	Point Value of Grade	79	3
Item #26	Approval Number	82	10
Item #27	Zip Code/State/Foreign Country Code – Leading zeros	92	5
Item #28	Flexible Entry	97	1
Item #29	Semester – '1', '2', '3', or '4'	98	1
Item #30	Year - YYYY – Numeric	99	4
Item #31	Class Begin Date – YYYYMMDD	103	8
Item #32	Class End Date – YYYYMMDD	111	8

CTC Student Schedule Report (CBM00S)

Questionable and Error Values

The following values are used in the Coordinating Board's edit program to determine Questionable and Error Values for each element.

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
1. Record Code	N/A	Any value except 'S'
2. Institution Code	N/A	Must match value on header record and be on the list of valid FICE codes
3. Student ID Number	Alpha characters	Blank or special characters
4. Subject Prefix	N/A	Blank or not on course inventory
5. Course Number	N/A	Blank or not on course inventory
6. Section Number	N/A	Blank
7. Type Instruction	N/A	Any value except '1' thru '7', or 'Q'
8. Classification	N/A	Any value except '1' thru '7'
9. Non-disclosure	N/A	Any value except '2' or '0'
10. SCH Value	If not 0100 SCH to 1200, except if 0000 and Item #7 = '2' OR if 0025 to 1200 and Item #22 > 0	Non-numerical characters
11. SCH Funded	Sum of #11 and #12 less than 0100, greater than 1200 except if item #19 ne '0'	Any non-numerical value; sum of Items #11 and #12 not equal to Item #10
12. SCH Not Funded	Sum of #11 and #12 less than 1, greater than 12 except if item #19 ne '0'	Any non-numerical value sum of Items #11 and #12 not equal to Item #10
13. Contact Hour Value	Less than 8, greater than 640; if CH less than minimum	Any non-numerical value; CH greater than maximum

CTC Student Schedule Report (CBM00S)

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
14. Contact Hours Funded	Sum of Item #14 and #15 less than 8, greater than 640, or less than minimum	Any non-numerical value; sum of Item #14 and #15 not equal to Item #13
15. Contact Hours Not Funded	Sum of Item #14 and #15 less than 8, greater than 640, or less than minimum	Any non-numerical value; sum of Item #14 and #15 not equal to Item #13
16. Location Code	N/A	Any value other than '1' thru '9', 'A', 'B', or 'H'
17. Inter-institutional FICE	N/A	If Item #16 is coded '6' or 'A' FICE must be on Institution File
18. Instruction Mode	N/A	Any value except '1' thru '6'; not coded '2' or '3' when Item #16 is coded '9'
19. Course Type	N/A	Any value other than '1', '2', '4', '7', or '8'
20. SCH Not Funded Reason	N/A	When Item #12 > 0, any value except '1' thru '7'
21. HS Credit Status	N/A	Any value except '0', '1', '2', or '3'
22. Developmental Course Level	N/A	Any value except '0', '1', '4', '7', '8', '9', 'A', or 'B' or any value except '0' if Item #21 = '1'; equal '1', '2', or '3' if Item #26 coded with DE Rider 59 intervention approval number; equal '4', '5', or '6' if Item #26 = DE course approval number
23. First-College-Level Course	N/A	Any value except '0' thru '4'
24. Course Grade	N/A	Any value except '1' thru '9', 'N', or 'X'; blank if Item #10 not = 0; any value except '1', '2', '3', or '8' if Item #23 ne '0'; Item #24 = '9' and Item #22 = '0'

CTC Student Schedule Report (CBM00S)

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
25. Point Value of Grade	If Item #24 is coded: 1, then 300 to 366 2, then 200 to 266 3, then 100 to 166 4, then 001 to 066	Value > 400; if Item #24 is coded: 1, if = to or < 300 2, if = to or < 200 3, if = to or < 100 4, if = 000 5, if > 000 or blank 6-9, N, X then not blank 1-5, grade points = blank, and Item #22='0'
26. Approval Number	N/A	Blank or not numeric; not on inventory
27. Zip Code/State/ Foreign Country Code	N/A	Non-numerical value
28. Flexible Entry	N/A	Any value except spaces, '1', or '6'
29. Semester	N/A	Must match value on header record
30. Year	N/A	Must match value on header record
31. Class Begin Date	Year < reporting year	Year > current year; month < 01 or > 12; day < 01 or > days of month
32. Class End Date	N/A	Year > current year; month < 01 or > 12; day < 01 or > days of month

## CTC Student Schedule Report (CBM00S)

### Summary of Semester Credit Hours Generated Methodology

The Total Funded SCH column is the sum of the columns labeled SCH State-Funded (Item #11 totaled for all records when Item #19 equals '1') and Technical SCH (Item #11 totaled when Item #19 equals '2' or '4') for all students, except third and fourth-year Bachelor students, which are included in the BA SCH column. The Excess Dev SCH column is a total of all SCH records where item #20 equals '1'. The Unfunded SCH column is SCH Not State-Funded (Item #12) totaled for all records where Item #20 contains a value (except for value '1' for Developmental Education).

### Summary of Contact Hours Generated Methodology

In order to produce the Summary of Contact Hours generated in approved courses, the approval number, subject prefix, and course number as reported for each class on the CBM00S are compared to the institution's Inventory of Approved Courses. Only the contact hours for those classes which match exactly to the Course Inventory are affected and tabulated. The approval number mismatch between the respective inventory and CBM00S must be resolved before the hours for these classes can be added into the total.

Each record that is coded '2', '3', '4', '5', '7', '8', 'B', or 'H' in Item #16 must have a valid ZIP code or state/foreign country code. Only the error-free class records coded '2' in Item #16 will be summarized in the out-of-district columns.

The Total Contact Hours column is the sum of the columns labeled Academic Contact Hours (Item #14 totaled when Item #19 = 1) and Technical Contact Hours (Item #14 totaled when Item #19 equals 2 and 4). The Excess Developmental Contact Hours column is a total of all CH records where item #20 equals 1.

### CBM0E1/CBM00S Credit Hour Mismatch

The CBM0E1 and CBM00S edit programs each generate the CBM0E1/00S credit hour comparison, which will compare the SCH and CH totals mentioned above. Please note, since the CBM0E1 edit program is always scheduled to run before the CBM00S edit program, the CBM0E1's comparison will be calculated prior to an update to the CBM00S submitted at the same time as the CBM0E1 update. Therefore, if updates are processed for both reports on the same day, the CBM0E1 report may show an out-of-balance condition and the CBM00S may show the two reports in balance.

#### Additional Mismatches:

Additional validations must be run between the CBM00S and various other reports. The CBM00S will have a credit hour mismatch comparison against the CBM0E1 (see CBM0E1) and generate a summary report.

The CBM00S will also be validated with these calculations:

- A student reported on the CBM00S but not reported on the CBM0E1 will report an error.

### CTC Student Schedule Report (CBM00S)

- A student with greater than 40 total credit hours will be reported as an error.
- The SCH value of Item #10 will report an error if it does not match the value in the course inventory.
- A student reported on the CBM002 and not reported on the CBM00S will report an error.
- A course reported for a student on the CBM00S that does not have an assigned instructor on the CBM008 will report an error.

## CBM0E1 Student End of Semester Report

The Student End of Semester Report reflects students enrolled at the reporting institution as of the final day of each semester. No record for the student is submitted if the student withdraws from the institution on or before the census date. If a student withdraws from a class after the census date, that class enrollment will be reported so that the CBM0E1 record matches the individual course records on the CBM00S. Students in flex courses will be reported on the CBM0E1 in the semester they are reported on the CBM00S, even if they are not enrolled on the final day of the semester.

The CBM0E1 report includes all students registered for one or more Coordinating Board approved course(s) for credit at the reporting institution, whether the course is taught on-campus or off-campus (including instructional telecommunications).

Students who enroll in a class that begins before the census date but who are not reported on the CBM0C1 due to late payment of tuition or late enrollment in a regularly scheduled class should be reported on the CBM0E1. Students should also be reported on the **CBM00S** with non-funded hours for the identified class or classes. This instance is NOT reported as a flex record since the class itself is not a flex class.

### Census Reporting Date

The following schedule will be used to determine the official census date for terms of various lengths:

<u>Length of Term in Weeks</u>	<u>Official Census Date is Class Day #</u>
2 or less	1
3	2
4	3
5 - 6	4
7	5
8	6
9 - 10	7
11	8
12	9
13 - 14	10
15	11
16 or more	12

The count of class days begins on the first day that classes are held in the term and includes each calendar day on which classes are normally held at the institution (e.g., Monday through Friday) until the official census date is reached. The official census day must be on a day that the Registrar's office is scheduled to be open so that a student will be able to drop or withdraw from class.

## CTC Student End of Semester Report (CBM0E1)

### Classes Organized After the Official Census Date and Classes that Span Semesters (Flexible Entry)

Students in classes that are organized after the official census date will be submitted on the CBM0E1 report as follows: (1) they will be reported in the same semester they started in if the class ends by the end of the term; and (2) they will be reported in the next semester if the class starts in one semester and is not completed until after the term end date. Students in a flex- entry class that concludes in the semester the class began will be identified by inserting a '1' in Item #20 to denote "flexible entry." Students enrolled in classes that span semesters, as in example (2), will be denoted with a '6' in Item #20 in the semester that the class ends. Note that students in classes that begin before or on the census date but end in a later semester will also be reported as flex with a '6' in item #20, as will students in courses that fall between semesters (e.g., mini-mester courses).

Any student enrolled as of the official census date who subsequently enrolls in a Flexible Entry class organized in the same semester must be assessed tuition and fees as though another class was being added to the student's current load.

A class which is organized with regular semester classes, but whose first class day is not until after the term census date, may be reported as a regular class, unless it spans semesters.

A reference table showing flex-entry instructions for the CBM00E1 and other applicable reports is available in the *Appendix*.

### Inter-institutional Students

See the discussion in the Introduction of the Class Report, CBM0CS, and Student Schedule Report, CBM00S.

### CB Rule Regarding Tuition and Fees

The conditions that apply to the collection of tuition are found in Chapter 21, Subchapter A, paragraph 21.4 of the CB Rules at <https://www.highered.texas.gov/about-us/rules-statutes/>.

### Tuition and Fee Refund Policy

CB Rule 21.5 in Subchapter A, Chapter 21 identifies the tuition and fee refund policy. Use the link in the paragraph above to view it.

### Distance Education

Institutions should not report non-resident students who are taking only distance education courses delivered outside the state (TAC Title 19, Part 1, Chapter 4, Subchapter P).

### Reporting Non-semester-length Developmental Education Interventions

Institutions may claim formula funding for allowable non-semester-length developmental education interventions [also known as non-course, competency-based options (NCBOs)]. Interventions of four or more contact hours may be reported for formula funding. Students enrolled



## CTC Student End of Semester Report (CBM0E1)

interventions that begin after the census date should be reported as flexible entry.

### Reporting Student Classification and Race/Ethnicity

Student classification (Item #5) may be different at the end of the semester, and Ethnic Origin/Race (Items #41 and #42) may also be or reported differently at the end of the semester than at the beginning (as reported on the CBM0C1). Whenever possible, be consistent with the CBM0C1 report; otherwise, select the classification/categorization that is most appropriate at the end of the semester. Coordinating Board reports will generally use CBM0C1 records for determining classification and race/ethnicity.

CTC Student End of Semester Report (CBM0E1)

Instructions for Student End of Semester Report

For the current reporting period, enter a separate student record on the CBM0E1 based on the student's registration in:

- regular classes;
- flex-entry classes that started after the term census date and finish by the end of the semester (FE=1); or
- flex-entry classes that started in prior semesters and finish in the current semester (FE=6).

Item #1 Record Code. Always enter '1'.

Item #2 Institution Code. Enter the FICE Code of the institution. See Appendix A.

Item #3 Student Identification Number. Enter the Social Security Number of the student. The institution will assign a unique nine-digit identification number to each student without a Social Security Number.

Item #4 Gender. Enter the gender of the student.

M = Male      F = Female

Item #5 Classification. Enter the classification of the student at the beginning of the term using the following guidelines:

- |   |              |   |
|---|--------------|---|
| 1 | Freshman     | A student who has earned less than 30 college-level semester credit hours   |
| 2 | Sophomore    | A student who has completed the equivalent of one year of full-time undergraduate work; that is, at least 30 college-level semester credit hours and not more than 72 semester credit hours |
| 3 | Unclassified | A student who has earned more than 72 semester hours, but not earned associate degree or above.   |

Also use in the rare case that a student cannot be placed in another category.

- |   |                        |   |
|---|------------------------|---|
| 4 | Associate Degree       | A student who previously earned an associate degree                                   |
| 5 | Baccalaureate or above | A student who previously earned a degree of baccalaureate or above                    |
| 6 | Third Year Bachelor    | A student who is in the third year of a Bachelor's program <b>at your institution</b> |

CTC Student End of Semester Report (CBM0E1)

7 Fourth Year Bachelor A student who is in the fourth year of a Bachelor's Program **at your institution**

**Note: Students in the third or fourth year of a Bachelor's program at your institution should be classified with a '6' or '7' respectively, regardless of whether they also meet the criteria for other classification categories.**

Item #6 Date of Birth. Enter all four digits of the year and both digits of the month and day of birth of the student in the following format -- YYYYMMDD.

where YYYY = Year MM = Month DD = Day

**NOTE:** If the month of birth is known and the year is unknown, code both month and year as unknown, or '00000000'. If the year of birth is known and the month is unknown, code the month as '06'.

Item #7 Tuition Status. Enter the code indicating the legal status of the student for tuition purposes.

- 1 In-District – Resident
- 2 Out-of-District – Resident
- 3 Nonresident
- 5 Tuition Exemption for Texas Resident
- A Student classified as a resident based on TEC 54.052(a)(3) who is not a U.S. citizen or permanent resident but is allowed to pay in-district resident tuition
- B Student classified as a resident based on TEC 54.052(a)(3) who is not a U.S. citizen or permanent resident but is allowed to pay out-of-district resident tuition
- C An applicant for permanent resident status or holder of a visa that allows a person to domicile in the U.S. who is classified as a resident and is paying in-district resident tuition
- D An applicant for permanent resident status or holder of a visa that allows a person to domicile in the U.S. who is classified as a resident and is paying out-of-district resident tuition
- E Tuition Waiver that allows non-resident or foreign students to pay the resident rate as well as recipients of Tuition Exemptions through TEC 54.207 (Good Neighbor Scholarship)
- N Visiting student allowed to enroll due to Natural Disaster (currently not in use)

**NOTE:**

- a) Students who are allowed to pay the "Resident Tuition" rate due to a waiver should be coded 'E'.
- b) Students who qualify as residents through the 36-months' residence in Texas and who are not U.S. citizens or permanent residents should be coded as 'A' if they are paying in-district tuition and be coded as 'B' if they are paying out-of-district tuition. Both 'A' and 'B' students must complete the affidavit.
- c) Students who are eligible for permanent resident status (whose I-485 applications have not been rejected and are being processed by BCIS) and students who hold visas that allow them to domicile in the U.S. should be coded 'C' if they have actually established a domicile in Texas and have been classified as residents eligible to pay the in-district tuition and be coded 'D' if

CTC Student End of Semester Report (CBM0E1)

they have actually established a domicile in Texas and have been classified as residents eligible to pay the out-of-district tuition.

- Item #8 Residence. Enter the code representing the county, state, or foreign country of which the student is a resident as identified by the student as his/her permanent address at the time of application to the institution. See Appendix B for codes.
- a. Enter the Texas county code for students who are Texas residents
  - b. Enter the state code for students who are U.S. citizens or permanent residents and who are residents of other states
  - c. Enter the foreign country code for foreign country citizens who are not Texas residents

- Item #9 Transfer or First-Time-In-College. If the student is a transfer student, enter the FICE code (see Appendix A) of the institution of higher education from which the student transferred. (Enter 999999 for institutions not having a FICE code.) A transfer is a student entering the reporting institution for the first time but who is known to have previously attended another postsecondary institution at the undergraduate level.

If the student has never attended college or other postsecondary institution, enter a '000001' to indicate a first-time student. Students should not be reported as first-time-entering college until they have completed their high school work. Therefore, include as first-time students those who entered with advanced standing (college credits earned before graduation from high school).

If not applicable, leave blank.

**NOTE:** The FICE codes in Item #9 are to be entered only the first semester of a student's enrollment after transferring to your institution.

Item #10A Unused.

Item #10B Unused.

Item #11A Unused.

Item #11B Unused.

- Item #12 Major Area of Concentration. Enter the 2020 CIP code (Appendix C) of the major area of concentration and the appropriate code in Item #13C for the Type of Major. All technical majors, including Tech-Prep, must match the Coordinating Board approved programs in the Education and Training Clearinghouse Technical Programs Inventory for the institution (district). For an undeclared academic major, a value of '24019900' or '99999999' may be reported. A Bachelor major should be reported with a CB- approved CIP for your institution.

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Item #13 Unused.

Item #13A Tuition Exemption/Waiver Code. When Item #7 is coded '5' and the student is a resident receiving a Hazlewood exemption (authorized in TEC 54.203), enter the code '01'; otherwise leave blank. When Item #7 is coded 'E' and the student is a nonresident eligible to pay the resident rate due to the state's waiver for members of the military and their families (TEC 54.058), enter '21'; otherwise leave blank.

- 01 Exemption of certain veterans, dependents, etc. of the Armed Forces of the United States from payment of tuition
- 21 Application of resident rather than nonresident tuition to military personnel and dependents

**NOTE:** These two tuition exemption/waiver codes are important in determining if the students are military or military dependents. They are used in the follow-up system if the student cannot be found in higher education or in the Texas workforce.

Item #13B Remote Campus. Enter '5' if the student is confined in a correctional institution; blank if not. Students attending out-of-district branch campuses recognized by the Coordinating Board as such must be identified. Each out-of-district branch campus will be assigned a unique number within the district. TSTC is required to use this item to identify the students enrolled at their extension centers:

- 1 Abilene
- 2 Breckenridge
- 3 Brownwood

Item #13C Type of Major. Enter the code which represents the primary major.

- 1 Academic
- 2 Technical
- 3 Tech-Prep

**NOTE:** The Tech-Prep declared major definition requires that students must declare themselves as specific Tech-Prep majors who have matriculated from a high school Tech-Prep program; course enrollment alone in Tech-Prep courses are not sufficient to identify students as Tech-Prep majors.

A student in a Bachelor's program is to be reported as an academic major.

Item #15 First Name. Enter the student's first name. Truncate if the name contains over 10 characters.

Item #17 Middle Initial. Enter the initial of the student's middle name.

Item #18 Semester. Enter the semester that this report covers. If reporting a combined summer report, use a code of '3'.

- 1 Fall
- 2 Spring
- 3 Summer I
- 4 Summer II

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Item #19 Year. Enter all four digits of the calendar year in which the semester occurs.

YYYY

Item #20 Flexible Entry. Enter a '1' if the record is for a student enrolled in a Flexible Entry (FE) class that is being reported on the CBM00S for this semester.

Enter a '6' if a student is enrolled in a class that spans from the previous semester and is being reported as completed this semester on the CBM00S. A student enrolled in a course that falls between semesters is reported with a '6' in the following semester.

If the situations above do not apply, leave the item blank. If a student takes regular and flexible entry classes, the student must be reported with a separate CBM01E record for the regular courses (blanks) and for each flex type. A Flexible Entry Reference Table is available in the *Appendix*.

Item #21 Student Affected by Undergraduate Funding Limitation. Enter a '1' if the student first enrolled in an institution of higher education in fall 1999 to summer 2006 (45 hour rule). Enter a '2' if the student first enrolled in an institution of higher education in the fall 2006 semester or later (30-hour rule). Otherwise enter a '0'. Effective June 1, 2018, enter a "5 – Returning Student" if the student has accrued at least 50 SCH and stopped out for 24 months (one-time only).

Item #22B Unused.

Item #22C Unused.

Item #22D Unused.

Item #22E Unused.

Item #22F Unused.

Item #22G Unused.

Item #23 Unused.

Item #24 Unused.

Item #25 Unused.

Item #26 Unused.

Item #27 Unused.

Item #28 Unused.

Item #29 Unused.

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Item #30 Unused.

Item #31 Student Intent. Enter the code that reflects the primary reason the student is attending classes at your college. Beginning in Fall 2001, the datum MUST be student-declared. If the student fails to identify an intent, a "Did Not Respond" option (code 6) may be reported.

- 1 Earn an Associate's degree (2 year)
- 2 Earn a certificate (less than 2 years)
- 3 Earn credits for transfer
- 4 Take courses to:
  - get a new or better job
  - improve skills for current job
- 5 Take courses for personal enrichment
- 6 Did not respond
- 7 Earn a Bachelor's degree

Item #32 Non-Disclosure. Enter a '2' to indicate that the individual student has notified the institution of his/her refusal to have "directory information" disclosed; else zero fill.

Item #33 Unused.

Item #34 Unused.

Item #35 Unused.

Item #36 Unused.

Item #37 Last Name. Enter the student's last name. Truncate if the name contains over 20 characters.

Item #38 Restricted Program Admission. The Coordinating Board uses restricted admission codes to distinguish students who have a declared major in a particular discipline from those who are actually admitted to a certificate or degree program through a restricted or separate admission process. The distinction provides more accurate enrollment and graduation numbers in key, high-demand occupations and the data are often linked to special legislative initiatives.

To ensure accuracy of the number of students in these programs, enter the appropriate code for each student who is admitted to and continuing his/her enrollment in a certificate or degree program in the following areas or CIP codes. Leave blank if not.

- 06 Nursing (51.3801) Allied Health to ADN
- 07 Vocational Nursing (51.3901)
- 08 Nursing (51.3801) LVN to AND
- 09 Nursing (51.3801) Paramedic to ADN
- 10 Nursing (51.3801) RN to BSN degree program
- 11 Nursing (51.3801) Initial RN licensure, associate degree program

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### **Definitions:**

The Restricted Program Admission codes for Nursing are needed in the calculation of graduation rates (Education Code 61.0901) and for the distribution of funds under the Nursing Shortage Reduction Program (Education Code 61.9623).

- 06 Nursing (51.3801) Allied Health to ADN – A student admitted to and continuing his/her enrollment in an approved ADN nursing program who already possesses a certificate or degree in an allied health discipline other than as a paramedic. For the Board's purpose of counting graduates and calculating completion rates, this program is considered a one-year program.
- 08 Nursing (51.3801) LVN to ADN – A student admitted to and continuing his/her enrollment in an approved ADN nursing program who already possesses a certificate as a licensed practical or vocational nurse. For the Board's purpose of counting graduates and calculating completion rates, this program is considered a one-year program.
- 09 Nursing (51.3801) Paramedic to ADN – A student admitted to and continuing his/her enrollment in an approved ADN nursing program who already possesses a certificate or degree as a paramedic. For the Board's purpose of counting graduates and calculating completion rates, this program is considered a one-year program.
- 10 Nursing (51.3801.00) RN to BSN degree program – a student admitted to and continuing his/her enrollment in an approved BSN nursing program who already possesses an ADN degree or a diploma in nursing and is a registered nurse. The Board uses the data to count graduates."
- 11 Nursing (51.3801) Initial RN licensure, associate degree program – A student admitted to and continuing his/her enrollment in an approved ADN nursing program who is not a registered nurse. For the Board's purpose of counting graduates and calculating completion rates, this program is considered a two-year program.

Item #39 High School Code. Enter the College Board CEEB High School code of the high school that the student graduated from. Required for Texas high school graduates that are coded as first-time-in-college (Item #9 = 000001). The Texas CEEB codes are in Appendix M. Not required for students over the age of 25. Leave blank if not applicable.

May be reported for all students. Use the CB-created special CEEB codes in Appendix M for students who did not graduate from a Texas high school.

Item #40 PEIMS Identification Number. Enter the PEIMS identification number of the student if you collect this information. The PEIMS identification number is a state-approved alternative student identification number provided by TEA to the school districts that is to be used when the student does not provide an SSN. It may be found in the student's high school transcript. This number begins with an 'S' which is then followed by 8 digits. Leave blank if you do not collect this information.



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Item #41 Ethnic Origin. Enter the code indicating whether the student is of Hispanic or Latino origin or not.

- 1 Hispanic or Latino origin
- 2 Not Hispanic or Latino origin
- 3 Not answered

Item #42 Race. Select one or more codes indicating the race of the student.

- |           |   |   |
|-----------|---|---|
| Item #42A | 1 | White                                     |
| Item #42B | 2 | Black or African-American                 |
| Item #42C | 4 | Asian                                     |
| Item #42D | 5 | American Indian or Alaskan Native         |
| Item #42E | 6 | International                             |
| Item #42F | 7 | Unknown or Not Reported                   |
| Item #42G | 8 | Native Hawaiian or Other Pacific Islander |

**Definitions:**

- Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African-American: A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa.
- International denotes a person who is not a citizen or permanent resident of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.
- Unknown or Not Reported: The unknown classification should only be used if the student has not selected a racial designation.

**Notes:**

- e) Even though a student is allowed to pay the "Resident Tuition" rate due to a waiver (coded 'E' in Item #7), report with the international code.
- f) Report the ethnicity of a student who was classified as a resident based on TEC 54.052(a)(3) (coded 'A' in Item #7 on the CBM0E1).
- g) Report the ethnicity of students who have applied to or have a petition pending with the Bureau of Citizenship and Immigration Services and students who base their residency on visas that allow them to domicile in the U.S.
- h) Report students who are Refugees, asylees, parolees, and those who are here under

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Temporary Protective Status as international students.

Item #43 Individual with Intellectual or Developmental Disabilities (IDD). Student has been identified as having an intellectual or developmental disability based on the definitions provided below. If a student is identified as having both an Intellectual Disability and identified as being on the Autism Spectrum, prioritize the reporting of the Intellectual Disability (enter '1'). Institutions may only report students who have been identified through self-identification and/or documented receipt of special services.

Definition of Intellectual and Developmental Disability (IDD):

For reporting purposes, for Items #43 and #43A, Intellectual and Developmental Disability (IDD) is defined as a neurodevelopmental disorder that must meet the following criteria:

- a. Deficits in intellectual functions, such as reasoning, problem solving, planning, abstract thinking, judgement, academic learning, and learning from experience.
  - b. Deficits in adaptive functioning that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility. Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such a communication, social participation, and independent living, across multiple environments, such as home, school, work and community.
  - c. (a) and (b) may occur after the developmental period (such as in the case of a traumatic brain injury).
  - d. Students with IDD may include those diagnosed with an Autism Spectrum Disorder.
0. Student not identified as having an IDD
  1. Student identified as having an IDD as defined above
  2. Student identified as having an Autism Spectrum Disorder but not an Intellectual Disability (Report '1' if student is also identified as having an Intellectual Disability)

Item #43A Individual enrolled in a transitional or other program for students with Intellectual and Developmental Disabilities (IDD). Enter '1' if student was ever enrolled in a program for students with IDD at your institution. Report if student was enrolled in program at any time. Report only if coded '1' or '2' in Item #43. Enter '0' if student was not enrolled in a program for students with IDD. A record should NOT be created for students who are not otherwise reported on the CBM0E1. See definition of program below.

Definition of Postsecondary Transitional Program or Program for Students with IDD:

A degree, certificate, or non-degree program for students with IDD that is offered by

## CTC Student End of Semester Report (CBM0E1)

an institution of higher education. These programs are designed to support students with IDD who want to continue academic, career, and independent living instruction following completion of secondary education.

0. Student never participated in a postsecondary program for students with IDD at this institution
1. Student participated in a postsecondary program for students with IDD at this institution
2. It is unknown if the student participated in a postsecondary program for students with IDD at this institution

Item #44A Academically Disadvantaged. Enter a '1' or leave blank if not. When reporting academically disadvantaged students, colleges may report students who, based on TSIA or a local placement test, do not have college entry level skills in reading, writing, or math. Colleges should also report students who are enrolled in developmental education courses based on the results of TSIA or local placement tests. The Interim Evaluation Report definition may also be applied for students who did not receive a high school diploma nor did not receive a GED certificate.

After the semester in which a student satisfactorily completes remediation, the college should no longer report that student as academically disadvantaged. Please note that academically disadvantaged does not include students with learning disabilities.

Item #44B Economically Disadvantaged Family or Individual. Enter a '2' or leave blank if not appropriate. Colleges may use one or more of the following standards to determine whether an individual is economically disadvantaged: 1) annual income at or below the federal poverty line, 2) eligibility for Aid to Families with Dependent Children or other public assistance programs (includes WIC program participants), 3) receipt of a Pell Grant or comparable state program of need-based financial assistance, 4) participation or eligible for JTPA programs included under Title II, and 5) eligible for benefits under the Food Stamp Act of 1977 or the Health and Humans Services (HHS) Poverty Guidelines, 403.114, page 36721 of final Rules and Regulations.

Students should not continue to be reported as economically disadvantaged if their circumstances change and they no longer meet the definition of economically disadvantaged.

Item #44C Individual with Disabilities. Enter a '3' or leave blank if not. The nature of this datum is that it is typically self-reported or reported when a student receives special services through a special populations coordinator or a state program. Students referred to the college by the Texas Rehabilitation Commission for education and training should be reported in this category.

Item #44D English Learner Enter a '4' or leave blank if not appropriate. Include all students who enroll in LEP courses or who were determined, based on a local placement test, to be Limited English Proficient.

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After the semester in which a student successfully completes remediation, the college should no longer report that student as LEP.

Item #44G Single Parent or Single Pregnant Women. Enter an '8' or leave blank if not appropriate. This may be self-reported data. However, students who receive special federally-funded or state-funded assistance (such as referrals from the Texas Department of Human Services or the Texas Department of Health) because they are single parents may also be reported in this category. Assistance may include childcare assistance or childcare fee waivers.

Item #44H Out- of-Workforce Individuals. Enter a '9' or leave blank if not appropriate. An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills. This also includes a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Item #44I Homeless Individuals. Enter an 'A' or leave blank if not appropriate. An Individual who lacks a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)) of the McKinney-Vento Homeless Assistance Act. This includes:

1. individuals who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. individuals who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
3. individuals who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965)

Item #44J Foster Youth. Enter a 'B' or leave blank if not appropriate. Youth who are in or have aged out of the foster care system. Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the title IV-E agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there

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is Federal matching of any payments that are made. \* *“Youth” means an individual who is not younger than age 17 or older than age 24.*

Item #44K Youth with Active Duty Military Parent. Enter a 'C' or leave blank if not appropriate. A youth that has a parent that is full-time in the active military service of the United States. This includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. This does **not** include full-time National Guard duty. \* *“Youth” means an individual who is not younger than age 17 or older than age 24.*

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Data Processing Record Layout

		<u>Beginning Position</u>	<u>Length</u>
Item #1	Record Code – Always 1'	1	1
Item #2	Institution Code – FICE – Numeric	2	6
Item #3	Student Identification Number – Alphanumeric	8	9
Item #4	Gender – 'M' or 'F'	17	1
Item #5	Classification – '1' thru '7' – Numeric	18	1
Item #6	Date of Birth - YYYYMMDD – Numeric	19	8
Item #7	Tuition Status – Alphanumeric	27	1
Item #8	Residence – Numeric	28	3
Item #9	Transfer/First-Time-In-College – Numeric or blank	31	6
Item #10A	Unused	37	4
Item #10B	Unused	41	4
Item #11A	Unused	45	4
Item #11B	Unused	49	4
Item #12	Major Area of Concentration – Numeric	53	8
Item #13	Unused	61	4
Item #13A	Tuition Exemption/Waiver Code – '01', '21', or blank	65	2
Item #13B	Remote Campus – '5' or blank (TSTC '1' thru '3')	67	1
Item #13C	Type of Major – '1' or '2' or '3'	68	1
Item #15	First Name – Alpha	69	10
Item #17	Middle Name Initial – Alpha or blank	79	1
Item #18	Semester – '1', '2', '3', or '4' – Numeric	80	1
Item #19	Year - YYYY – Numeric	81	4
Item #20	Flexible Entry – Numeric or blank	85	1
Item #21	Student Affected by UG Funding Limit – Numeric	86	1
Item #22B	Unused	87	1
Item #22C	Unused	88	1
Item #22D	Unused	89	1
Item #22E	Unused	90	1
Item #22F	Unused	91	1
Item #22G	Unused	92	1
Item #23	Unused	93	4
Item #24	Unused	97	3
Item #25	Unused	100	3
Item #26	Unused	103	4
Item #27	Unused	107	4
Item #28	Unused	111	4
Item #29	Unused	115	4
Item #30	Unused	119	3
Item #31	Student Intent – '1' thru '7' – Numeric	122	1
Item #32	Non-Disclosure – '0' or '2' – Numeric	123	1
Item #33	Unused	124	3

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		<u>Beginning Position</u>	<u>Length</u>
Item #34	Unused	127	3
Item #35	Unused	130	4
Item #36	Unused	134	4
Item #37	Last Name – Alpha	138	20
Item #38	Restricted Program Admission	158	2
Item #39	High School Code	160	6
Item #40	PEIMS Identification Number	166	9
Item #41	Ethnic Origin – Numeric	175	1
Item #42	Race:		
Item #42A	White – ‘1’ or blank	176	1
Item #42B	Black or African-American – ‘2’ or blank	177	1
Item #42C	Asian – ‘4’ or blank	178	1
Item #42D	American Indian or Alaskan Native – ‘5’ or blank	179	1
Item #42E	International – ‘6’ or blank	180	1
Item #42F	Unknown or Not Reported – ‘7’ or blank	181	1
Item #42G	Native Hawaiian or Other Pacific Islander – ‘8’ or blank	182	1
Item #43	Individual with IDD – Numeric	183	1
Item #43A	Individual enrolled in IDD program – Numeric	184	1
Item #44A	Academically Disadvantaged – ‘1’ or blank	185	1
Item #44B	Economically Disadvan Family or Individual – ‘2’ or blank	186	1
Item #44C	Individual with Disabilities – ‘3’ or blank	187	1
Item #44D	English Learner – ‘4’ or blank	188	1
Item #44G	Single Parent or Single Pregnant Women – ‘8’ or blank	189	1
Item #44H	Out-of-Workforce Individuals – ‘9’ or blank	190	1
Item #44I	Homeless Individuals – ‘A’ or blank	191	1
Item #44J	Foster Youth – ‘B’ or blank	192	1
Item #44K	Youth with Active Duty Military Parent ‘C’ or blank	193	1

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Questionable and Error Values

The following values are used in the Coordinating Board's edit programs to determine Questionable and Error Values for each data element.

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
1. Record Code	N/A	Any value except '1'
2. Institution Code	N/A	Must match value in header record and be on list of valid FICE codes
3. Student ID	Duplicate FE entries	Blank or duplicate entry or not alpha and/or numeric
4. Gender	N/A	Any value except 'M' or 'F'
5. Classification	N/A	Any value except '1' thru '5' or '6' and '7' when institution has approved Bacc. program
6. Date of Birth	Age less than 13 or more than 75; age less than 13 or more than 19 when Item #26 greater than 0	Any non-numerical data; month less than '01' or greater than '12'
7. Tuition Status	N/A	Any value except '1', '2', '3', '5', 'A', 'B', 'C', 'D', or 'E'
8. Residence	N/A	Any value except '001' thru '254', '310' thru '369' or '402' thru '799'; must be coded '001' thru '254' if Item #13A is coded '01'; must be on residence file
9. Transfer/First-Time-In-College	Zero students coded '000001' in spring or summer	Non-numerical characters except all blanks; '000001' if Item #26 > '00'; zero students coded '000001' in fall
10. Unused	N/A	N/A



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11.	Unused	N/A	N/A
12.	Major	N/A	Non-numeric or invalid CIP code; Bachelor's major not equal to approved CIP; value of '99999999' if Item #13C is coded '2' or '3'
13.	Unused	N/A	N/A
13A.	Exemption/Waiver	Any value except '01' when Item #7 is coded '5' and Item #8 > '254'	Any value except '01' when Item #7 is coded '5' or '21' when Item #7 is coded 'E'
13B.	Remote Campus	N/A	Any value except '5' or blank or TSTC '1' thru '3'
13C.	Type of Major	N/A	Any value other than '1', '2', or '3'
15.	First Name	Blank	Numerical
17.	Middle Name Initial	N/A	Numerical
18.	Semester	N/A	Must match header record
19.	Year	N/A	Must match header record
20.	Flexible Entry	N/A	Value except space, '6', or '1'
21.	Student Affected by UG Limit	N/A	Other than 0, '1', '2', or '5'
22B.	Unused	N/A	N/A
22C.	Unused	N/A	N/A
22D.	Unused	N/A	N/A
22E.	Unused	N/A	N/A
22F.	Unused	N/A	N/A
22G.	Unused	N/A	N/A
23.	Unused	N/A	N/A

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<u>ITEM NUMBER</u>		<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
24.	Unused	N/A	N/A
25.	Unused	N/A	N/A
26.	Unused	N/A	N/A
27.	Unused	N/A	N/A
28.	Unused	N/A	N/A
29.	Unused	N/A	N/A
30.	Unused	N/A	N/A
31.	Student Intent	N/A	Value except '1' thru '7'
32.	Non-Disclosure	N/A	Any value except '2' or '0'
33.	Unused	N/A	N/A
34.	Unused	N/A	N/A
35.	Unused	N/A	N/A
36.	Unused	N/A	N/A
37.	Last Name	N/A	Blank, numerical

<u>ITEM NUMBER</u>	<u>QUESTIONABLE VALUE</u>	<u>ERROR VALUE</u>
38. Restricted Prog Admission	N/A	Any value except '07' when Item #12 = '513901' or '06', '08', '09', or '11' when Item #12 = '513801' or blank
39. High School Code	N/A	Blank if Item #9 = '000001' and Item #8 = '001' thru '254'
40. PEIMS Ident. Number	N/A	First position not 'S' with remaining positions not numeric
41. Ethnic Origin	N/A	Value other than '1', '2', or '3'
42A. White	N/A	Value other than '1' or space or value = '1' and '7'
42B. Black/African-Amer	N/A	Value other than '2' or space or value = '2' and '7'
42C. Asian	N/A	Value other than '4' or space or value = '4' and '7'
42D. Amer Ind/Alaska	N/A	Value other than '5' or space or value = '5' and '7'
42E. Nat International	N/A	Value other than '6' or space or value = '6' and '7'
42F. Unknown/Not Rep	N/A	Value other than '7' or space; value = '7' plus value = '1', '2', '4', '5', '6', or '8'
42G. Nat Hawaiian/Pac Is	N/A	Value other than '8' or space or value = '8' and '7'
43. Individual with IDD	N/A	Any value other than '0', '1', or '2'
43A. Individual enrolled in IDD program	N/A	Any value other than '0', '1', or '2'
44A. Academically Disadv.	N/A	Value except '1' and space
44B. Economically Disadv.	N/A	Value except '2' and space
44C. Individual with Disabilities	N/A	Value except '3' and space
44D. English Learner	N/A	Value except '4' and space
44G. Single Parent	N/A	Value except '8' and space
44H. Out-of-Workforce Indiv	N/A	Value except '9' and space
44I. Homeless Individuals	N/A	Value except 'A' and space
44J. Foster Youth	N/A	Value except 'B' and space
44K. Youth w/Active Duty Militar	N/A	Value except 'C' and space

**DISCREPANCY:** The number of records received in each submission is compared to the number in the trailer record (control total). The difference is shown on the edit report as a discrepancy.

## Report Matching

**CBM0E1/CBM00S** - The Student ID/Flexible Entry reported on the CBM0E1 report will be validated against the Student ID/Flexible Entry reported on the CBM00S report. Student ID's reported on the CBM0E1 report that are not found on the CBM00S report will be listed in the **CBM0E1 records not included in the CBM00S Report**. This will be flagged as a review item. Certification of the CBM0E1 report will not be allowed without an explanation of the mismatches.

**CBM00S/CBM0E1** - The Student ID/Flexible Entry reported on the CBM00S report will be validated against the Student ID/Flexible Entry reported on the CBM0E1 report. Student ID's reported on the CBM00S report that are not found on the CBM0E1 report will be listed in the **CBM00S records not included in the CBM0E1 Report**. This will be flagged as a review item. Certification of the CBM0E1 report will not be allowed without an explanation of the mismatches.

## Summary of Student Data

1. **TOTAL HEADCOUNT** – Total headcount is a summation of all CBM0E1 records, including flexible entry records, which are displayed separately. The total headcount is categorized by gender, classification, student intent, age, tuition status, residence, ethnic origin, restricted program admission, first-time students, majors, concurrent enrollment in high school, special populations, non-disclosure, and flexible entry.
2. **AGE** – Each student's age, for the purpose of the summary report, is calculated by comparing each student's date of birth to the beginning date of the semester. For this purpose, the beginning date of each semester is:  
Fall - September 1; Spring - January 1; Summer - June 1
3. **MAJORS** – Item #12 summarizes the "Declared Majors" as follows:  
Academic Declared Majors – Type major equal '1'  
Academic Undeclared – '24999999', '24019900' or '99999999'; type major equal '1'  
Technical Declared Majors – Type major equal '2'  
Tech-Prep Declared Majors – Type major equal '3'

**NOTE:** Records which have any items in error (invalid amounts) are not included in any of the summary values.