



CODING MANUAL

STUDENT AND COURSE CODING MANUAL

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Revisions

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

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

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

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| Added additional Test IDs for ACPL Added additional grading basis information for ACPL Updated Foster Care Student information Updated Exit Coding section | 11/15/2022 | 4.3 |
| Added SLPN to Student Group lists Added Student Program/Plan as Required coding | 2/15/2023 | 4.4 |
| Updated Student Intent L to include Prerequisite Coursework for another college (ACAD_PLAN end with PC) | 3/8/2023 | 4.5 |
| Updated Exit Coding section Updated FTE Calculation section | 7/28/2023 | 4.6 |
| Added Student Groups SAPA, SARO, and SCAR Added RN Pathway Designation section | 1/5/2024 | 4.7 |
| Added Instruction Mode, System Shared Courses, and Special Funded Programs sections Updated Apprenticeship section Added Student Group SVBQ for veteran coding | 4/26/2024 | 4.8 |
| Added College Success section with new SCOL course attribute Added Closed Custody attribute value to SCOR course attribute Updated WABERS section to LACES section | 7/1/2024 | 4.9 |
| Added Course Attribute SURE for Undergraduate Research Updated ACPL section to include requirement of transcript note Added Student Group SDSS | 3/5/2025 | 5.0 |
| Added Tribal Students to Special Funded Programs section Added Student Group STRB Removed Student Group SDIS Removed Student Group SDRF | 4/21/2025 | 5.1 |

Required Coding

Catalog Number

Each course requires a Subject and Catalog Number. Catalog numbers are defined in SBCTC Policy Chapter 4.10

- Basic skills and developmental education courses must be numbered below 100.
- Lower division academic courses, other than basic skills and developmental, must be numbered between 100 and 299.
- Upper division courses may only be offered by colleges authorized to award an applied baccalaureate degree and must be numbered between 300 and 499

Note: Non-credit-bearing Continuing Education courses do not have a specified range, but must not be numbered within the college level course numbering range (100 to 499)

Common Course Numbered Courses

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

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

CIP Code

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

Basic Skills classes coded in the 32* series **must** be built in the UGRD career to allow for state and federal reporting. For more information about basic skills coding, please refer to the [BEEdA Course & Class Coding manual](#).

Personal Enrichment classes should be coded in the CIP 36* series.

Course Contact Hours

Course contact hours are required to calculate the credit equivalent for non-credit bearing courses. All enrollments generate FTE. Non-credit bearing courses must include contact hours to calculate an FTE. Course contact hours are also used for Faculty Workload (FWL).

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

Instruction Mode (2024-25 Coding Schema)

Effective 2024-25, the following Instruction Modes are available. All components of a class should be coded with the same Instruction Mode. If different Instruction Modes are used, students will not find all components associated with the class while searching for classes. Please see the [ctcLink Instruction Mode Coding Guidance](#) for additional guidance and examples of each of the Instruction Modes, Reporting Guidance, and FAQ.

| Instruction Mode | Description | Definition | Reportable AS |
|------------------|------------------------------|---|---------------|
| OS | Online Scheduled | An online class where instruction takes place synchronously (virtual meetings held at specific days and times noted in the class schedule) using internet/web-based tools. The class may include activities held asynchronously (without a set time to attend). Remote proctored exams are an allowable activity for this instruction mode | Online |
| OW | Online Scheduled w/In-Person | An online class where instruction takes place synchronously (virtual meetings held at specific days and times noted in the class schedule) using internet/web-based tools. In-person activities such as assessment, exam, and/or orientation are required for class completion. The number of in-person activities must not be greater than the number of credits enrolled, e.g., a five-credit class is limited to five in-person activities. If the number of in-person activities exceeds the number of credits enrolled, the class should use the Hybrid Instruction Mode. The expectation of in-person activities must be included in the class notes and the meeting pattern added to the schedule, when known. | Online |
| OA | Online Asynchronous | A class in which all required instruction occurs online asynchronously (without a set time to attend but within a specified time frame) using web-based tools. There are no required real-time (synchronous) class meetings; however, the instructor may choose to offer optional office hours and other activities where attendance is not required. Remote proctored exams are an allowable activity for this classification. | Online |

| Instruction Mode | Description | Definition | Reportable AS |
|------------------|---------------------------------|---|---------------|
| OB | Online Asynchronous w/In-Person | A class in which all required instruction occurs online asynchronously (without a set time to attend but within a specified time frame) using web-based tools. Scheduled in-person activities (assessment, exam and/or orientation) are required for class completion. The number of in-person activities must not be greater than the number of credits enrolled (e.g., a five-credit class is limited to five in-person activities). If the number of in-person activities exceeds the number of credits enrolled, the class should use the Hybrid Instruction Mode. The expectation of in-person activities must be included in the class notes. | Online |
| P | In-Person | A face-to-face class with scheduled meeting times which does not require the use of web-based tools. | In-Person |
| WE | In-Person (Web Enhanced) | A face-to-face class with scheduled meeting times which requires the use of web-based tools. | In-Person |
| HY | Hybrid | A class that displaces some, but not all face-to-face instruction time with web-based tools. On-site or remotely-proctored exams are allowed for this classification. | Hybrid |
| FL | Flexible | A class in which the student can choose to attend face-to-face or take the class using a mix of online scheduled or online asynchronous. Students may switch between modes throughout the term. The class must include at least one of the following instruction mode combinations: In-Person and Online Asynchronous In-Person and Online Scheduled In-Person, Online Scheduled, and Online Asynchronous The exact mix of modes must be included in the class notes. | Flexible |
| OZ | Self-Paced | Conducted asynchronously online. Students use web-based tools to follow a syllabus, list of required readings, and instructions on how to complete lessons. Instructors grade assignments and give feedback online. Uses the same FTE | Online |

| Instruction Mode | Description | Definition | Reportable AS |
|------------------|----------------------------|---|----------------------------|
| | | calculations as all other instruction modes. | |
| IS | Individualized Instruction | One-to-one instruction in which a student meets individually with an instructor according to a mutually agreed upon schedule and plan. This instruction mode may include internships, personalized tutoring, or specialized content classes where students collaborate with faculty or staff to develop individualized learning agreements and/or learning outcomes. May also include practicums, co-ops, or service-learning activities. | Individualized Instruction |
| Z | Other | A class that uses other modes of delivery that do not fit within the listed instruction mode categories. | Other |

Instruction Mode Changes from 2023-24 Coding Schema

Below is a summary of changes from the 2023-24 coding schema to the 2024-25 coding schema for Instruction Mode.

| Instruction Mode in 2023-24 | Changes |
|-----------------------------|---|
| Correspondence | Retired |
| Hybrid | No Change |
| Independent Studies | Renamed to Individualized Instruction |
| Interactive Television | Retired |
| Online | Split into four categories: Online Asynchronous Online Asynchronous w/In-Person Activities Online Scheduled Online Scheduled w/In-Person Activities |
| Optional - F2F or OL | Renamed to Flexible |
| Other | No Change |
| In-Person | No Change |
| Tele-class | Retired |
| Washington Online | Retired; see Shared Courses |
| Self-Paced | New |
| Web-Enhanced | Renamed to In-Person (Web-Enhanced) |

Course Intent

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

- WORKFORCE – typically part of an approved workforce program, but may include stand-alone classes that are workforce in nature
- ACADEMIC – typically part of an approved academic program, but may include stand-alone classes that are academic in nature
- PERSENRI (Personal Enrichment) – classes of a recreational or leisure nature, also known as community services
- WRKFRCSUP (Workforce Supplemental) – academic courses offered specifically for the purpose of supporting vocational programs

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

Course Intent describes the intent of the class and is mapped to INSTIT_INT_CAT (Institutional Intent Categorized) in the Data Warehouse.

Funding Source

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

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

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

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

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

Course/Class Attributes

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

| Course/Class Attribute | Description | Attribute Values |
|------------------------|-------------------------------|---------------------------------------|
| SAHS | Direct Funded High School | DFHS |
| SBST | I-BEST | SBST Attribute Values |
| SCHS | College in the High School | COLHS |
| SCJT | Customized Job Training | SCJT |
| SCOL | College Success Course | SCOL |
| SCOR | Corrections Specific Units | SIMU, SSBU, SSOU, and SCCU |
| SFND | Fund Source | SFND Attribute Values |
| SINT | Course Intent | SINT Attribute Values |
| SJST | Job Skills Training | SJST |
| SLCM | Low Cost Course Material | SLCM |
| SLER | Learning Communities | SLER |
| SNFG | Non-FTE Generating | NON-FTE |
| SOER | OER/No textbook to purchase | OER |
| SOTH | Other Course Attribute | SACC |
| SSHR | System Shared Classes | ENROLLED and INSTRUCTED |
| SSHP | System Shared Class Program | ECE, APPCONNECT, and EMERGMANAG |
| SURE | Undergrad Research Experience | URE |
| SWRK | Workbased Learning | WRKBASED |
| SXTF | Percent Externally Funded | 1-99 (% externally funded) |

For assistance in adding, removing, or adjusting course/class attributes, please see [Adding or Changing Course Attributes and Values on Classes ORG](#).

Single Names (mononyms)

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

Student Program/Plan

Students can only be term activated in one program per term. Best practice is to only have one plan per plan stack. All changes to the Student Program/Plan (ACAD_PROG, ACAD_PLAN) should be effective dated between terms.

Student Attributes

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

| Student Attribute | Description | Attribute Values |
|-------------------|-----------------------|---|
| SEAG | Early Achievers Grant | SEAG Student Attribute Values |
| SWRF | WorkFirst | SWRF Student Attribute Values |
| SWRT | Worker Retraining | SWRT Student Attribute Values |

Note: Apprenticeship transitioned to plan attributes starting 2024-25 academic year.

Student Groups

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

Mass Assigned Student Groups

The student groups that are automatically assigned are set by jobs that run each night to check for any enrolled students that meet the criteria in the current term and set the student group. There are also jobs to inactivate the student group when the student is no longer enrolled or no longer meets the criteria for the student group. These jobs run based on each college’s term start and end dates. Once each college’s term ends, the job switches to checking students enrolled in the next term. **Note:** Manually assigning students to the student group that do not meet the criteria will result in the inactivation of the student group the following business day.

NOTE: Student Groups are not associated with a specific term, so you will need to remove the coding that is triggering the mass assign once the student is no longer being served in the program. When you adjust coding, make sure you do in the term in which they should

no longer count. When the State Board snapshots data at the end of the term, we look for active student groups that are dated less than or equal to your college's term end date. For example, if a student becomes eligible for Worker Retraining mid fall term and the attribute is assigned correctly to assign the student group, the student would be counted as Worker Retraining for fall quarter. If the student becomes ineligible for Worker Retraining for winter quarter, the student attribute would need to be removed with an effective date after your fall term end date and before your winter term begin date. This allows the student to be captured in the student group for fall term only.

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

| Student Group | Description | Criteria for Mass Assignment |
|---------------|--------------------------|--|
| SAPA | Aerospace Apprenticeship | Plan Code Attribute = Special Program Funding and Value = Aerospace Apprenticeship |
| SAPR | Apprenticeship | Plan Code Attribute = Apprenticeship and Value = State or Federal |
| SARO | Aerospace 1000 | Plan Code Attribute = Special Program Funding and Value = Aerospace 1000 |
| SBST | I-BEST | SBST Course Attribute Values |
| SCAR | Career Launch | Plan Code Attribute = Special Program Funding and Value = Career Launch |
| SDOC | Corrections | Location code of the courses |
| SEAG | Early Achievers Grant | SEAG Student Attribute Values |
| SFCY | Foster Care Youth | Collected on online admissions form |
| SFGA | Parent less than HS grad | Collected on online admissions form |
| SFGB | Parent HS grad | Collected on online admissions form |
| SFGC | Parent BA or higher | Collected on online admissions form |
| SINT | International Student | Student has Visa code A1, A2, A3, B1, B2, C1, C2, C3, D, E1, E2, E3, F1, F2, G1, G2, G3, G4, G5, H1, H2, H3, H4, I, J1, J2, K1, K2, L1, L2, M1, M2, O1, O2, O3, Q1, R, R2, U1, U2, or U3 |
| STRB | Tribal Stewards | Plan Code Attribute = Special Program Funding and Value = Tribal Stewards |

| Student Group | Description | Criteria for Mass Assignment |
|---------------|------------------------|--|
| SVET | Veteran Information | Collected on online admissions form (student requested information about veterans' educational benefits) |
| SWBR | Wabers | Basic skills CIP Code AND SBST Course Attribute Values |
| SWRF | WorkFirst | SWRF Student Attribute Values |
| SWRT | Worker Retraining | SWRT Student Attribute Values |
| SWSA | Employed FT | Collected on online admissions form |
| SWSB | Employed PT | Collected on online admissions form |
| SWSC | Unemployed seeking | Collected on online admissions form |
| SWSD | Unemployed not seeking | Collected on online admissions form |

Manually Assigned Student Groups

Student groups that are manually assigned remain active until they are set to inactive. For student groups that are based on student eligibility or participation, the student groups will need to be inactivated once the student is no longer eligible or no longer participating. For more information on adding and removing student groups, please see the [Add, Inactivate and View Student Groups ORG](#).

NOTE: Student Groups are not associated with a specific term, so you will need to inactivate students from the student group once they are no longer being served in the program. When you inactivate a student, make sure you do so in the term in which they should no longer count. When the State Board snapshots data at the end of the term, we look for active student groups that are dated less than or equal to your college's term end date. For example, if a student becomes eligible for BFET on 10/1/2023 and the student group is assigned with this effective date, the student would be counted as BFET for fall quarter. If the student becomes ineligible for BFET for winter quarter, the student group would need to be inactivated with an effective date after your fall term end date and before your winter term begin date. This allows the student to be captured in the student group for fall term only.

| Student Group | Description | Criteria for Manual Assignment |
|---------------|--------------------|---|
| SABC | Ability to Benefit | Students receiving financial aid based on ATB eligibility using 6-credit/equiv. |
| SABS | Ability to Benefit | Students receiving financial aid based on ATB eligibility using state option |

| Student Group | Description | Criteria for Manual Assignment |
|---------------|------------------------------------|--|
| SABT | Ability to Benefit | Students receiving financial aid based on ATB eligibility using a test |
| SBFT | BFET | Participation in the Basic Food Employment and Training program, and participation must be <u>reviewed quarterly</u> |
| SCLD | Child Care Center | Students with children in college-sponsored child care centers |
| SDSS | Approved for Disability Svcs | Students approved for disability services at the college |
| SEAP | Student Emergency Assistance | Staff assigned for eligible students |
| SHEE | HEET | Participation in the Hospital Employee Education and Training program, and participation must be <u>reviewed quarterly</u> |
| SHS1 | Open Doors | Participation in Open Doors |
| SHS2 | Gateway to College | Participation in Gateway to College |
| SHS3 | HS Reengagement | Participation in a high school reengagement program that is not Open Doors |
| SHS4 | Direct Funded High School | Participation in a direct funded technical high school program |
| SINC | International Contract Student | Participation in a contract-funded international program |
| SLPN | Entry with LPN credential | Student with an LPN credential upon entry into RENDTAA or RENNUBS |
| SMSA | MESA Program | Participation in the Mathematics Engineering Science Achievement program |
| SOPG | Opportunity Grant | Staff assigned for eligible students |
| SRSL | Running Start Waiver | Staff assigned for eligible students |
| SRSR | Running Start | Participation in Running Start |
| SSEH | Students Experiencing Homelessness | Staff assigned for eligible students |
| SVBA | Chapter 30 MGIB | Montgomery GI Bill |

| Student Group | Description | Criteria for Manual Assignment |
|---------------|-------------------------------------|---|
| SVBB | Chapter 31 VR&E | Participation in Vocational Rehabilitation and Employment Program |
| SVBC | Chapter 32 VEAP | Participation in Veterans Educational Assistance Program |
| SVBD | Chapter 33 Post 9/11 Veterans | Post 9/11 veterans |
| SVBE | Chapter 33 Post 9/11 TOE Dep Child | Post 9/11 transfer of benefits to dependent child |
| SVBF | Chapter 35 Dependent Child | Dependent child of 100% disabled or deceased veterans |
| SVBG | Chapter 1606 MGIB | MGIB Selected Reserve |
| SVBH | Chapter 1607 REAP | Participation in the Reserve Educational Assistance Program |
| SVBJ | Active Duty TA | Active duty (including national guard/reserves) currently using military tuition assistance |
| SVBK | Active Duty Military Benefits | Active duty military students using military benefits |
| SVBL | Active Duty Dependent Benefits | Active duty military dependents using military benefits |
| SVBM | Chapter 33 Post 9/11 TOE Elg Spouse | Post 9/11 transfer of benefits to eligible spouse |
| SVBN | Chapter 35 Eligible Spouse | Eligible spouse of 100% disabled or deceased veterans |
| SVBP | All Other Veterans w/Ben | Veterans receiving benefits not listed above |
| SVBQ | Spouse/DomesticPart/DepNo tRcvg | Spouses/domestic partners/ dependent not receiving benefits, including those who decline using their benefits |
| SVBV | VRAP | Participation in the Veterans Retraining Assistance Program |
| SVBZ | All Other Veterans No Ben | Veterans not receiving benefits, including those who decline using their benefits |
| SW29 | Waive nonresident operating fee | Staff assigned for eligible students |

| Student Group | Description | Criteria for Manual Assignment |
|---------------|------------------------------|--------------------------------------|
| SW70 | Eligible Vets/National Guard | Staff assigned for eligible students |
| SW71 | Military Other | Staff assigned for eligible students |
| SW9A | Wrongfully Convicted Felon | Staff assigned for eligible students |

FTE Calculation

For a full description of the FTE calculation, please see the [ctcLink Student FTE Calculation Overview](#). This overview covers the data needed to calculate FTE, the calculation, and the FTE exceptions.

Student Intent

Student Intent codes are an important aspect of the SBCTC Data Warehouse, allowing for the aggregation of students by their purpose for attending. Student Intent coding differentiates students who are award-seeking from students who are only taking a few courses, as well as differentiating transfer students from those seeking a professional/technical credential. These distinctions are important for establishing cohorts used in federal reporting and for funding purposes. PeopleSoft does not include a Student Intent data element; however, it has been determined that the SBCTC Data Warehouse will continue to populate this field because of its usefulness in grouping students into categories. PeopleSoft Plan Codes (ACAD_PLAN) are cross-walked to the appropriate Intent code. Starting with the 2023-24 academic year, apprenticeship programs were moved to the PRFTC program area (ACAD_PROG) to allow awarding of financial aid, where applicable. The intent code definitions below for H and F have been modified to reflect this change.

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

| Intent Code | Program/Student Type | Descriptions |
|-------------|--|--|
| F | Professional/Technical Program | Students who are enrolled in a professional/technical program, excluding apprenticeship programs. Professional/technical programs are also commonly referred to as vocational or workforce programs. |
| G | Professional/Technical Program Applicant (preparatory coursework only) | Student has no interest in preparing for multiple degree pathways and does not intend to remain at the institution if they are not accepted into the selective admissions program. At a time when the student is no longer in prerequisite status (acceptance into selective admissions for example), the intent code should adjust accordingly. |
| H | Apprenticeship Program | Students enrolled in an apprenticeship program |
| I | Baccalaureate Program | Students matriculated in a baccalaureate program |
| J | Upgrading Job Skills Courses | Students enrolled for the purpose of upgrading their job skills by taking one or more courses. These students are not seeking a certificate or degree completion. |
| L | Non-Award Seeking Student | Students taking one or more classes but not seeking a certificate or degree. This category is also used for dual enrollment students such as non-award seeking Running Start and College in the High School. |
| W | Exclusive Continuing Education | Students enrolled exclusively in non-credit bearing continuing education courses. This includes students who are exclusively enrolled in the PeopleSoft Continuing Education career with a Plan Code of "CNED". |
| Y | None of the Above | Colleges should strive to assign the appropriate INTENT code. |

Intent Codes to PeopleSoft Plan Crosswalk

| Priority | Legacy INTENT codes | INTENT Description | PeopleSoft Criteria |
|----------|---------------------|-------------------------------------|---|
| 7 | A | Academic Non-Transfer Degree | DEGREE TYPE = AGS |
| 6 | B | Academic Transfer | DEGREE TYPE = AA or AS |
| 1 | D | High School Diploma/GED Certificate | DEGREE TYPE = HSC or ACAD_PLAN IN (HSD, HSE, ESL, ABE) |
| 4 | F | Professional/Technical Program | DEGREE TYPE = APT, AAS, C01, C20, C45, C90 or ACAD_PLAN = RENDTAA |

| Priority | Legacy INTENT codes | INTENT Description | PeopleSoft Criteria |
|----------|---------------------|--|---|
| 5 | G | Professional/Technical Program Applicant | ACAD_PLAN LIKE %PRQ |
| 3 | H | Apprenticeship Program | STDNT_GROUP = SAPR |
| 2 | I | Applied Baccalaureate Program | ACAD_PROG = BCHLR and ACAD_PLAN <> UNDECLBA |
| 9 | J | Upgrading Job Skills | Plan Code = NASJU |
| 11 | L | General Studies (Non-Degree/Certificate) | Plan Code = NASOT or ACAD_PLAN LIKE %PC |
| 12 | W | Exclusive Continuing Education | ONLY CAREER = CED |
| 8 | Y | Undecided | All Others |

Source for Criteria used in Crosswalk

| Criteria | Field | Source Table | View |
|-------------|-------------|--------------------------------|-------------------------------|
| DEGREE TYPE | DEGREE | SYSADM_CS.PS_ACAD_P LAN_TBL | SYSADM_CS.PS_ACAD_ PLAN_VW |
| Plan Code | ACAD_PLAN | SYSADM_CS.PS_ACAD_P LAN | SYSADM_CS.PS_ACAD_ PLAN_VW |
| STDNT_GROUP | STDNT_GROUP | PS_STDNT_GRP_S_HIST | |

Determining the Primary INTENT Code for the Data Warehouse:

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

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

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

Transitional Studies Programs and Courses

High School and Dual Enrollment Courses, Programs, and Completions

High School Completion Programs

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

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

Students are coded with one of the following plan codes (ACAD_PLAN) within the Transitional Studies program. This plan code can be assigned to a student during advisement or completion.

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

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

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

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

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

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

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

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

High School Reengagement Programs

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

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

Students must also be coded with a Student Group as shown below. **Students** should only be assigned to one SHS student group per term. This code should be verified each quarter and not be retained on the student after departure from the program.

| Program | Student Group |
|---------------------------|---------------|
| Open Doors (HB1418) | SHS1 |
| Gateway to College | SHS2 |
| High School Reengagement | SHS3 |
| Direct Funded High School | SHS4 |

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

Direct Funded High School Courses must be coded a with a funding source Course Attribute "SFND" value of "4" (contract). **Courses at the high school level** require CIP Code 32.0205 or 32.0208 and must also have a Course Attribute of "SAHS"

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

College in the High School

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

Courses must be coded with a Course Attribute "SCHS". Courses must also be coded as contract funded with a funding source Course Attribute "SFND" value of "4" (contract).

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

Mathematics Engineering Science Achievement (MESA)

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

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

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

Running Start

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

Running Start students are allowed a maximum combined FTE of 1.4. Colleges may also waive tuition on credits above 1.4 for low-income waiver Running Start students.

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

| Description | Student Group Code |
|----------------------|--------------------|
| Running Start | SRSR |
| Running Start Waiver | SRSL |

Running Start FTES will be calculated by: Units Enrolled minus (-) Units Billed

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

CTE Dual Credit (Formerly Tech Prep)

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

Former CTE Dual Credit students must be admitted to the college prior to awarding the credit.

Students are awarded CTE credits through the use of the Transfer Credit Evaluation, Other Credit pages. This information is used to map the course section to "T#P".

To award credit through Other Credit:

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

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

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

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

Basic Education for Adults (BEdA)

Basic Skills Students

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

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

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

Students enrolled exclusively in Basic Skills Courses should be coded in the Transitional Study Program with a Plan Code (ACAD_PLAN) of one of the following: ABE, ESL, HSE, HS_H2HSC, or HS_HCHSC.

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

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

Basic Skills Courses

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

| CIP | CIP Title | Included In WABERS |
|---------|----------------------------|--------------------|
| 32.0201 | EDUCATIONAL INTERVIEWING | Yes |
| 32.0203 | ASE LEVEL 1 | Yes |
| 32.0204 | ASE LEVEL 2 | Yes |
| 32.0205 | BASIC HIGH SCHOOL COMPL | No |
| 32.0208 | ADVANCED HIGH SCHOOL COMPL | No |
| 32.0210 | ABE LEVEL 1 | Yes |
| 32.0220 | ABE LEVEL 2 | Yes |
| 32.0230 | ABE LEVEL 3 | Yes |
| 32.0240 | ABE LEVEL 4 | Yes |
| 32.0301 | ESL LEVEL 1 | Yes |
| 32.0302 | ESL LEVEL 2 | Yes |
| 32.0303 | ESL LEVEL 3 | Yes |
| 32.0304 | ESL LEVEL 4 | Yes |
| 32.0305 | ESL LEVEL 5 | Yes |

| CIP | CIP Title | Included In WABERS |
|---------|--|--------------------|
| 32.0306 | ESL LEVEL 6 | Yes |
| 32.0401 | SPECIAL NON-STATE FUNDED ADULT EDUCATION | No |
| 32.0501 | ADULT EDUCATION I-BEST SUPPORT | Yes |
| 32.0601 | INTEGRATED EDUCATION AND TRAINING | Yes |
| 32.0701 | WORKPLACE LITERACY | Yes |
| 32.9997 | ABE FUNDED BASIC HSC | Yes |
| 32.9998 | ABE FUNDED ADVANCED HSC | Yes |

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

All courses coded with the CIPs listed above will be categorized in the Data Warehouse as Course Intent = Basic Skills. Courses should be coded with the appropriate Course Attribute “SFND” funding source value. CIP Codes 32.0205, 32.0208, and 32.0401 should not be coded on state-supported courses.

LACES

LACES Students

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

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

Basic Skills Students enrolled exclusively in Basic Skills Courses should be coded in the Transitional Study Program with a Plan Code (ACAD_PLAN) of one of the following: ABE, ESL, HSE, HS_H2HSC, or HS_HSHSC.

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

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

LACES Courses

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

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

| CIP | CIP Title |
|---------|-----------------------------------|
| 32.0201 | EDUCATIONAL INTERVIEWING |
| 32.0203 | ASE LEVEL 1 |
| 32.0204 | ASE LEVEL 2 |
| 32.0210 | ABE LEVEL 1 |
| 32.0220 | ABE LEVEL 2 |
| 32.0230 | ABE LEVEL 3 |
| 32.0240 | ABE LEVEL 4 |
| 32.0301 | ESL LEVEL 1 |
| 32.0302 | ESL LEVEL 2 |
| 32.0303 | ESL LEVEL 3 |
| 32.0304 | ESL LEVEL 4 |
| 32.0305 | ESL LEVEL 5 |
| 32.0306 | ESL LEVEL 6 |
| 32.0501 | ADULT EDUCATION I-BEST SUPPORT |
| 32.0601 | INTEGRATED EDUCATION AND TRAINING |
| 32.0701 | WORKPLACE LITERACY |
| 32.9997 | ABE FUNDED BASIC HSC |
| 32.9998 | ABE FUNDED ADVANCED HSC |

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

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

I-BEST Courses must have the SBST” Class Attribute with a value of BASICKILL to be included in LACES.

| Class Attribute Value | Description | Generates Enhanced FTES | Included in WABERS? |
|-----------------------|--|-------------------------|---------------------|
| BASICKILL | Team Taught with Basic Skills Students | Yes | Yes |
| DEVELOPMTL | Team Taught with Dev Ed Students | Yes | No |

Workforce Programs and Courses

Workforce Students

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

Students enrolled in a Workforce plan code (ACAD_PLAN) will be considered a workforce student. The Plan Codes are listed below:

| ACAD_PLAN | Description |
|-----------|--------------------------------------|
| NASJU | Non-Award Seeking Job Skills Upgrade |
| NASPE | Parent Education |

| Last 3 Digits of ACAD_PLAN | Description |
|----------------------------|--|
| APR | Non-Award Seeking Apprenticeship Program |
| APT | Associate Degree in Professional-Technical Program |
| AAS | Associate in Applied Science |
| C90 | Certificate: 90 or more credits |
| C45 | Certificate: 45 to 89 credits |
| C20 | Certificate: 20 to 44 credits |
| C01 | Certificate: 1 to 19 credits |
| BAA | Bachelor of Applied Arts |
| BAS | Bachelor of Applied Science |
| BAT | Bachelor of Applied Technology |
| BS | Bachelor of Science |
| BSN | Bachelor of Science Nursing |

Workforce Courses

Courses coded with a Course Attribute "SINT" value of "WORKFORCE" will be considered a workforce course with an INSTIT_INT_RECAT value of "V" (vocational) in the Data Warehouse.

Apprenticeships

The Washington State Registered Apprenticeship Program provides both on-the-job training that is employer sponsored and supervised by a journey-level craft or trade professional for minimum 2,000 hours/year, and related supplemental instruction (RSI) provided by training agent for minimum 144 hours/year that develop highly trained, knowledgeable, and skilled professionals.

WA Labor & Industry registers qualified apprenticeship sponsors/employers who partner with a variety of training agents, including employer-sponsored schools, union-sponsored schools and Washington state's community and technical colleges (more information at RCW 49.04 and <https://secure.lni.wa.gov/arts-public/#/program-search>).

Federally Registered Apprenticeships comprise of industry-driven career pathways where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable credential. Programs are approved and validated by the U.S. Department of Labor <https://www.dol.gov/agencies/eta/apprenticeship>.

Students must have a term-activated active apprenticeship plan stack during the quarter being reported.

The ACAD_PLAN carries one of the following Apprenticeship attribute values to identify the type of apprenticeship program. Students enrolled and term activated in plans with these attributes will automatically be assigned the Student Groups below.

| Plan Attribute Value | Assign Student Group |
|----------------------|----------------------|
| State | SAPR |
| Federal | SAPR |

The SAPR Student Group code is used for SBCTC enrollment reporting purposes. **Because these codes are for the purpose of state-level reporting, use caution if using them for local operational purposes as the criteria or effective dating application may differ by purpose.**

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

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

Degree seeking: journeyman returning for degree or certificate – should be term activated and enrolled into Multi-Occupational Trades AAS or other appropriate plan for degree or certificate.

Baccalaureate Programs

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

Students matriculated into a baccalaureate program are identified by their ACAD_PLAN.

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

Baccalaureate Program Certificates

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

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

- Must be “Active” in the bachelor degree plan and term activated in the bachelor degree plan. The plan stack should only contain the bachelor degree plan. The bachelor certificate plan will be contained within a separate plan stack.

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

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

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

Basic Food Employment and Training (BFET)

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

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

Note: Student Group coding is critical for identifying students for state and federal reporting. Please review [Manually Assigned Student Groups](#) for additional information.

Customized Training Program (CTP)

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

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

Courses must be coded with a Course Attribute of “SCJT” and a Course Attribute “SFND” value of “4” (contract).

Department of Corrections (DOC)

On July 1, 2002, the State Board for Community & Technical Colleges (SBCTC) entered into an Interagency Agreement with the Washington State Department of Corrections to provide educational services to eligible offenders incarcerated in the state’s 15 prisons. The SBCTC

had sub-agreements with nine community colleges, which operate programs within the confines of each prison facility. Three prisons have closed since 2002, so SBCTC currently has agreements with eight colleges and 12 prisons.

Students will be identified by the Student Group “SDOC”. The student group will be set automatically each night based on the student being enrolled in a class with one of the following locations.

| LOCATION | DESCR |
|----------|--|
| CBCC | Clallam Bay Corrections Center |
| OCC | Olympic Corrections Center |
| STC | Stafford Creek Corrections Center |
| CCC | Cedar Creek Corrections Center |
| GHE | Washington Corrections Center |
| CLLARC | Larch Corrections Center |
| AHCC | Airway Heights Corrections Center |
| CRC | Coyote Ridge Corrections Center |
| WSP | Washington State Penitentiary |
| MCC | Mission Creek Corrections Center |
| WCC | Washington Corrections Center for Women |
| MSU | Monroe Correctional Complex: Minimum Security Unit |
| SOP | Monroe Correctional Complex: Special Offender Program |
| TRC | Monroe Correctional Complex: Twin Rivers Correction Center |
| WSR | Monroe Correctional Complex: Washington State Reformatory |

Note: Student Group coding is critical for identifying students for state and federal reporting. Please review [Mass Assigned Student Groups](#) for details on how this Student Group is set.

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

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

If needed, a student’s DOC ID number can be entered as an External System ID. Please use the [Entering an External System ID – DOC Quick Reference Guide \(QRG\)](#) for directions on how to enter this information.

Hospital Employee Education and Training (HEET)

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

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

Note: Student Group coding is critical for identifying students for state and federal reporting. Please review [Manually Assigned Student Groups](#) for additional information.

I-BEST

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

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

Classes must be coded with the Class Attribute of “SBST” with one of the following values:

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

Job Skills Program

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

Courses must be coded with a Course Attribute of “SJST” and a Course Attribute “SFND” value of “4” (contract).

Students should be associated with ACAD_PLAN “NASJU”. This ACAD_PLAN is cross walked to Intent “J” in the Data Warehouse.

Parent Education

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

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

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

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

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

Work-based Learning

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

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

Worker Retraining

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

Students must have a term-activated active plan stack during the quarter being reported as the student attribute is coded on the plan stack. The effective date for the plan stack and the student attribute must be the same. The attribute should be removed when the student is no longer served in the program. For details on adding and removing this Student Attribute, please review the [Managing Student Attributes \(ORG\)](#)

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

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

Students will be identified by the Student Group “SWRT”. The student group will be set automatically each night for enrolled students with the student attribute correctly coded on their term activated plan stack.

Note: Student Group coding is critical for identifying students for state and federal reporting. Please review [Mass Assigned Student Groups](#) for details on how this Student Group is set.

WorkFirst

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

Students must have a term-activated active plan stack during the quarter being reported as the student attributes are coded on the plan stack. The attribute should be removed when the student is no longer served in the program. The effective date for the program and the student attribute must be the same. For details on adding this Student Attribute, please review the [Managing Student Attributes \(ORG\)](#)

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

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

Students will be identified by the Student Group “SWRF”. The student group will be set automatically each night for enrolled students with the student attribute correctly coded on their term activated plan stack.

Note: Student Group coding is critical for identifying students for state and federal reporting. Please review [Mass Assigned Student Groups](#) for details on how this Student Group is set.

Academic Programs and Courses

Academic Transfer Students

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

Students enrolled in the Academic Program will be considered an academic transfer student when the student’s term activated ACAD_PLAN has a DEGREE of “AA” or “AS”.

Academic Courses

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

International Contract

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

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

Coding International Contract for State FTE

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

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

- In the SBCTC Data Warehouse: Student table INTERNATIONAL_STUDENT = "Y" and Stuclass table FUND_SOURCE_ENROLLMENT = "S" and Stuclass table FEE_PAY_STATUS <> "01".
- In PeopleSoft: Students with student group "SINT" enrolled in state-supported classes paying non-resident tuition (RESIDENCY = 'OS')

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

- Apply the student group "SINC".

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

- Deactivate the Student Group "SINC" after the start of the term.

Nursing – RN Pathway Designation

A student group has been created to designate students that are coming into the RN to BSN programs via the LPN to ADN or LPN to BSN pathways.

Students will use the same plan code (ACAD_PLAN) as "traditional" entry ADN (RENDTAA) and BSN (RENNUBS) students since that is the degree they earn. However, a student group must be used to designate students with an LPN to track degree effectiveness.

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

Pre-College Courses

Courses designed to prepare the student for college level coursework.

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

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

eLearning

Instruction Mode is used to identify eLearning courses. Effective 2024-25, the Instruction Modes were reviewed and revised. Please refer to [Instruction Mode](#) for the current coding schema.

Open Educational Resources (OER)

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

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

Courses are coded with a Course Attribute of “SOER”. Please review the OER Labeling Policies in the [Implementation Guide of OER and Low-Cost Labeling Policies for Washington Community and Technical Colleges](#) for additional information and criteria required for this coding.

Low Cost Course Material

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

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

Courses that meet the criteria above are coded with a Course Attribute of “SLCM”. Please review the Low-Cost Labeling Policies in the [Implementation Guide of OER and Low-Cost Labeling Policies for Washington Community and Technical Colleges](#) for additional information and criteria required for this coding.

College Success Courses

College Success courses equip students with the knowledge and skills necessary to succeed in college. Courses include instruction in academic and career exploration, critical thinking, systems navigation, and essential learning strategies, through which students will gain a deeper understanding of college expectations, resources, and pathways to achieve their educational and career goals.

Courses are designated by a Course Attribute of “SCOL”.

Learning Communities

Slated to be discontinued and transitioned to local college Course Attribute

Courses are designated by a Course Attribute of “SLER”.

Accelerated Outcomes Pre-College Courses

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

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

Academic Credit for Prior Learning (ACPL)

Formerly known as Prior Learning Assessment (PLA).

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

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

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

- 1) “Awarding Credit for Non-Traditional Learning” will now be referred to as “Academic Credit for Prior Learning.” The current WSAC Prior Learning Assessment Work

Group will be referred to going forward as the Academic Credit for Prior Learning Work Group.

- 2) Four categories that are established Academic Credit for Prior Learning are specifically denoted on a student's transcript: Credit by Testing, Prior Experiential Learning, Extra-Institutional Learning and Course Challenges.
- 3) Students enrolled in a course for which they receive credit through competency-based testing or other direct faculty arrangements will neither be considered Academic Credit for Prior Learning nor specifically denoted as such.
- 4) Recommend that "CBE" code for "Credit by Exam" under "Course Challenges" be changed to distinguish from and acronym for "competency-based education."

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

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

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

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

2. **Prior Experiential Learning** – *Knowledge and skills acquired through experience alone, evaluated (subjectively) by faculty via evaluation of a compilation of work. All prior learning assessment HS21+ credits are awarded through prior experiential learning portfolio review.*

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

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

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

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

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

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

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

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

When awarding credit for prior learning in PeopleSoft Campus Solutions, use the **Test Credits – Manual** or the **Other Credits – Manual**. Each category below includes the code that should be used when entering the credits. These codes are mapped to match Legacy Section coding in the Data Warehouse e.g., AP is A#P in the Data Warehouse.

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

To clearly identify the category or source of prior learning, **enter a Transcript Note including the course subject and number with the code or description shown below**. For example, “ENGL& 101 awarded from AP” or “10 credits Soc Science awarded from Exp. Learning”.

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

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

| Test ID | Description | Mapped to SECT |
|---------|-----------------------------------|----------------|
| AP | Advanced Placement | A#P |
| IB | International Baccalaureate | I#B |
| CLEP | College Level Examination Program | C#P |
| DSST | DANTES Subject Standardized Tests | DST |
| CLE | Cambridge "A" Level Exam | CLE |
| IBSL | International Baccalaureate SL | IBSL |
| CLEAS | Cambridge AS Level Exam | CLES |

For other ACPL credits awarded such as Portfolio Review or Joint Services Transcript (JST), use the Other Credits – Manual page and the codes listed below. For more information on entering Other Credit, please see the [Other Credit ORG](#) and [Entering Transcript Text ORG](#).

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

- **Prior Experiential Learning**

| Other Credit Type | Description | Mapped to SECT |
|-------------------|------------------------|----------------|
| PLA-PR | Portfolio Review | PEL |
| PLA-HSPR | HS21+ Portfolio Review | HSP |

- **Extra-Institutional Learning**

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

- **Course Challenges**

| Other Credit Type | Description | Mapped to SECT |
|-------------------|----------------|----------------|
| PLA-CLG | Credit by Exam | CLG |

Veterans

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

Students are coded in PeopleSoft using ONE of the following Student Groups.

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

Foster Care Students

The Passport to College Promise program offers financial assistance to former and current foster care children who have been in foster care in the state of Washington for one day or longer since their thirteenth birthday. The purpose of the bill is to encourage current and former foster care youth to prepare for, attend and successfully complete higher education. The bill is also designed to provide current and former foster care youth with the educational planning, information, institutional support, and direct resources necessary for them to succeed in higher education.

The bill states that institutions of higher education that receive funding for student support services shall include on their applications for admission or on their registration materials a

question asking whether the applicant has been in foster care in Washington state for at least one year since his or her sixteenth birthday.

Foster Care **students** are identified through the Student Group code of “SFCY”.

Early Achievers Grant

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

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

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

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

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

Students will be identified by the Student Group “SEAG”. The student group will be set automatically each night for enrolled students with the student attribute correctly coded on their term activated plan stack.

Note: Student Group coding is critical for identifying students for state and federal reporting. Please review [Mass Assigned Student Groups](#) for details on how this Student Group is set.

Ability to Benefit

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

Beginning fall quarter 2020, all students receiving financial aid based on Ability to Benefit must be coded. The code shall be applied each quarter until the student has earned a

high school credential/equivalent or is no longer receiving financial aid. Please work with your financial aid office and registrars to make this happen.

Students are assigned to these Student Groups:

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

Student Emergency Assistance Grant

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

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

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

Note: Student Group coding is critical for identifying students for state and federal reporting. Please review [Manually Assigned Student Groups](#) for additional information.

Supporting Students Experiencing Homelessness

In 2021, the Washington State Legislature expanded the pilot program first established by 2SSB 5800 by passing SHB 1166. The expanded pilot directs the State Board of Community and Technical Colleges (SBCTC) to select eight college districts with no less than four located outside of the Puget Sound region to provide certain accommodations to students experiencing homelessness and who were in foster care at the time of graduation from high school. The colleges participating in the pilot program must contribute to a joint report facilitated by SBCTC to the appropriate committees of the Legislature by December 1, 2023,

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

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

Note: Student Group coding is critical for identifying students for state and federal reporting. Please review [Manually Assigned Student Groups](#) for additional information.

Undergraduate Research Experience

For this coding, we define an undergraduate research experience (URE) as a research project that is included in the course curriculum, expanding research opportunities to all students. The research experience can occur across the curriculum, including, but not limited, to, those in introductory (survey) and specialized research courses. UREs often include some or all of the following characteristics:

- Research is embedded into the course curriculum.
- All students engage in the research project for a significant amount of time.
- Students are engaged in hands-on, active learning and discovery.
- Students have some ownership and autonomy to make decisions within the research experience.
- Students work collaboratively on the project.
- Students engage in iteration (building on prior knowledge, repeating experiments, or using multiple approaches to address the research question)
- Students utilize the research methodology of the discipline and get experience investigating authentic and relevant questions in the discipline.
- Students communicate their research outcomes in some manner that replicates professional norms (i.e., presentations, publications, research posters, etc.).

Beginning Spring 2025, any course that incorporates an undergraduate research experience should be coded. This is a way to track student outcomes related to this high-impact practice within and across colleges.

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

Childcare for Student Parents

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

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

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

Note: Student Group coding is critical for identifying students for state and federal reporting. Please review [Manually Assigned Student Groups](#) for additional information.

Shared Courses (formerly WAOL)

Effective 2024-25 WAOL was retired as an Instruction Mode. The coding below has been implemented to help with tracking and associating system shared classes between the instructing and enrolling colleges. FTES are generated at the college where the student is enrolled, regardless if it is the instructing college or enrolling college.

Shared Courses must use the same Class Section value, referred to as Shared Section ID. The Shared Section ID is used to identify shared classes across colleges in addition to the Course Attributes to designate Shared Classes.

Shared Class Sections must be assigned a Course Attribute of “SSHR” with an Attribute Value of “INSTRUCTED” or “ENROLLED”, **AND**

Shared Class Sections must also be assigned a Course Attribute of “SSHP” with an Attribute Value of “ECE”, “APPCONNECT”, or “EMERGMANAG”. These must be the same between the instructing and enrolling colleges.

For additional information, please see the [Shared Courses in ctcLink ORG](#)

Special Funded Programs

Some programs are specially funded at the program level, such as Aerospace 1000, Aerospace Apprenticeship, Career Launch, and Tribal Stewards. Coding has been implemented at the plan code (ACAD_PLAN) level to allow easier tracking of enrollments in these programs by both SBCTC and college staff. When changes are needed, colleges will need to work with the program staff at SBCTC to make the changes.

A plan attribute has been added to each of the approved plan codes (ACAD_PLAN) to identify these programs. The plan attribute is used to mass assign the following student groups. These student groups are view only.

- SARO - Aerospace 1000
- SAPA - Aerospace Apprenticeship
- SCAR - Career Launch
- STRB – Tribal Stewards

Note: Student Group coding is critical for identifying students for state and federal reporting. Please review [Mass Assigned Student Groups](#) for details on how this Student Group is set.

Continuing Education

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

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

Exit Coding

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

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

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

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

| Award Title | Exit Code | CIP Code | PeopleSoft Plan Code or Degree |
|--|-----------|----------|--------------------------------|
| Associate in Elementary Education DTA/MRP Retired in Winter 2014 | E | 13.1202 | EETEEAA |
| Associate in Business DTA/MRP | F | 52.0101 | BUCBUAA |
| Associate in Math Education DTA/MRP | G | 13.1311 | METMEAS |
| Associate in Physics Education AS-T #2 Retired in Fall 2014 | H | 13.1329 | PTEPEAS |
| Associate in Chemistry Education AS-T #1 Retired in Fall 2014 | I | 13.1323 | CTECEAS |
| Associate in Biology Education AS-T #1 Retired in Fall 2014 | J | 13.1322 | BTEBEAS |
| Associate in Science – Transfer Materials Science and Manufacturing Engineering Track 2/ MRP | J | 14.1801 | MEEMSAS |
| Associate in Gen Science Ed AS-T# 1 Retired in Fall 2014 | K | 13.1316 | STEGSAS |
| Associate in Nursing DTA/MRP | L | 51.3801 | RENDTAA |
| Associate in Technology DTA/MRP Retired in Fall 2019 | M | 15.0000 | ENTTEAS |

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

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

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

Appendix A – Program Reporting Tools

Student Attribute Coding

Student Attribute Coding and Mass Assign Jobs:

The Student Group is set by an automated process (mass assign job) based on a combination of the Student Attribute and the Attribute value. There is no need to manually add the student group to the student. The process on your end is done through the Academic Program > Student Attribute pages. Steps for the best practice to record the history of the student's entry and exit into the program attribute and ensure accurate reporting of enrollment and FTE calculation is below.

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

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

- a. Adding the Attribute & Value: The effective date should be dated the day before the first day of the term to be counted for reporting purposes. The effective date for the program plan stack must be the same as the student attribute.
- b. Removing the Attribute & Value: It is necessary that a new effective date be added. The effective must be after the student's last eligible term and before the start of the next term.

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

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

Data Quality Reporting Tools for Student Attribute Coding:

PS Queries:

- 1) QCS_CC_SBCTC_ATTR_GROUP

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

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

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

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

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

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

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

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

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

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

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

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

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

To be counted: All flags must be Yes.

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

PS Views for use in query development:

1) VCS_STDNT_ATTR (used by query QCS_CC_SBCTC_ATTR_GROUP)

To find students with coding issues directly using the view:

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

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

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

2) VCS_STNDT_GROUP

Associates the student group coding to terms.

Appendix B – Student Attribute Values

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

| Attribute | Description | Short Description | Attribute Value | Description | Short Description | Effective Date |
|-----------|-----------------------|-------------------|-----------------|--------------------------------|-------------------|----------------|
| SEAG | Early Achievers Grant | EAG Grant | SE01 | Working at Childcare Center | ChldCr Ctr | 6/26/2020 |
| SEAG | Early Achievers Grant | EAG Grant | SE02 | Working at Family Home Childca | HomeCr Ctr | 6/26/2020 |
| SEAG | Early Achievers Grant | EAG Grant | SE03 | Working at ECEAP | ECEAP | 6/26/2020 |
| SEAG | Early Achievers Grant | EAG Grant | SE04 | Working at Head Start | Head Start | 6/26/2020 |
| SWRF | WorkFirst | WorkFirst | SF01 | Customized Job Skills Training | CJST | 1/2/2016 |
| SWRF | WorkFirst | WorkFirst | SF02 | Vocational Education | Voc Ed | 1/2/2016 |
| SWRF | WorkFirst | WorkFirst | SF03 | Job Skills Training | JobSklTrng | 1/2/2016 |
| SWRF | WorkFirst | WorkFirst | SF05 | Basic and Developmental Ed | Bas/Dev Ed | 1/2/2016 |
| SWRF | WorkFirst | WorkFirst | SF06 | Life Skills | LifeSkills | 1/2/2016 |
| SWRT | Worker Retraining | WrkrRetrng | SW01 | Dislocated Worker | DislocWrkr | 1/2/1901 |
| SWRT | Worker Retraining | WrkrRetrng | SW02 | Stop Gap Employment | Stop Gap | 1/2/1901 |
| SWRT | Worker Retraining | WrkrRetrng | SW03 | Receivg UI bens Not Dislocated | UIBenNoDis | 1/2/1901 |
| SWRT | Worker Retraining | WrkrRetrng | SW04 | Displaced Homemaker | Displ Hmkr | 1/2/1901 |
| SWRT | Worker Retraining | WrkrRetrng | SW05 | Was Self-Employed | SelfEmploy | 1/2/1901 |
| SWRT | Worker Retraining | WrkrRetrng | SW06 | Boeing Dislocated Workers | BoeingDisl | 1/2/1901 |
| SWRT | Worker Retraining | WrkrRetrng | SW07 | Vulnerable Worker | VulnrblWrkr | 1/2/1901 |
| SWRT | Worker Retraining | WrkrRetrng | SW08 | Disaster Impacted Workers | DistrImpct | 1/2/1901 |
| SWRT | Worker Retraining | WrkrRetrng | SW09 | Displaced Veterans | Displ Vet | 1/2/1901 |
| SWRT | Worker Retraining | WrkrRetrng | SW10 | Active Duty Military | Actv Duty | 1/2/1901 |

Appendix C – Student Groups

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

| Group | Description | Short Description | Effective Date |
|-------|--------------------------------|-------------------|----------------|
| SABC | Ability to Benefit 6 Cr/Equiv | ATB Cr/Eqv | 9/7/2020 |
| SABS | Ability to Benefit State | ATB State | 9/7/2020 |
| SABT | Ability to Benefit Test | ATB Test | 9/7/2020 |
| SAPA | Aerospace Apprenticeship | AeroApprnt | 7/1/2023 |
| SAPR | Apprenticeship | Apprentice | 1/1/1901 |
| SARO | Aerospace 1000 | Aero1000 | 7/1/2023 |
| SBFT | Basic Food, Employment & Train | BFET | 1/1/1901 |
| SBST | Intgrtd Basic Ed Skill Traing | IBEST | 1/1/1901 |
| SCAR | Career Launch | CareerLnch | 7/1/2023 |
| SCLD | Child Care Center | Child Care | 1/1/1901 |
| SDOC | Department of Corrections | DOC | 1/1/1901 |
| SDSS | Approved for Disability Svcs | SDSS | 1/1/1901 |
| SEAG | Early Achievers Grant | EAG | 3/22/2018 |
| SEAP | Student Emergency Assistance | EmrgcyAsst | 5/10/2021 |
| SFCY | Foster Care Youth | FosterCare | 1/1/1901 |
| SFGA | Parent Less than HS Grad | PrntLT HS | 1/1/1901 |
| SFGB | Parent HS Grad | PrntHSGrad | 1/1/1901 |
| SFGC | Parent BA or Higher | PrntBA+ | 1/1/1901 |
| SHEE | HEET (Hospital Employee) | HEET | 1/1/1901 |
| SHS1 | Open Doors | Open Doors | 1/1/1901 |
| SHS2 | Gateway to College | Gtwy2Collg | 1/1/1901 |
| SHS3 | High School Reengagement | HSReengage | 1/1/1901 |
| SHS4 | Direct Funded High School | DirFundHS | 9/16/2021 |
| SINC | International Contract Student | Intl Cont | 1/1/1901 |
| SINT | International Student | Intl Stu | 1/1/1901 |
| SLPN | Entry with LPN credential | SLPN | 1/1/2023 |
| SMSA | MESA Program | MESA | 9/21/2015 |
| SOPG | Opportunity Grant | Opp Grant | 1/1/1901 |
| SRSL | Running Start Waiver | RS Waiver | 1/1/1901 |
| SRSR | Running Start | RS Student | 1/1/1901 |
| SSEH | Stds Experiencing Homelessness | HomelesStu | 5/10/2021 |
| STRB | Tribal Stewards | TriblStwrd | 1/1/2025 |
| SVBA | Chapter 30 MGIB | Ch30 MGIB | 1/1/1901 |
| SVBB | Chapter 31 VR&E | VR&E | 1/1/1901 |
| SVBC | Chapter 32 VEAP | VEAP | 1/1/1901 |
| SVBD | Chapter 33 Post 9/11 Veterans | 9/11 Vets | 1/1/1901 |
| SVBE | Ch 33 Post 9/11 TOE Dep Child | 9/11 TOE C | 1/1/1901 |

| Group | Description | Short Description | Effective Date |
|-------|--------------------------------|-------------------|----------------|
| SVBF | Chapter 35 Dependent Child | Ch 35 DepC | 1/1/1901 |
| SVBG | Chapter 1606 MGIB | Ch1606MGIB | 1/1/1901 |
| SVBH | Chapter 1607 REAP | REAP | 1/1/1901 |
| SVBJ | Active Duty TA | Active TA | 1/1/1901 |
| SVBK | Active Duty Military Benefits | Active Ben | 1/1/1901 |
| SVBL | Active Duty Dependent Benefits | Act Dp Ben | 1/1/1901 |
| SVBM | Ch 33 Post 9/11 TOE Elg Spouse | 9/11 TOE S | 1/1/1901 |
| SVBN | Chapter 35 Eligible Spouse | Ch 35 ElgS | 1/1/1901 |
| SVBP | All Other Veterans w/Ben | Othr VwBen | 1/1/1901 |
| SVBQ | Spouse/DomesticPart/DepNotRcvg | Sp/DepNoRc | 6/22/2024 |
| SVBV | VRAP | VRAP | 1/1/1901 |
| SVBZ | All Other Veterans No Ben | Othr VnoBn | 1/1/1901 |
| SVET | Veteran Information | ReqVetInfo | 1/1/1901 |
| SW29 | Waive Nonresident Operat. Fee | NonResOpFe | 1/1/1901 |
| SW70 | Eligible Vets/National Guard | Vet/Nat Gd | 1/1/1901 |
| SW71 | Military Other | MilitaryOt | 1/1/1901 |
| SW9A | Wrongfully Convicted Felon | Wrong Conv | 1/1/1901 |
| SWBR | WABERS | WABERS | 1/1/1901 |
| SWRF | WorkFirst | WorkFirst | 1/1/1901 |
| SWRT | Worker Retraining | WrkrRetrng | 1/1/1901 |
| SWSA | Employed FT | Emp FT | 1/1/1901 |
| SWSB | Employed PT | Emp PT | 1/1/1901 |
| SWSC | Unemployed Seeking | Unemp Seek | 1/1/1901 |
| SWSD | Unemployed Not Seeking | Unemp noSk | 1/1/1901 |

Appendix D – Course Attribute Values

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

| Attribute | Attribute Description | Short Description | Attribute Value | Value Description | Effective Date |
|-----------|----------------------------|-------------------|-----------------|-------------------------------------|----------------|
| SAHS | Direct Funded High School | DirFundHS | DFHS | Direct Funded High School | 9/16/2021 |
| SBST | I-Best | I-Best | DEVELOPM TL | Team Taught w/ Dev Ed Students | 6/19/2021 |
| SBST | I-Best | I-Best | BASICSKILL | Team Taught w/ Basic Skill Students | 6/19/2021 |
| SCHS | College in the High School | Coll in HS | COLHS | College in the High School | 3/22/2018 |
| SCJT | Customized Job Training | Cust Jb Tr | SCJT | Customized Job Training | 1/1/1901 |
| SCOL | College Success Course | ColSuccess | SCOL | College Success Course | 6/17/2024 |

| Attribute | Attribute Description | Short Description | Attribute Value | Value Description | Effective Date |
|-----------|-------------------------------|-------------------|-----------------|-------------------------------|----------------|
| SCOR | Corrections Specific Units | Corr Unit | SIMU | Intensive Management Unit | 4/22/2021 |
| SCOR | Corrections Specific Units | Corr Unit | SSBU | Skill Building Unit | 4/22/2021 |
| SCOR | Corrections Specific Units | Corr Unit | SSOU | Special Offender Unit | 4/22/2021 |
| SCOR | Corrections Specific Units | Corr Unit | SCCU | Closed Custody | 6/17/2024 |
| SCYB | Cybersecurity 500 | Cyber500 | CYBER | Cybersecurity 500 | 7/1/2022 |
| SFND | Fund Source | Fund Srce | 1 | Fully State Funded | 1/1/1901 |
| SFND | Fund Source | Fund Srce | 2 | Partially State Funded-Sup | 1/1/1901 |
| SFND | Fund Source | Fund Srce | 3 | Partially State Funded-Shared | 1/1/1901 |
| SFND | Fund Source | Fund Srce | 4 | Grant and Contract Funded | 1/1/1901 |
| SFMD | Fund Source | Fund Srce | 5 | Self-Support | 1/1/1901 |
| SINT | Course Intent | Crse Intnt | ACADEMIC | Academic Course | 1/1/1901 |
| SINT | Course Intent | Crse Intnt | WRKFRCES UP | Workforce Supplemental Course | 1/1/1901 |
| SINT | Course Intent | Crse Intnt | WORKFORCE | Workforce Course | 1/1/1901 |
| SINT | Course Intent | Crse Intnt | PERSENRICH | Personal Enrichment Course | 1/1/1901 |
| SJST | Jobs Skills Training | Job Skl Tr | SJST | Jobs Skills Training | 1/1/1901 |
| SLCM | Low-Cost Textbooks | Low-Cost | SLCM | Low-Cost Textbooks | 8/27/2018 |
| SLER | Learning Communities | Learn Comm | SLER | Learning Communities | 1/1/1901 |
| SNFG | Non-FTE Generating | Non-FTE | NON-FTE | Non-FTE Generating Class | 1/1/1901 |
| SOER | -OER:No Textbook to Purchase | Opn Ed Res | OER | Open Educational Resources | 8/27/2018 |
| SOTH | Other Course Attributes | Other Attr | SACC | Accelerated Outcomes | 3/22/2018 |
| SSHR | System Shared Classes | SSHR | ENROLLED | Enrolled Section | 5/8/2024 |
| SSHR | System Shared Classes | SSHR | INSTRUCTED | Instructed Section | 5/8/2024 |
| SSHP | System Shared Class Program | SSHP | ECE | Early Childhood Education | 5/8/2024 |
| SSHP | System Shared Class Program | SSHP | APPCONNECT | AppConnect-BSCS | 5/8/2024 |
| SSHP | System Shared Class Program | SSHP | EMERGMANAG | Emergency Management | 5/8/2024 |
| SURE | Undergrad Research Experience | UgrdResrch | URE | Undergrad Research Experience | 2/10/2025 |
| SWRK | Workbased Learning | Workbased | WRKBASED | Workbased Learning | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 1 | 1% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 2 | 2% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 3 | 3% Externally Funded | 1/1/1901 |

| Attribute | Attribute Description | Short Description | Attribute Value | Value Description | Effective Date |
|-----------|---------------------------|-------------------|-----------------|-----------------------|----------------|
| SXTF | Percent Externally Funded | Xtrnl Fund | 4 | 4% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 5 | 5% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 6 | 6% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 7 | 7% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 8 | 8% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 9 | 9% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 10 | 10% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 11 | 11% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 12 | 12% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 13 | 13% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 14 | 14% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 15 | 15% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 16 | 16% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 17 | 17% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 18 | 18% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 19 | 19% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 20 | 20% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 21 | 21% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 22 | 22% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 23 | 23% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 24 | 24% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 25 | 25% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 26 | 26% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 27 | 27% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 28 | 28% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 29 | 29% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 30 | 30% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 31 | 31% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 32 | 32% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 33 | 33% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 34 | 34% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 35 | 35% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 36 | 36% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 37 | 37% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 38 | 38% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 39 | 39% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 40 | 40% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 41 | 41% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 42 | 42% Externally Funded | 1/1/1901 |

| Attribute | Attribute Description | Short Description | Attribute Value | Value Description | Effective Date |
|-----------|---------------------------|-------------------|-----------------|-----------------------|----------------|
| SXTF | Percent Externally Funded | Xtrnl Fund | 43 | 43% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 44 | 44% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 45 | 45% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 46 | 46% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 47 | 47% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 48 | 48% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 49 | 49% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 50 | 50% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 51 | 51% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 52 | 52% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 53 | 53% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 54 | 54% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 55 | 55% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 56 | 56% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 57 | 57% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 58 | 58% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 59 | 59% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 60 | 60% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 61 | 61% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 62 | 62% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 63 | 63% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 64 | 64% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 65 | 65% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 66 | 66% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 67 | 67% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 68 | 68% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 69 | 69% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 70 | 70% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 71 | 71% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 72 | 72% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 73 | 73% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 74 | 74% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 75 | 75% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 76 | 76% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 77 | 77% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 78 | 78% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 79 | 79% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 80 | 80% Externally Funded | 1/1/1901 |
| SXTF | Percent Externally Funded | Xtrnl Fund | 81 | 81% Externally Funded | 1/1/1901 |

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



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Washington State Board for Community and Technical Colleges