Reporting Terminology, Definitions and Standards

This document addresses the approved standards for reporting data/information to ensure consistency in terminology and pertains to data derived from all enterprise level university systems including Banner and the Business Intelligence and Predictive Modeling (BIPM) system. The Data Management Committee (DMC) of the Data Governance Council are the owners of this document which is reviewed periodically and updated for corrections, modifications and additions. For questions concerning this document contact the Office of Planning and Analysis (OPA). A companion document Glossary of Terms can be found at www.wichita.edu/opa under the Data Standards and Glossary link.

I.   Universals

This section addresses reporting measures that are common to all units/divisions on campus.

1.A. Report Headers and Footers: [dimension custodian: DMC]

All reports will use standardized headers and footers to allow end-users to know the office to contact for questions related to the report (left header), the date and the total number of pages of the report (right header), the date and time of data source, record row count (available in list only not crosstab mode), the data source system used (left footer) and the WSU logo (right footer).

(left)   (right)
Header:
Contact Office   Report date/time: mm/dd/yyyy (page x of x)

Data Source date/time Row Count:

[INSERT REPORT CONTENT HERE]

Footer:
Data Source System   WSU logo

The "Contact Office" is the unit that serves as the data custodian of the report; end-users who have questions related to the report would contact this unit. While not always, the contact office establishes report parameters, content and security.

The "Data Source System" refers to the type and source of data used for the report. Examples of data source systems include Banner Production, Business Intelligence & Predictive Modeling (BIPM), WSU Data Warehouse. In cases where dual data source systems are being used, managed systems (systems that perform etl processing on production data) take precedence. For example, a report that extracts data from the Data Warehouse and live Banner Production would default to the Data Warehouse; the rationale for this precedence is that etl-based data can alter the state of live data and should be referenced first.

Example Header & Footer:

Office of Planning & Analysis (OPA)   Report date/time: 12/14/2014 (Page 3 of 8)

Data Source Date: January 18, 2015 Row Count:1,327

[report column headers……………………………………]
1
2
3   [INSERT REPORT CONTENT HERE]
4
5
6

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Reports can come in numerous layout/modes. Two of the most common are List and Crosstabs.

A **List** contains direct data from a data table or source. Every line of the list generally corresponds to a single record. Some calculations are possible (mostly totals). A list normally can contain information on the lowest level or unit of analysis (e.g., a student, a transaction, a class section).

A **Crosstab** groups and calculates the information it displays. It won't display individual records (i.e., students) but will show the number of students in each category (e.g., number of students from each country, number of new students at each scholastic level). A Crosstab may then be used to drilldown to display information on the individuals within each category.

The two, List and Crosstab, are distinct objects in Cognos, and have different properties. For example, you can freely add headings to a Crosstabs, but can't easily do so to a List. Similarly, you can add automatically generated row numbers to a List, but not to a Crosstab. List based reports will contain a row count column as column 1 (crosstab reports do not have this feature). When printed or exported the header will read 'Report row'.

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1.B. Report/Table/Graph Titles & Preambles: [dimension custodian: DMC]

Reports (including Tables, Graphs, Figures, Images) should have short but informative Titles or Preambles that describe the content and use of the information displayed including data source and time dimension (e.g., real-time data at time of report execution, within last 24 hours, frozen or census).

2. Date and Time Related: [dimension custodian: DMC]

Date related dimensions include serial date stamps, month, week and day (see *Academic Year, Fiscal Year, and Calendar Year* for year-related dimension reporting).

Month elements can be reported in numerous formats:

Full	3 character	2 character*	1 character*	Numeric
January	Jan	Ja	J	01
February	Feb	Fe	F	02
March	Mar	Ma	M	03
April	Apr	Ap	A	04
May	May	Ma	M	05
June	Jun	Ju	J	06
July	Jul	Jl	J	07
August	Aug	Au	A	08
September	Sep	Se	S	09
October	Oct	Oc	O	10
November	Nov	No	N	11
December	Dec	De	D	12

*single character codes should only be used as a complete 12 month series; when using a partial series (e.g., January to June) a footnote is required denoting the full name of the starting month.

X by Month

Dimension:	Jan	Feb	Mar	Apr	May	Jun
value	x	x	x	x	x	x

X by Month by Quarter

	Qtr 1			Qtr 2			Qtr 3			Qtr 4		
Dimension:	J	F	M	A	M	J	J	A	S	O	N	D
value	x	x	x	x	x	x	x	x	x	x	x	x

X by Month*

Dimension:	J	A	S	O	N	D
value	x	x	x	x	x	x

*July is the starting month.

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Week related elements for reporting are based on the ISO 8601 standard which accommodates years in which a 53rd week occurs (364 to 371 days per year). Monday is day 1 of a 7 day week and the first week of the year is the first week in January that contains a Thursday. For reporting week data the following terms are permitted:

Full	3 character	1 character*	Numeric
Monday	Mon	M	1
Tuesday	Tues	T	2
Wednesday	Wed	W	3
Thursday	Thu	H	4
Friday	Fri	F	5
Saturday	Sat	S	6
Sunday	Sun	U	7

*ISO standard for single character weekday beginning with Monday is based on the 1st letter of the day; if a letter is repeated, than the first unique letter within a weekday name is used.

Serial **dates** should be expressed as mm/dd/yyyy as in 01/18/1957. For ISO week reporting the standard is YYYY-weeknum-daynum as in 1957-03-05 (1957, week 3, day 5).

While a 24 hour clock is used in back office and for programming, when reporting, **time** measures should be displayed as hours or hours and minutes (hh:mm as in 2:30pm) and be based on a 12 hour clock with am/pm required even when reporting only am or pm time segments. Time is reported in Central Standard Time (CST).

Rolling 30 minute Occupancy Counts for Spring 2013 Census Day

time slice	number of course sections						number of students					
	Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat
7:00am	0	1	0	1	0	0	0	5	0	5	0	0
7:30	6	7	4	5	3	0	77	56	57	40	27	0
8:00	29	64	25	56	9	2	689	1,611	505	1,422	102	24
8:30	76	73	72	64	40	5	2,142	1,901	1,940	1,740	1,270	67
9:00	78	74	74	67	43	15	2,194	1,940	1,993	1,830	1,359	428
9:30	120	134	116	129	53	16	3,728	3,900	3,518	3,804	1,715	451
10:00	119	133	114	130	54	20	3,695	3,871	3,445	3,781	1,741	633
10:30	121	128	116	129	56	20	3,514	3,614	3,281	3,602	1,596	633
11:00	117	138	112	142	56	20	3,253	3,920	3,035	4,048	1,622	633
11:30	106	130	100	134	52	19	2,959	3,923	2,736	4,079	1,451	588
12:00pm	100	119	98	125	49	19	2,729	3,672	2,668	3,838	1,382	588
12:30	89	92	93	93	41	10	1,968	2,183	2,117	2,239	781	349
1:00	97	98	103	94	38	13	2,188	2,266	2,308	2,200	728	452
1:30	112	108	118	98	30	13	2,598	2,533	2,733	2,406	622	429
2:00	89	97	95	78	21	11	1,852	2,220	1,908	1,860	332	281
2:30	81	101	89	85	12	11	1,687	2,130	1,617	1,924	237	281
3:00	73	97	77	79	7	11	1,583	2,056	1,381	1,775	137	281
3:30	62	66	56	53	8	8	1,125	1,257	818	1,143	127	210
4:00	56	53	48	44	6	7	1,005	985	705	1,067	100	202
4:30	76	74	68	64	6	6	1,602	1,712	1,328	1,670	90	169
5:00pm	59	59	54	50	5	5	1,241	1,447	1,181	1,349	79	162

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3. Academic Term Intervals [dimension custodian: Registrar]

Academic **terms** are unique combined year and semester coding that defines an academic term period. Note that an academic term is comprised of several part of term sessions. When reporting part of terms (e.g., presession, 8-week class) it is encouraged to use both the part of term code and descriptor, otherwise, the descriptor is required. BIPM has two coding schemas for academic terms that are available in both legacy and Banner styles and are included in all BIPMS tables (numeric based).

> term_ys: legacy style coding in which digits 1 thru 4 are the calendar year and digit 5 is the semester (1=spring, 2=summer, 3=fall). The column "term_ys" is available in all core and supplement tables within BIPMS including tables that span the Banner era.

> tablename_term: Banner style coding in which digits 1 thru 4 are the calendar year for Spring/Summer and for Fall semesters is the calendar year +1; digits 5 & 6 are the semester (10=fall, 20=spring, 30=summer). The column name for the Banner style term code is table-based in BIPMS (e.g., STU20_term, STUCRSeot_term, DEG_term, HOU_term). The 6 digit Banner style term column is available in all BIPMS tables including tables that span legacy data.

> Academic term examples:

term_ys	tablename_term	description
20123	201310	Fall 2012
20011	200120	Spring 2001
19842	198430	Summer 1984

When reporting academic terms, the term code description (e.g., Fall 2012, Summer 1983) is to be used rather than the term code and applies to row and column headers.

In cases where one is reporting a single semester dimension (e.g., fall) over a series of years, the calendar year is used in the column headers with the table header of 'Year of…':

Year of Fall Census Day						
Dimension: 1980	1990	2008	2009	2010	2011	2012
value x	x	x	x	x	x	x

Year of Summer End-of-Term						
Dimension: 1980	1990	2008	2009	2010	2011	2012
value x	x	x	x	x	x	x

When reporting **semesters**, the following descriptors are permissible: fall, spring, summer. When using abbreviations (fl, sp, su) the report must include a footnote providing the full semester names. For displaying semester sequence within a yearly measure header (e.g., fiscal year) use either the full semester name (summer-fall-spring) or when space is limited use an abbreviation set such as 'su-fl-sp' or 'u-f-s' (requires a footnote to list the full semester names).

Full	Single character	Double character
Summer	U (u)	SU (su)
Fall	F (f)	FL (fl)
Spring	S (s)	SP (sp)

4. Year Dimensions (Academic-Year, Fiscal-Year and Calendar-Year): [dimension custodian: DMC]

Yearly measures (**academic year, fiscal year, calendar year**) are 4 digit numeric values and are available in all core BIPMS tables; column names are table-based with the AY, FY or CY extension (e.g., STU20_ay, CRSeot_fy, DEG_cy).

Academic and fiscal years are used differently across divisions and type of activity which requires that such terms must define the time span (e.g., July 1 thru June 30, summer-fall-spring, fall-spring-summer) for the yearly measure in question. For student-based admission, enrollment and degree dimensions, yearly measures must rely on the 3 semester spread rather than fixed date spans (e.g., July 1 thru June 30). In general, yearly measures are defined by the following semester sequence:

Yearly measure	Semester sequence
Academic Year (AY)	fall-spring-summer
Student Fiscal Year (FY)	summer-fall-spring
Finance Fiscal Year (FY)	fall-spring-summer
Calendar Year (CY)	spring-summer-fall

For admission and enrollment related activities, the student fiscal year is recommended. This is especially true for admission related activities since summer and fall applications often are interchanged to facilitate enrollment flexibility of new students (this is true of spring applications too but to a considerably lesser extent). A special case in admissions is when aggregating yearly recruit/admission activity in which spring, summer and fall are seen as the yearly applicant universe in which the calendar year is used. For degree related activities, an academic year is recommended since the majority of summer degree conferrals are from students who initially filed to graduate in spring and who complete degree requirements in the pre- or 1st summer session (graduation rates based on a student fiscal year of summer-fall-spring create a cohort under-count of degree completion rates in the 4th and 6th year and should be avoided unless required by an external agency).

Unit	Yearly measure	Time span or sequence
Admissions	Student Fiscal Year (FY)	summer-fall-spring
Admissions	Calendar Year (CY)	spring-summer-fall
Financial Aid	Academic Year (AY)	fall-spring-summer
Enrollment*	Student Fiscal Year (FY)	summer-fall-spring
Degrees	Academic Year (AY)	fall-spring-summer
Finance	Finance Fiscal Year (FY)	July 1 to June 30 (f-s-u)**

*Enrollment includes current term, census day and end-of-term tables.
** The majority of accounts receivable transactions related to summer course registration occur before July 1 for summer activity allowing summer to be treated as a continuation of the previous year (AY) rather than being posted to the following year (FY); depending on the time slice and purpose of the report, Finance can use an AY or FY semester spread for matching semesters between student and finance.

Regardless of the yearly measure used, the time span and/or semester sequence must be specified in the table header as in the following:

	Student Fiscal Year (summer-fall-spring sequence)						
Dimension:	1980	1990	2008	2009	2010	2011	2012
value	x	x	x	x	x	x	x

	Academic Year (fall-spring-summer sequence)						
Dimension:	1980	1990	2008	2009	2010	2011	2012
value	x	x	x	x	x	x	x

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when using a multi-year span:

Academic Year (fall-spring-summer sequence)

Dimension:	80-81	90-91	08-09	09-10	10-11	11-12	12-13
value	x	x	x	x	x	x	x

Academic Year (summer-fall-spring sequence)

Dimension:	80-81	90-91	08-09	09-10	10-11	11-12	12-13
value	x	x	x	x	x	x	x

Since the Finance Fiscal Year is defined as July 1 thru June 30, when reporting finance data that includes student related data derived from enrollment periods, the header must specify the semester sequence.

Finance Fiscal Year (July 1 thru June 30)

Dimension:	1980	1990	2008	2009	2010	2011	2012
value	x	x	x	x	x	x	x

Finance Fiscal Year (July 1 thru June 30 f-s-u* sequence)

Dimension:	1980	1990	2008	2009	2010	2011	2012
value	x	x	x	x	x	x	x

*f-s-u refers to a fall-spring-summer semester sequence

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5. Totals, detailed records and drill-down reports: [dimension custodian: DMC]

Aggregate totals and sub-totals are higher level hierarchies than detailed records and are displayed above rather than below detailed records. This standard provides for faster report performance (especially for drillable reports), more closely matches the logic of most inquiries (from aggregate to detailed data) and for reports that span more than a single page it ensures that totals appear on the first page. For reports that contain collapsible drilldowns that contain sub-totals, sub-totals are also displayed higher than detailed records.

Residency Status of Students by Year on Fall 20th day							**difference**		**percentage change**	
Dimension:	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2013 to 2014**		**2009 to 2014**	**2012 to 2014**
All students	14,823	14,806	15,100	14,898	14,550	15,003	453	3.1%	1.2%	0.7%
resident	12,814	12,808	13,085	12,836	12,189	12,208	19	0.2%	-4.7%	-4.9%
non-resident	707	716	716	730	828	1,033	205	24.8%	46.1%	41.5%
international	1,302	1,282	1,299	1,332	1,533	1,762	229	14.9%	35.3%	32.3%
	100%	100%	100%	100%	100%	100%	**change in percent**			
resident	86.4%	86.5%	86.7%	86.2%	83.8%	81.4%		-2.4%	-5.1%	-4.8%
non-resident	4.8%	4.8%	4.7%	4.9%	5.7%	6.9%		1.2%	2.1%	2.0%
international	8.8%	8.7%	8.6%	8.9%	10.5%	11.7%		1.2%	3.0%	2.8%
Undergraduates:							**difference**		**percentage change**	
All students	11,704	11,763	12,243	12,192	11,787	11,979	192	1.6%	2.3%	-1.7%
resident	10,586	10,620	11,011	10,887	10,347	10,341	-6	-0.1%	-2.3%	-5.0%
non-resident	447	461	470	478	575	703	128	22.3%	57.3%	47.1%
international	671	682	762	827	865	935	70	8.1%	39.3%	13.1%
	100%	100%	100%	100%	100%	100%	**change in percent**			
resident	90.4%	90.3%	89.9%	89.3%	87.8%	86.3%		-1.5%	-4.1%	-3.0%
non-resident	3.8%	3.9%	3.8%	3.9%	4.9%	5.9%		1.0%	2.0%	1.9%
international	5.7%	5.8%	6.2%	6.8%	7.3%	7.8%		0.5%	2.1%	1.0%
Graduates:							**difference**		**percentage change**	
All students	3,119	3,043	2,857	2,706	2,763	3,024	261	9.4%	-3.0%	11.8%
resident	2,228	2,188	2,074	1,949	1,842	1,867	25	1.4%	-16.2%	-4.2%
non-resident	260	255	246	252	253	330	77	30.4%	26.9%	31.0%
international	631	600	537	505	668	827	159	23.8%	31.1%	63.8%
	100%	100%	100%	100%	100%	100%	**change in percent**			
resident	71.4%	71.9%	72.6%	72.0%	66.7%	61.7%		-4.9%	-9.7%	-10.3%
non-resident	8.3%	8.4%	8.6%	9.3%	9.2%	10.9%		1.8%	2.6%	1.6%
international	20.2%	19.7%	18.8%	18.7%	24.2%	27.3%		3.2%	7.1%	8.7%

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II. Demographics

This section addresses reporting measures that reflect demographic status of individuals. See appendix regarding privacy laws concerning the reporting of demographic data/information.

1. Date of Birth and Age: [dimension custodian: DMC]

Date of birth is commonly used to calculate **age** in years based on a time reference point (e.g., today's date, date of application, date of census day). When reporting age, it is advised to include the time reference point in the table or as a footnote. Age can often have a highly skewed distribution in which reporting the mean age in years can be biased and in such cases it is recommended to use the median rather than the mean. Age is normally reported as an integer but if decimals are reported they should be limited to 1 decimal. If rounding is employed it must be noted in the table. Age can also be reported as a set of age cohorts in which the break points for each cohort should be specified in the report.

Mean (median) Age in Years of Students by Year of Fall 20th day

Dimension:	1980	1990	2000	2010	2011	2012	2013
Mean (median*) age							
All students	27.0	27.6	27.9	26.3	26.2	25.9	25.8
(median)	24	24	24	23	23	23	23
Graduates	33.4	34.2	34.3	31.6	31.6	31.6	30.9
(median)	31	33	31	27	28	28	27
Undergraduates	25.3	26.2	26.0	24.9	24.9	24.7	24.6
(median)	22	23	22	22	22	22	22

*median is rounded to the nearest integer based on .5 threshold

Undergraduate Degree Seeking by Age Cohort

age cohorts	Year of Fall 20th Day				
	2010	2011	2012	2013	2014
17 & under	70	85	99	89	81
18-19	2,190	2,231	2,195	2,336	2,524
20-21	2,767	2,839	2,861	2,813	2,905
22-23	2,001	1,991	2,022	2,118	2,030
24-25	1,046	1,065	988	1,027	1,037
26-29	1,140	1,192	1,154	1,120	1,083
30-35	813	880	849	828	828
36-44	580	623	573	509	480
45 & older	400	415	409	368	331

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2. Sex-type: [dimension custodian: DMC]

Sex-type and gender are often used interchangeably but are technically different. Sex-type refers to a biological distinction (e.g., male, female) or sexual dimorphic trait. Gender is a behavioral distinction (e.g., masculine, feminine, androgynous, transgender, transsexual) and is rooted in socio-cultural dimensions including gender identity. With few exceptions, all data gathered within WSU's information systems is sex-type based, respondents are asked if they are male or female. Accordingly, for reporting purposes we standardize on sex-type when reporting with the terms male, female, and unknown as reporting dimensions.

Sex-Type of Students by Year of Fall 20th day

Dimension:	1980	1990	2000	2010	2011	2012	2013
female	8,398	8,874	8,315	8,044	8,144	8,043	7,577
male	8,219	7,794	6,495	6,762	6,956	6,855	6,973
% female of all students	50.5%	53.2%	56.1%	54.3%	53.9%	54.0%	52.1%
Graduate % female	57.1%	56.8%	56.9%	55.7%	55.4%	54.4%	51.5%
Undergraduate % female	48.7%	52.5%	55.9%	54.0%	53.6%	53.9%	52.2%
Percent UG females:							
freshmen	47.5%	52.0%	53.2%	50.0%	50.8%	50.0%	49.1%
sophomores	47.9%	53.1%	56.8%	52.8%	54.6%	53.5%	53.4%
juniors	47.7%	52.5%	59.8%	54.4%	54.5%	53.8%	53.0%
seniors	45.7%	52.1%	56.2%	56.3%	55.1%	56.7%	54.1%
UG other	55.1%	54.0%	53.5%	54.9%	49.2%	51.1%	42.0%

3. Race and Ethnicity: [dimension custodian: DMC]

Race and ethnicity, while separate terms, are often reported as a unified measure in which many federal and state reports standardize on ethnicity replacing race when available. Similarly, since race and ethnicity are largely culture-based, non-resident aliens are often reported as international even when race and ethnicity information are available. The exception to this standard is when international students fall within the protected visa codes (see **Visa** segment) and no longer are treated as non-resident aliens in which case their race/ethnicity codes are used if available . While there are numerous race and ethnicity groups, many of which who are quite diverse, our current method of collecting race and ethnicity data are limited to a small set of aggregate groups. When reporting it is required to use the label 'race and ethnicity' or 'race/ethnicity' and to display the following race and ethnic group labels:

WSU Race/Ethnicity:
- White non-Hispanic
- Black non-Hispanic
- Hispanic
- Asian non-Hispanic
- American Indian or Alaskan Native
- Hawaiian or Other Pacific Islander
- International
- Multi-race non-Hispanic
- Missing

Multi-race in the absence of ethnicity is reported as a singular identity and should not be reported by its disaggregated race codes.

Race and Ethnicity of Students by Year on Fall 20th day

Dimension:	1980	1990	2000	2010	2011	2012	2013
All students	16,617	16,668	14,810	14,806	15,100	14,898	14,550
White non-Hispanic	14,490	13,701	10,408	9,649	9,743	9,558	9,136
Black non-Hispanic	982	785	821	907	988	914	800
Hispanic	302	453	542	898	994	1,128	1,156
Asian non-Hispanic	281	616	893	848	889	909	913
Amer Indian/Alk. nat.	148	155	180	150	155	136	114
Hawaiian	0	0	0	4	11	13	19
multiple race	4	5	11	256	305	301	322
missing	22	16	631	789	716	606	556
International	388	937	1324	1305	1299	1333	1534
	100%	100%	100%	100%	100%	100%	100%
White non-Hispanic	87.2%	82.2%	70.3%	65.2%	64.5%	64.2%	62.8%
Black non-Hispanic	5.9%	4.7%	5.5%	6.1%	6.5%	6.1%	5.5%
Hispanic	1.8%	2.7%	3.7%	6.1%	6.6%	7.6%	7.9%
Asian non-Hispanic	1.7%	3.7%	6.0%	5.7%	5.9%	6.1%	6.3%
Amer Indian/Alk. nat.	0.9%	0.9%	1.2%	1.0%	1.0%	0.9%	0.8%
Hawaiian	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
multiple race	0.0%	0.0%	0.1%	1.7%	2.0%	2.0%	2.2%
missing	0.1%	0.1%	4.3%	5.3%	4.7%	4.1%	3.8%
International	2.3%	5.6%	8.9%	8.8%	8.6%	8.9%	10.5%

Like other socio-culture markers used to identify disadvantageous and discriminatory outcomes, minority and under-represented minority status can be reported but must be derived from the available race and ethnicity codes. The Under-represented Minority dimension is meant to identify those groups which have a significant socio-economic disadvantage caused by discriminatory barriers. In the aggregate. These groups often have lower-income, lower test scores, and less educational achievement caused by a history of unequal access. Asian non-Hispanic students, while a very diverse race/ethnic group, in the aggregate have educational profiles that match White non-Hispanics. Similarly, multi-race students have educational profiles that match White non-Hispanic students. For these reasons, Asian non-Hispanic and Multi-race are not included in the Under-represented Minority dimension as such inclusion would significant reduce the difference in outcomes within non-minorities.

Listed below is a matrix for how race and ethnicity codes are to be categorized for minority and under-represented minority reporting.

Minority and Under-represented Minority (URM) Crosswalk

Race/Ethnicity:	Minority	Under-represented Minority (URM)*
American Indian/Alaskan Native	Yes	Yes
Asian non-Hispanic	Yes	No
Black non-Hispanic	Yes	Yes
Hawaiian	Yes	Yes
Hispanic	Yes	Yes
White non-Hispanic	No	No
Multiple Race	No	No
International	No	No
Missing/Unknown	No	No

*Under-represented Minority constituents based on National Science Foundation (NSF) standards

When reporting minority or under-represented minority a footnote is required that denotes the makeup of the race/ethnicity categories.

Under-represented Minority[1] Status of Students by Year on Fall 20th day

Dimension:	1980	1990	2000	2010	2011	2012	2013
All students % URM	8.6%	8.4%	10.4%	13.2%	14.2%	14.7%	14.4%
URM minority	1,432	1,393	1,543	1,959	2,148	2,191	2,089
non-URM minority	15,185	15,275	13,267	12,847	12,952	12,707	12,461
Graduate % URM	5.2%	5.1%	5.5%	8.0%	9.1%	10.6%	9.2%
Undergrad % URM	9.6%	9.0%	11.9%	14.6%	15.4%	15.6%	15.6%
Percent UG URM minority							
freshmen	12.4%	12.6%	16.6%	19.1%	19.0%	20.0%	19.4%
sophomores	10.5%	8.9%	13.9%	14.5%	16.7%	16.8%	17.2%
juniors	8.0%	7.7%	10.6%	14.5%	16.4%	16.5%	16.5%
seniors	6.6%	6.8%	9.4%	13.7%	14.0%	14.7%	13.9%
UG other	9.0%	6.6%	7.2%	6.1%	6.7%	5.6%	4.0%

[1] Under-represented minority (URM) includes Black non-Hispanic, Hispanic, American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander

4. Residency: [dimension custodian: Registrar]

Residency is largely defined by the Office of the Registrar for tuition fee purposes and is reported along three dimensions: resident, non-resident and international (admission offices also make an initial determination of residency which may be modified as the student transition to the enrollment side of Banner). While in the past, the term 'foreign' was employed, all reporting now must use 'international' to designate a non-resident alien.

Kansas law defines a resident for tuition purposes as someone with domiciliary presence for 12 or more months preceding enrollment. There exist exceptions for which a student may be identified as a resident or for which a non-resident may be afforded resident tuition rates via a waiver. When reporting residency that is not defined by the registrar (such as admissions) it must be noted in the table the source for residency determination. Residence status can change over time, especially for non-resident and international students as they acquire resident status so when reporting over time freeze data of past residency status is to be used.

Residency Status of Students by Year on Fall 20th day

Dimension:	1980	1990	2000	2010	2011	2012	2013
All students	16,617	16,668	14,810	14,806	15,100	14,898	14,550
resident	15,413	15,017	12,964	12,808	13,085	12,836	12,189
non-resident	816	749	533	716	716	730	828
International	388	902	1,313	1,282	1,299	1,332	1,533
	100%	100%	100%	100%	100%	100%	100%
resident	92.8%	90.1%	87.5%	86.5%	86.7%	86.2%	83.8%
non-resident	4.9%	4.5%	3.6%	4.8%	4.7%	4.9%	5.7%
International	2.3%	5.4%	8.9%	8.7%	8.6%	8.9%	10.5%

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5. Visa: [dimension custodian: International Education]

Visa status can be reported distinctly by the visa code but should employ a descriptor when available. The university tracks a selected set of visa codes referred by the term 'protected visa class'. Listed below are the current (as of 4/12/2014) list of visa codes and their placement within the protected visa class schema. When students fall into a protected visa class and no longer are non-resident aliens, if race and ethnicity data are available they are counted in the appropriate race/ethnicity group rather than in the international group. Students on visa in the protected visa class are reported as domestic students but may not be U.S. citizens. Listed below are the visa codes for protected visa class membership

Code	Descriptor	Residency options
AS	Asylee	N or R
CR	Conditional Permanent Resident	N or R
IM	Immigrant	N or R
ON	Other (Non-Foreign)	N or R
PR	Permanent Resident/Alien	N or R
RF	Refugee	N or R
UA	Undocumented Alien	N or R
US	Naturalized U.S. Citizen	N or R

6. Citizen: [dimension custodian: International Education]

Citizen (United States) status includes birthright Americans who are born within any U.S. state or territory, as well as foreign nationals who obtained U.S. Citizenship through the naturalization process. The term 'citizen' and 'domestic student' cannot be used interchangeably since domestic students can include all U.S. citizens as well as non-citizens who are members of the protected visa class.

7. First Generation: [dimension custodian: Undergraduate Admissions]

First generation is meant to identify students whose mother nor father obtained a college degree (siblings are not included) making the student the first generation to attend a post-secondary educational institution within their family of origin. Normally this is used as a socio-economic marker for lower income households.

Dimension:	First Generation (FG) Student by Year of Fall 20th day				
	2000	2010	2011	2012	2013
All students	30.1%	31.3%	32.6%	34.3%	33.7%
Graduate % FG	6.8%	12.7%	13.4%	13.8%	12.5%
Undergraduate % FG	37.1%	36.1%	37.1%	38.8%	38.7%
Percent UG First Generation					
freshmen	46.6%	39.9%	41.8%	44.4%	40.4%
sophomores	43.2%	39.0%	39.4%	39.5%	41.8%
juniors	39.3%	38.0%	39.6%	43.0%	42.7%
seniors	30.5%	35.1%	36.0%	38.0%	37.7%

8. Low Income Status: [dimension custodian: Financial Aid]

Low income status is available for student who file a FAFSA in which poverty level and percent above poverty level (e.g., 125%, 150%) dimensions are created based on poverty thresholds by family size established by the U.S. Census Bureau annually. When reporting low income dimensions based on FAFSA data, the report must indicate that data pertains only to those who have filed a FAFSA,

Percent of FAFSA Filing Degree Seeking Undergraduates at Low Income[1]

Dimension:	2007	2010	2011	2012	2013
All FAFSA Undergraduates	23.5%	25.9%	27.9%	28.0%	25.6%
Freshmen	19.2%	24.2%	24.7%	25.1%	22.2%
Sophomores	19.2%	22.8%	26.6%	24.3%	21.6%
Juniors	20.9%	22.9%	26.1%	26.1%	23.9%
Seniors	30.7%	30.4%	31.5%	32.5%	30.3%

Table header spanning columns: **Year of Fall 20th day**

[1] Low income is defined as 125% above poverty level and below based on family size; poverty thresholds by family size based on U.S. Census Bureau with income deflated by CPI.

9. Origin of Residence: [dimension custodian: Admission Offices]

Origins of residence is meant to report where students come from when applying or attending WSU. It is predicated on their residency status and address data. Address data are not consistently applied or defined by residency status so the measure of origins is meant to be a proxy and origins are reported at the aggregate level (e.g., county, state, country) to avoid gross inaccuracies. For resident students the mailing address is primary substituted by permanent or parent address if mailing address is not available. For non-resident students permanent address is primary substituted by parent or mailing address if permanent address is not available. For international students, their home country (legal country) is the source.

Residence origins are reported in the following five dimensions: Regional (US), Divisional (US), State (US), WSU Kansas Area Map and Global. Listed below are the dimensions and their labels (excludes US state dimension).

U.S. Census Regional and Divisional Crosswalk

Region	Division	State
Northeast	New England	ME,NH,VT,MA,RI,CT
	Mid-Atlantic	NY,NJ,PA
Midwest	East North Central	OH,IN,IL,MI,WI
	West North Central	MN,IA,MO,ND,SD,NE,KS
South	South Atlantic	DE,MD,DC,VA,WV,NC,SC,GA,FL
	East South Central	KY,TN,AL,MS
	West South Central	AR,LA,OK,TX
West	Mountain	MT,ID,WY,CO,NM,AZ,UT,NV
	Pacific	WA,OR,CA,AK,HI
International	International origin	n/a
Unknown/Missing	Unknown or missing data	n/a

WSU Kansas Area Map (KS counties)
- KS Sedgwick (173)
- KS MSA without Sedgwick (15,35,77,79,95,155,191)
- KS Southeast excluding Sedgwick & MSA (1,3,11,17,19,21,31,37,49,59,73,99,107, 111,113,117,121,125,133,139,205,207)
- KS Northeast (5,13,27,29,41,43,45,53,61,85,87,89,91,103,105,115,123,127,131,143, 149,157,161,169,177,197,201,209)
- KS Northwest (23,39,51,63,65,109,137,141,147,153,163,167,179,181,183,193,195,199)
- KS Southwest (7,9,25,33,47,55,57,67,69,71,75,81,83,93,97,101,119,129,135,145,151, 159,165,171,175,185,187,189,203)
- Missouri
- Nebraska
- Colorado
- Oklahoma
- Non-adjacent US States
- Domestic unknown
- International (excludes protected visa class)

Geographic Origin of Domestic Students by Year on Fall 20th day

WSU Kansas Area Map:	1990	2000	2010	2011	2012	2013
All Domestic Students:		100%	100%	100%	100%	100%
KS Sedgwick	n/a	69.7%	71.3%	71.7%	71.4%	69.8%
KS MSA[1] (exc Sedgwick)	n/a	14.0%	14.4%	13.7%	13.7%	14.2%
KS southeast (exc MSA & Sedg)	n/a	2.6%	2.2%	2.6%	2.5%	2.7%
KS northeast	n/a	4.8%	4.6%	4.6%	4.9%	5.3%
KS northwest	n/a	0.6%	0.5%	0.5%	0.5%	0.6%
KS southwest	n/a	2.6%	2.4%	2.6%	2.7%	3.0%
Missouri	n/a	0.4%	0.5%	0.5%	0.4%	0.5%
Nebraska	n/a	0.3%	0.3%	0.4%	0.4%	0.3%
Colorado	n/a	0.3%	0.2%	0.2%	0.2%	0.2%
Oklahoma	n/a	0.6%	0.5%	0.4%	0.5%	0.4%
Non-surrounding states	n/a	4.1%	3.1%	2.9%	2.8%	3.0%
KS southeast (incl Sedg & MSA)	*n/a*	*86.3%*	*87.9%*	*87.9%*	*87.6%*	*86.7%*
State of Kansas	*n/a*	*94.2%*	*95.4%*	*95.7%*	*95.7%*	*95.6%*

1   MSA includes Butler, Cowley, Harper, Harvey, Kingman, Reno and Sumner counties.

WSU Global Map (see Office of Planning & Analysis for country crosswalk):
- US (excluding US territories)
- Canada & Greenland
- Central American (including Caribbean)
- South America
- Europe & Russia
- Middle East
- Africa- North & West
- Africa- Central, East & South
- Asia- India
- Asia- China
- Asia- South
- Asia- East & Southeast
- Pacific Islands & Australia
- Other
- Unknown

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Some examples include:

Geographic Origin of International Graduate Students by Year on Fall 20th day

WSU Global Map:	1990	2000	2010	2011	2012	2013
Undergraduate International:		100.0%	100.0%	100.0%	100.0%	100.0%
Canada & Greenland	n/a	1.9%	1.9%	2.0%	1.6%	1.6%
Central America (incl Caribbean)	n/a	5.1%	5.8%	6.3%	6.0%	6.0%
South America	n/a	4.7%	5.0%	5.4%	4.7%	5.0%
Europe & Russia	n/a	6.6%	5.8%	5.8%	6.6%	5.0%
Middle East	n/a	9.7%	12.0%	18.0%	24.0%	27.1%
Africa- North & West	n/a	3.4%	7.2%	6.4%	6.8%	6.7%
Africa- Central East South	n/a	6.5%	9.9%	9.6%	7.6%	7.4%
Asia- India	n/a	3.3%	4.7%	3.2%	3.2%	3.6%
Asia- China	n/a	2.2%	10.3%	8.9%	8.1%	6.5%
Asia- South	n/a	7.2%	12.0%	11.2%	8.8%	9.1%
Asia- East & Southeast	n/a	48.7%	25.1%	22.6%	22.3%	21.6%
Pacific Islands & Australia		0.5%	0.4%	0.4%	0.4%	0.5%
Graduate International Students:		100%	100%	100%	100%	100%
Canada & Greenland	n/a	1.2%	1.0%	0.9%	1.1%	0.5%
Central America (incl Caribbean)	n/a	1.9%	1.9%	1.5%	2.0%	1.7%
South America	n/a	2.2%	3.0%	2.7%	2.7%	2.2%
Europe & Russia	n/a	3.3%	2.9%	3.8%	3.3%	2.0%
Middle East	n/a	11.1%	12.1%	14.2%	16.6%	16.1%
Africa- North & West	n/a	1.7%	2.9%	3.0%	4.4%	3.3%
Africa- Central East South	n/a	1.2%	3.8%	4.4%	5.5%	4.4%
Asia- India	n/a	36.3%	48.0%	40.2%	35.6%	46.0%
Asia- China	n/a	7.5%	5.9%	8.2%	6.9%	6.6%
Asia- South	n/a	7.5%	7.8%	10.4%	11.8%	9.8%
Asia- East & Southeast	n/a	26.2%	10.6%	10.5%	9.9%	7.2%
Pacific Islands & Australia	n/a	0.0%	0.1%	0.0%	0.2%	0.1%

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III. Admissions

1. Admission Freeze data [dimension custodian: admission offices]

Admission data are defined by Banner as feeder records into the registration system on the student learner side. This means that unlike registration where records are a permanent transaction fixed in time, admission records can be modified to fit a registration schedule. For example, a student admitted for the fall term can petition to have their admission record changed to the summer term in order to enroll in summer so as to get an earlier start on classes. Obviously the transitory nature of admission records can make consistent reporting of data over time problematic.

To report admission records over time for historical comparisons and projecting forecasts, the weekly admission freeze data are required. Admission data from all three admission offices is frozen each Monday morning (recruit data are not captured in the Monday freeze).

Each semester (summer, fall, spring) provides data for a 52 week cycle allowing display of application data at time of freeze in regards to the targeted term of entry. Week numbers are based on the ISO calendar week system in which Monday is always the 1st day of the week and week 1 is the 1st Monday in which a Thursday in January exist. Approximately every 5 to 6 years, a 53rd week occurs; these weeks are dropped from the freeze data. Year to year week date comparisons will normally cycle through a 6 to 7 day repeating cycle so in some cases there may be a week delay between year to year dates.

- Fall—week #1 starts the third week of September (ISO week 38) and continues to week #52 which is normally the Fall 20th day week.
- Spring—week #1 starts the third week of February (ISO week 8) and continues to week #52 which is normally the Spring 20th day week.
- Summer—week #1 starts the first week of August (ISO week 32) and continues to week #52 the last week of July

When using freeze data the report must note the term, corresponding week number and date of freeze.

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2. Admission Academic/Calendar Year [dimension custodian: Admission offices]

From an academic perspective, admission data normally follows a summer-fall-spring sequence, meaning students normally enter in the fall with early starters in summer and late starters in the spring. So when reporting the academic-based view of admission data, a Student Fiscal Year (summer-fall-spring sequence) is used.

From an admission recruiting perspective, fall is normally the target term as it constitutes the largest number of applications and therefore, a calendar reporting period is used based on a spring-summer-fall sequence to document recruitment productivity. So when reporting an admission-based view of admission data, a calendar year (spring-summer-fall sequence) is used.

Yearly Applications Received by Admission Office

	Student Fiscal Year (su-fl-sp sequence)			
Academic-based Reporting:	2010	2011	2012	2013
Total	14,056	14,334	15,459	16,101
Undergraduate Domestic (UD)	8,206	8,927	10,068	10,446
Undergraduate International (UI)	1,804	1,825	1,968	1,962
Graduate Domestic/International (GR)	4,046	3,582	3,423	3,693

	Calendar Year (sp-su-fl sequence)			
Admission-based Reporting:	2010	2011	2012	2013
Total	13,756	15,241	16,070	15,874
Undergraduate Domestic (UD)	8,423	9,877	10,299	9,870
Undergraduate International (UI)	1,754	1,931	2,038	1,785
Graduate Domestic/International (GR)	3,579	3,433	3,733	4,219

3. Admission Office [dimension custodian: Admission offices]

While the student learner side distinguishes between undergraduate (UG) and graduate (GR) when reporting students, the student admission side demarcates students based upon the office of admission resulting in three different groups: Undergraduate Domestic (UD administered by Undergraduate Office of Admission), Undergraduate International (UI administered by the Office of International Education) and Graduate (GR administered by the College of Graduate Studies). The term Undergraduate (UG) can be used when reporting but the report must note that it includes domestic and international students either within the descriptor or as a footnote.

Fall Weekly Freeze Admitted Eligible to Enroll

	Year of Fall Application				
Current Freeze Week 38 06/09/2014:	2010	2011	2012	2013	2014
Total	3,960	4,586	4,706	5,154	6,285
Undergraduate Domestic (UD)	3,080	3,561	3,700	3,861	4,975
Undergraduate International (UI)	233	262	226	201	197
Graduate Domestic/International (GR)	647	763	780	1,092	1,113

Fall Weekly Freeze Admitted Eligible to Enroll

	Year of Fall Application				
Current Freeze Week 38 06/09/2014:	2010	2011	2012	2013	2014
Total	3,960	4,586	4,706	5,154	6,285
Undergraduate Domestic/International (UG)	3,313	3,823	3,926	4,062	5,172
Graduate Domestic/International (GR)	647	763	780	1,092	1,113

4. Application Status [dimension custodian: admission offices]

Reporting of applications in point of time or for comparative historical reporting from freeze data requires noting the status of applications which include 1) all applications received (includes incomplete applications), 2) processed applications (applications where an admission decision has been made including denials and applications in I-hold status) and 3) admitted applications (admitted and eligible to enroll including probationary or conditional applications).

Fall Application Weekly Freeze Report for week 38 (06/09/2014)

All Applications (includes incomplete, in-process and processed applications):

	Year of Fall term				
Admission Office:	2010	2011	2012	2013	2014
Total	6,626	7,282	7,720	8,316	13,090
Undergraduate Domestic (UD)	4,243	4,852	5,069	5,204	8,832
Undergraduate International (UI)	742	777	695	628	794
Graduate (GR)	1,641	1,653	1,956	2,484	3,464

Processed Applications (includes admits, denials & I-holds)

	Year of Fall term				
Admission Office:	2010	2011	2012	2013	2014
Total	4,735	5,465	5,630	6,211	7,953
Undergraduate Domestic (UD)	3,215	3,720	3,801	3,976	5,164
Undergraduate International (UI)	436	458	401	340	379
Graduate (GR)	1,084	1,287	1,428	1,895	2,410

Admitted Applications Eligible to Enroll (excludes denials and I-Holds)

	Year of Fall term				
Admission Office:	2010	2011	2012	2013	2014
Total	3,960	4,586	4,706	5,154	6,285
Undergraduate Domestic (UD)	3,080	3,561	3,700	3,861	4,975
Undergraduate International (UI)	233	262	226	201	197
Graduate (GR)	647	763	780	1,092	1,113

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5. Application Decisions [dimension custodian: all admission offices]

Application decisions are comprised of numerous decision codes that can be defined into categories for both reporting and processing. Decision codes have a history of changing to reflect different admission criteria so caution should be used when reporting distinct decision codes over time. Given the transitory nature of decision codes, it is better to report decision categories.

Reporting by Admission Decision

Admission Decision Categories	Application counts	Processed applications	Admitted	Admitted & eligible to enroll
admit non-guest	Y	Y	Y	Y
admit guest	Y	Y	Y	Y
admit probation conditional provisional	Y	Y	Y	Y
admit cancel	Y	Y	Y	
international holds	Y	Y	Y	
denials	Y	Y		
cancels wo decision	Y			
Incompletes & in-process	Y			
do not use codes	Y			

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6. Applicant Population and Student Type [dimension custodian: all admission offices]

Applications come from a set of diverse populations each with specific criteria for admission eligibility. Whereas application population reflects operational processing related to admission, student type is a more macro reporting dimension. Student type can include multiple application populations within a single student type category.

Student Type

Admission Population	Undeclared	Freshmen	Transfer	Non-degree	Intensive English	Grad sch deg bd	Grad sch non-deg
Graduate Admissions (GR):							
GR Domestic Degree Bound (G1)						X	
GR International Degree Bound (G2)						X	
GR Domestic Non-Degree Cat. A (G3)							X
GR Domestic Non-Degree Cat. B (G4)							X
GR Domestic Guest (G5)							X
GR International Non-Degree A (G6)							X
GR International Non-Degree B (G7)							X
GR International Guest (G8)							X
Undergraduate Admissions (UD):							
College Guest (CG)				X			
High School Guest (HG)				X			
HS Junior domestic (JR)		X					
Middle School domestic (MS)		X					
Non degree General domestic (NG)				X			
Non degree Open domestic (NO)				X			
Adult 24 and older domestic (RA)	X	X	X				
Stop Out (no trans) (SO)		X					
HS Senior domestic (SR)		X					
Transfer UG domestic (TR)			X				
Unknown UG domestic (UK)	X						
HS Sophomore/younger domestic (YG)		X					
International Admissions (UI):							
Intensive English--First-Half (I1)					X		
Intensive English--Sec-Half (I2)					X		
International Undergraduate (IU)	X	X	X	X			

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When reporting admission population it is recommended to include both the population code (e.g., SR) along with code descriptor; when reporting populations across several admission office it is recommended to include the admissions office (two character abbreviation can be used: UD, UI, GR).

Fall Application Weekly Freeze Report for week 38 (06/09/2014)

Admitted Eligible to Enroll Apps Only (excl I-holds, denials, incomplete and in-process apps):

Application Population:	2010	2011	2012	2013	2014
Total	3,960	4,586	4,706	5,154	6,285
(UD) SR High School Seniors	2,135	2,379	2,609	2,630	3,696
(UD) TR Transfers	625	798	715	790	877
(UD) RA Returning Adults	221	262	283	304	322
(UD) SO Stop Outs	46	43	52	64	41
(UD) Other*	15	29	28	44	15
(UD) HG High School Guests	24	42	7	14	10
(UD) College Guests	14	8	6	15	14
(UI) International Education	233	262	226	201	197
(GR) Graduate degree bound	638	755	763	1,081	1,102
(GR) Graduate non-degree bound	9	8	17	11	11

* "(UD) Other" includes MS middle school, YG sophomore, JR junior, NG nondegree, NO open admission.

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When reporting student type it is required to note that the terms 'freshmen', 'transfer', and 'non degree' are admission based in order to avoid confusion with the same terms used in enrollment and degree reports. Technically there is only one definition of 'freshmen', a student who has less than 30 earned hours during enrollment.

Undergraduate Admissions Fall 20th Day Enrollment Report

(excludes admission activity of International Education and Graduate School)

Dimensions:	Year of Fall 20th Day				
	2009	2010	2011	2012	2013
Admits Enrolled on 20th day:					
total	2,663	2,461	2,882	2,987	2,634
adm-based freshmen	1,259	1,112	1,255	1,292	1,247
SR High Sch Senior	*1,128*	*979*	*1,141*	*1,147*	*1,138*
SO Stop out	*82*	*68*	*51*	*73*	*64*
RA Adult 24 & older	*49*	*65*	*63*	*72*	*45*
adm-based transfer	1,158	1,145	1,292	1,255	1,211
TR Transfer	*804*	*757*	*904*	*854*	*829*
RA Adult 24 & older	*354*	*388*	*388*	*401*	*382*
adm-based nondegree	246	204	335	440	176
HG High School Guest	*155*	*125*	*237*	*354*	*92*
CG College Guest	*23*	*18*	*26*	*26*	*30*
NG Nondegree General	*10*	*10*	*9*	*6*	*9*
NO Nondegree Open	*58*	*51*	*63*	*54*	*45*
	100%	100%	100%	100%	100%
adm-based freshmen	47.3%	45.2%	43.5%	43.3%	47.3%
adm-based transfer	43.5%	46.5%	44.8%	42.0%	46.0%
adm-based nondegree	9.2%	8.3%	11.6%	14.7%	6.7%
Enrollment Headcount by Student Class:					
total	2,663	2,461	2,882	2,987	2,634
enroll-based freshmen	1,424	1,344	1,563	1,413	1,396
sophomore	437	392	468	489	439
junior	380	369	372	469	461
senior	184	153	151	183	171
other*	61	61	68	55	52
high school guest	156	125	237	353	91
college guest	21	17	23	25	24
	100%	100%	100%	100%	100%
enroll-based freshmen	53.5%	54.6%	54.2%	47.3%	53.0%
sophomore	16.4%	15.9%	16.2%	16.4%	16.7%
junior	14.3%	15.0%	12.9%	15.7%	17.5%
senior	6.9%	6.2%	5.2%	6.1%	6.5%
other*	2.3%	2.5%	2.4%	1.8%	2.0%
high school guest	5.9%	5.1%	8.2%	11.8%	3.5%
college guest	0.8%	0.7%	0.8%	0.8%	0.9%

*other are non-degree majors including intensive english & education re-certification.

NOTE: the term "freshmen" is defined differently for admission vs enrollment reporting. "adm-based freshmen" refers to the admission criteria of a traditional freshmen whereas "enroll-based freshmen" refers to the total earned hours for the freshmen student class.

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IV. Learner: Student Related

1. Student Class and Level: [dimension Custodian: Registrar]

Student academic class standing in Banner is a learner-based function (rather than data entry process) which can change for a given student throughout a term especially as transfer hours are added and confirmed to the student's total earned hours. The current WSU Banner configuration for class standing hours is:

Class Standing	Hours
Freshmen	0-29
Sophomore	30-59
Junior	60-89
Senior	90 & above
Graduate	GR student level

While Banner is currently configured at WSU to provide 5 student classes, additional class breakdowns are used for reporting that principally impact the freshmen class. In addition, undergraduate admissions has student types that use the term 'freshmen' which is defined differently than what the term 'freshmen' means on the learner-side of Banner.

Banner class (5 levels)	Reporting class (6 levels)	Reporting detail class (9 levels)	Level
Freshmen (1)	Freshmen (1)	Freshmen (1)	UG
Sophomore (2)	Sophomore (2)	Sophomore (2)	UG
Junior (3)	Junior (3)	Junior (3)	UG
Senior (4)	Senior (4)	Senior (4)	UG
Graduate (5)	Graduate (5)	Graduate (5)	GR
	Other (6)	*Other (6)	UG
		Intensive English (7)	UG
		High School guest (8)	UG
		College guest (9)	UG

*Other= educational recertification, undergraduate open admission and non-degree; "Other" in 6 level coding is inclusive of the 9 level codes of 6 thru 9.

For BIPMS data, student level is trichotomous on the admission-side and dichotomous on the learner-side (enrollment and degree). Student level is defined by the major code in BIPMS (all G majors and major H09A are graduate) for both admission and learner data. Undergraduate admission data are further categorized into Undergraduate Domestic and Undergraduate International based on admission population types.

Admission-side	Learner-side
UD Undergraduate Domestic	UG Undergraduate
UI Undergraduate International	UG Undergraduate
GR Graduate	GR Graduate

For all BIPMS reports (excluding admissions) the 6 level student class is the standard reporting format and the 9 level student class is optional. When reporting the admission student type of "freshmen", it is required to use the label "admission-based freshmen" or "adm-based freshmen" and a footnote is to be included that notes the criteria for admitted freshmen and that it is different than the term 'freshmen' used for enrollment and degree related reports (this is required even when reporting solely admission based reports).

Student level can be displayed either as the full descriptor (e.g., Undergraduate) or the abbreviation (e.g., UG); if abbreviated upper-case is required.

2. New students (Learner side): [dimension custodian: DMC]

Identification of new students in BIPMS is based on their first WSU registered term along 3 dimensions: new or 1st time undergraduate degree-bound; new or 1st time undergraduate non-degree; new or 1st time graduate (the term 'new' is equivalent to 'first-time'). The three 'new' student categories are term-independent so a student may be new in all 3 categories at some time during their WSU enrollment but can occupy only one new status within a given term. Students are counted new only one time (first academic term of enrollment) within the 3 categories and this academic term serves as their cohort term for tracking, retention and graduate rates.

New students can be reported by their first student class standing as in 'new freshmen' or 'new junior'. The WSU new freshmen can include traditional freshmen (graduated high school seniors) and transfer freshmen. Other definitions of 'new' students exist including those imposed by external agencies such as the IPEDS defined new full-time freshmen. When reporting external agency-based 'new' students the report must specify the agency either in the descriptor label as in 'IPEDS based new full-time freshmen' or in a footnote denoting that this term is defined externally and may not be the same as that reporting for internal WSU defined terms.

When reporting 'new' or '1st-time' students by college or unit, the report must indicate that the term 'new or 1st' refers to the first enrollment within the unit's major code.

The reporting of '1st-time full-time' should be referenced to the status at Census day. When reporting pre-registration and current enrollment data up to the Census day, the report should note that counts may differ with the official 1st-time full-time counts on Census Day as students may reduce hours during enrollment. When reporting from the end-of-term tables one should use the first-time full-time cohorts that were captured from the census day for reporting and note accordingly in the table.

Full-time enrollment for undergraduate students is defined as 12 or more hours during the fall or spring and 6 or more hours during the summer; full-time enrollment for graduate students is defined as 9 or more hours during the fall or spring and 6 or more hours during the summer. These full-time thresholds also provide the definition of 1 full-time equivalent (FTE) student and should be based on the student level and semester.

When reporting new students the label must specify the source of the definition as in WSU, IPEDS, US News & World Report. The term 'first-time' or '1st time' can be substituted for the term 'new'. In addition, when reporting multiple new student classes (e.g., freshmen through senior) the report must provide a note that indicates 'student class standing at first-time of enrollment at WSU'). Available new student categories:

> WSU new freshmen (earned hours based)
> WSU new FT freshmen (earned hours based)
> IPEDS new FT freshmen (IPEDS based, may include sophomores)
> WSU new transfer freshmen (non-IPEDS freshmen)
> WSU new sophomore
> WSU new junior
> WSU new senior
> WSU new graduate
> WSU new UG nondegree (requires footnote of explanation)

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3. Retention and Graduation Rates: [dimension custodian: OPA]

The reporting of retention rates at the university, college or unit levels must rely on census day cohorts within the BIPM frozen tables. Rates are available for 3 classifications: WSU new student cohorts; IPEDS-based FT freshmen; college or unit new student cohorts. Use of fall census day cohorts is the standard except for the IPEDS FT freshmen which can include summer enrolled cohorts. While it is possible to report retention rates for all new student classes, new freshmen cohorts provide the most robust and methodically sound approach.

Graduation rates are based on retention cohorts that began during previous fall terms. Since rates are tied to retention cohorts, graduation rates are available for WSU new students, IPEDS FT freshmen and college or unit new students. Unless required by an external agency, the end point of any given graduation year should be summer rather than spring, an academic year (fall-spring-summer) model. This approach avoids the under-counting of graduation rates of students who delay spring graduation into the early summer. Using the spring semester forces a student who finished within weeks of the spring semester into the next reporting year.

Both retention and graduation rates can be reported as non-decimal integers (rounded) or single decimal integers as either single year or rolling 3 year averages. The column header must indicate the cohort year and the rate label must specify the series name (e.g., WSU new freshmen, IPEDS FT freshmen).

4. Full-Time-Equivalent (FTE) and Related: [dimension custodian: DMC]

Several full-time-equivalent (FTE) measures exist based on population and purpose. In general the three most common FTE measures will be based on credit hours, personnel position and payroll duration all of which serve a different reporting purpose.

It is common to report FTE as an integer in which case it is required to indicate as a footnote in the table what method of rounding is employed.

Student FTE (S_FTE) is a credit-hour based FTE defined by student credit hours, student level and semester (S_FTE is term based). For undergraduates 1 FTE is based on 12 or more hours during the fall or spring semesters and 6 or more hours during the summer. For graduate students 1 FTE is based on 9 or more hours during the fall or spring semesters and 6 or more hours during the summer. Student FTE can range from 0 and higher and is based on enrolled hours (including discount credit hours). Reporting of FTE can be from any of the 3 student series (current, census day, end-of-term) and can be reported at yearly measurement levels (FY, AY, CY) in which 1 FTE is equivalent to 30 credit hours for undergraduate and 24 credit hours for graduate students.

FTE Credit Hours by Student Level

Semester/term	Undergraduate	Graduate	Financial Aid(UG/GR)
Summer	6	6	6/5
Fall	12(15*)	9	12/9
Spring	12(15*)	9	12/9
FY (u-f-s)	30(36*)	24	n/a

*KBOR based for selected data collections and some external agencies.

Required Instructional FTE (RI_FTE) is a unit credit-hour based FTE that measures the FTE required to provide instruction for an instructional unit (e.g., college, department) for the courses offered within a term (RI_FTE is term-based). The RI_FTE measure is based on the summated credit hours of each course section offered divided by a load of 12 credit hours. For example, a department may offer for instruction 10 course sections that are 3 credit hours each for a total of 30 credit hours of instruction, divided by 12 means the department requires 2.5 RI_FTE to provide instruction in the courses offered that term.   When

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calculating a yearly measure RI_FTE (FY or AY), one would sum credit hours offered across all terms and divide by 36. The Required Instructional FTE allows units to estimate how many instructors would be needed for a given set of course offerings.

Full-time/Part-time FTE (FTPT_FTE) is a personnel-based measure (similar to IPEDS) that counts heads based on work status within a given fixed week of the calendar year. The November 1st payroll is the standard week period used to acquire this measure in which full-time is 35 or more hours per week (data from the payroll ledgers is used for this calculation). Personnel who work 35 or more hours per week are given a FTPT_FTE of 1 and personnel who work less than 35 hours per week are given a 0.5. This measure is primarily used as a proxy of personnel capacity (how many FT & PT employed). It is important to note that this measure can include personnel who work a partial year and should not be used when examining cost.

Annual Hours FTE (ANHR_FTE)is a cost-based FTE measure that relies on annual hours worked for the fiscal year (July 1 thru June 30) in which a 1 FTE is based on 2,080 annual work hours. Annual hours come from the payroll ledgers and are top coded at 2,080. The ANHR_FTE is the preferred FTE when running reports related to cost and budget forecasting since it relies on actual cost expenditure hours rather than personnel position thus avoiding an over-estimate of cost savings connected to FTE reductions. For example, 9 month and 12 month faculty receive a 1 FTE at the position level in Banner but this equates for any given FY budget a lesser paid factor (9 month employee) to one who works full year thus masking the potential savings from FTE modifications whereas the annual hours FTE correctly controls for this cost difference.

Regardless of the FTE measure reported it is imperative that within the report the FTE is labeled related to its use (see the above FTE measures) and definitions are provided. FTE values can be reported as integer or single decimal integers.

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V. Learner: Course Related

1. Course Numbering Levels: [dimension custodian: Registrar]

Course level data can be reported from the class or class section (crn) level through to the course level which can be comprised of multiple class sections. Reports should always note what level of course related data are being reporting.

Course numbering levels are used to classify course levels prescribed by the Office of the Registrar. The course number (e.g., 110, 501, 847) is demarcated by levels that define skill level, credit type and enrollment access. Course number can be comprised of multiple class sections whereas the term 'class number' often refers to the section or crn of the class.

For reporting, aggregates can be created at several different break points as illustrated below.

Dimension:	1980	1990	2000	2010	2011	2012	2013
Total Sections:	2,741	2,674	2,947	3,124	3,228	3,272	3,342
Total SCH:	149,039	155,207	139,759	156,807	161,810	161,843	161,922
000-099	2,525	3,484	4,442	3,708	4,186	4,592	4,126
100-299	83,436	86,070	61,938	63,439	67,605	67,264	66,013
300-499	33,327	38,185	39,594	52,447	53,204	53,229	54,589
500-799	22,611	19,933	23,436	25,550	25,135	25,159	25,567
800-999	7,140	7,535	10,349	11,663	11,680	11,599	11,627
000-099	2,525	3,484	4,442	3,708	4,186	4,592	4,126
100-199	57,676	60,729	40,520	39,239	42,499	41,665	39,682
200-299	25,760	25,341	21,418	24,200	25,106	25,599	26,331
300-399	23,710	23,921	26,123	35,393	36,025	35,566	37,022
400-499	9,617	14,264	13,471	17,054	17,179	17,663	17,567
500-599	9,758	8,443	8,611	9,730	9,971	9,921	9,616
600-699	7,810	6,933	6,728	7,451	6,706	6,721	6,909
700-799	5,043	4,557	8,097	8,369	8,458	8,517	9,042
800-899	6,834	6,958	9,373	9,785	9,861	9,646	9,632
900-999	306	577	976	1,878	1,819	1,953	1,995

Number of class sections and credit hours by Year on Fall 20th day

Use caution in trying to report "undergraduate versus graduate" level courses as the only firm break point is '800' and above for graduate level (it is possible via senior rule for an undergraduate to enroll in a 800 level course but they will be receiving graduate level credit not undergraduate). While the '700-799' level is often defined as graduate level work, over 20% of students in such classes are undergraduate students receiving undergraduate credit not graduate credit.

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2. Instructional Delivery Method: [dimension custodian: Registrar]

Instructional delivery method refers to the method or style of instructional and/or class delivery (commonly referred to as course method). A course may consist of several class sections delivered in different methods or styles. When reporting it is recommended to use both the course method code and descriptor. Listed below is a crosswalk along with definitions of the latest coding structure.

	Spring 2014 to present		Summer 1987 to Fall 2013	
Code	Description	Definition	Code	Description
TCI	Traditional Classroom	Instruction delivered in-person during regular meetings during the term; TCI courses may also use blackboard for information delivery and assignment submission. Courses using ITV/IDL should use the TCI method.	TCI ITV IFN*	Traditional Classroom Instruction Interactive TV Internet Facilitated
IIE	Online	Instruction delivered entirely online, no requirement to physically come to a WSU campus for a class or exam or to access required resources.	IIE	Internet Only
CTV	Cable TV	Instruction delivered primarily through WSU Cable TV for delivery of content; may have some requirement to attend class(es) and/or exam(s) physically or online.	CTV	Cable TV Course
HYB	Hybrid	Instruction delivered through a combination of online and traditional meeting; use of Blackboard does not necessarily constitute online instruction nor make a course a hybrid. If online instruction reduces (but does not eliminate) classroom seat-time, this code may be used.	CLI IIF IIL SPC	Computer Lab-Instructor Driven Instruction >2/3 Internet Instruction <2/3 Internet Self-Paced Computer Lab Instruction
HYO	Hybrid Online	Instruction delivered entirely online but course also requires students to physically attend exams or come to campus to access required resources.		no equivalent

*IFN for reporting is associated with TCI as examination of historical data established that many departments were incorrectly using this assignment. (revised 4/3/2013)

Given the inability to have a reliable crosswalk between legacy and current system coding, course method is only available for Banner era data.

	Course Instructional Delivery Method by Year on Fall 20th day						
Dimension:	1980	1990	2000	2010	2011	2012	2013
Total Sections:	n/a	n/a	n/a	3,124	3,228	3,272	3,342
Cable TV Course	n/a	n/a	n/a	14	13	10	6
Hybrid	n/a	n/a	n/a	880	880	771	778
Internet Only	n/a	n/a	n/a	83	119	119	153
Traditional Classroom	n/a	n/a	n/a	2,147	2,216	2,372	2,405
	n/a	n/a	n/a	100%	100%	100%	100%
Cable TV Course	n/a	n/a	n/a	0.4%	0.4%	0.3%	0.2%
Hybrid	n/a	n/a	n/a	28.2%	27.3%	23.6%	23.3%
Internet Only	n/a	n/a	n/a	2.7%	3.7%	3.6%	4.6%
Traditional Classroom	n/a	n/a	n/a	68.7%	68.6%	72.5%	72.0%

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3. Course Type: [dimension custodian: Registrar]

Course type refers to the type of activity within the class (e.g., lecture, lab, individual research). Unlike course method in which styles can vary within a course across class sections, normally course type is constant across all class sections of a course. Course type coding began in the summer of 1987. The Free Tuition Waiver code was discontinued in the spring of 2011.

code	descriptor	Definition
0	Lecture	Regularly scheduled non-lab academic courses with designated credits.
1	Lab	Courses which require the student to spend some part of time in a laboratory and where typically the contact hours exceed the credit hours.
2	Experiential	Includes practicums, internships, student teaching, field experiences and other irregular courses not fitting in course type code '0 lecture.'
3	Appointment (non-research)	Courses for individuals (e.g., readings, independent study, music lessons) with the primary criteria for determination being a one-to-one relationship between the professor and student.
4	Individual Research	Includes thesis and dissertation credit hours which usually meets on an appointment basis.
5	Activity	Courses which meet to develop a performance criterion or skill through continued practice (e.g., band, chorus, theatre participation, debate participation, varsity sports, physical-education activity course).
9	Seminar	Graduate level course comprised of a small group in which open discussion and exchange on a specific topic are pursued.
F	Free Tuition (inactive)	No longer offered as a course type option as of spring 2011
WS	Workshop	Courses meant to get instruction and hands on experience related to a specific task.

Listed below is an example of reporting course type.

Dimension:	1980	1990	2000	2010	2011	2012	2013
			Course Type by Year on Fall 20th day				
Total Sections:	n/a	2,674	2,947	3,124	3,228	3,272	3,342
Lecture	n/a	1,388	1,501	1,523	1,610	1,672	1,746
Lab	n/a	482	357	363	378	381	404
Experiential	n/a	233	242	269	273	266	233
Appointment Course	n/a	280	266	289	304	286	291
Individual Research	n/a	111	199	373	333	346	344
Activity Course	n/a	112	161	170	182	184	191
Seminar	n/a	57	78	73	86	79	72
Workshop	n/a	11	143	64	62	58	61
	n/a	100%	100%	100%	100%	100%	100%
Lecture	n/a	51.9%	50.9%	48.8%	49.9%	51.1%	52.2%
Lab	n/a	18.0%	12.1%	11.6%	11.7%	11.6%	12.1%
Experiential	n/a	8.7%	8.2%	8.6%	8.5%	8.1%	7.0%
Appointment Course	n/a	10.5%	9.0%	9.3%	9.4%	8.7%	8.7%
Individual Research	n/a	4.2%	6.8%	11.9%	10.3%	10.6%	10.3%
Activity Course	n/a	4.1%	5.4%	5.4%	5.6%	5.6%	5.7%
Seminar	n/a	2.1%	2.6%	2.3%	2.7%	2.4%	2.2%
Workshop	n/a	0.4%	4.9%	2.0%	1.9%	1.8%	1.8%

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4. Class Section Start Time: [dimension custodian: Registrar]

Reporting the start time of day that courses are offered can be aggregated to three time dimensions: morning (00:00-11:59), afternoon (12:00 to 16:29 or 4:29pm); evening (16:30 to 23:59 or 4:30pm to 11:59pm); when reporting in the aggregate the report should include a footnote denoting the time break points. Time is reported in Central Standard Time (CST).

Class Section Offerings by Start Time of Day

Dimension:	Time of Day[1] of Course Offerings by Year on Fall 20th day				
	1980	1990	2000	2010	2013
Total Sections:	2,200	2,075	2,074	2,015	2,251
Morning	1,087	1,038	958	877	949
Afternoon	555	449	535	589	739
Evening	558	588	581	549	563
	100%	100%	100%	100%	100%
Morning	49.4%	50.0%	46.2%	43.5%	42.2%
Afternoon	25.2%	21.6%	25.8%	29.2%	32.8%
Evening	25.4%	28.3%	28.0%	27.2%	25.0%

[1] Start Time of day: morning midnight to 11:59am, afternoon 12:00pm to 4:29pm, and evening 4:30pm to 11:59pm; arranged class sections excluded.

When reporting detailed time intervals, the 12 hour clock with am/pm designators is required.

Rolling 30 minute Occupancy Counts for Spring 2013 Census Day

time slice	number of course sections						number of students					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
morning:												
7:00am	0	1	0	1	0	0	0	5	0	5	0	0
7:30	6	7	4	5	3	0	77	56	57	40	27	0
8:00	29	64	25	56	9	2	689	1,611	505	1,422	102	24
8:30	76	73	72	64	40	5	2,142	1,901	1,940	1,740	1,270	67
9:00	78	74	74	67	43	15	2,194	1,940	1,993	1,830	1,359	428
9:30	120	134	116	129	53	16	3,728	3,900	3,518	3,804	1,715	451
10:00	119	133	114	130	54	20	3,695	3,871	3,445	3,781	1,741	633
10:30	121	128	116	129	56	20	3,514	3,614	3,281	3,602	1,596	633
11:00	117	138	112	142	56	20	3,253	3,920	3,035	4,048	1,622	633
11:30	106	130	100	134	52	19	2,959	3,923	2,736	4,079	1,451	588
afternoon:												
12:00pm	100	119	98	125	49	19	2,729	3,672	2,668	3,838	1,382	588
12:30	89	92	93	93	41	10	1,968	2,183	2,117	2,239	781	349
1:00	97	98	103	94	38	13	2,188	2,266	2,308	2,200	728	452
1:30	112	108	118	98	30	13	2,598	2,533	2,733	2,406	622	429
2:00	89	97	95	78	21	11	1,852	2,220	1,908	1,860	332	281
2:30	81	101	89	85	12	11	1,687	2,130	1,617	1,924	237	281
3:00	73	97	77	79	7	11	1,583	2,056	1,381	1,775	137	281
3:30	62	66	56	53	8	8	1,125	1,257	818	1,143	127	210
4:00	56	53	48	44	6	7	1,005	985	705	1,067	100	202
evening:												
4:30	76	74	68	64	6	6	1,602	1,712	1,328	1,670	90	169
5:00	59	59	54	50	5	5	1,241	1,447	1,181	1,349	79	162
5:30	45	53	37	41	11	1	887	1,055	729	863	276	85
6:00	87	96	82	84	9	1	2,067	2,192	1,985	1,972	230	85
6:30	82	87	76	78	9	0	1,806	1,917	1,773	1,752	230	0

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7:00	31	39	30	24	9	0	401	606	488	294	240	0
7:30	72	82	61	55	9	1	1,412	1,619	1,450	1,210	247	3
8:00pm	65	78	54	52	8	1	1,348	1,572	1,386	1,181	202	3

5. Class Section Day of Week: [dimension custodian: Registrar]

Day of week of class section offering refers to how many times a class meets through a given week and what days during the week they meet to gain an understanding of how class offerings are distributed.

One method attempts to capture the number of times classes meet:

	Frequency of Weekdays of Class Section Offerings by Year on Fall 20th day						
Dimension:	1980	1990	2000	2010	2011	2012	2013
Total Sections:	2,199	2,076	2,072	2,015	2,111	2,133	2,251
meets 1 weekday	746	688	758	817	852	880	881
meets 2 weekdays	724	792	795	885	950	936	958
meets 3 weekdays	556	431	363	197	195	198	214
meets daily (M-F)	148	142	86	70	69	74	157
meets weekends	25	23	70	46	45	45	41
	100%	100%	100%	100%	100%	100%	100%
meets 1 weekday	33.9%	33.1%	36.6%	40.5%	40.4%	41.3%	39.1%
meets 2 weekdays	32.9%	38.2%	38.4%	43.9%	45.0%	43.9%	42.6%
meets 3 weekdays	25.3%	20.8%	17.5%	9.8%	9.2%	9.3%	9.5%
meets daily (M-F)	6.7%	6.8%	4.2%	3.5%	3.3%	3.5%	7.0%
meets weekends	1.1%	1.1%	3.4%	2.3%	2.1%	2.1%	1.8%

A second method attempts to capture the days in which classes meet:

	Day of Week of Class Section Offerings by Year on Fall 20th day						
Dimension:	1980	1990	2000	2010	2011	2012	2013
Total Sections[1]:	2,199	2,076	2,072	2,015	2,111	2,133	2,251
Monday only	205	156	171	181	177	173	173
Tuesday only	194	213	216	221	234	257	258
Wednesday only	151	127	153	165	182	177	163
Thursday only	151	144	160	185	187	196	186
Friday only	45	48	58	65	72	77	101
Weekend	25	23	70	46	45	45	41
Monday & Wednesday	166	229	243	343	375	375	408
Tuesday & Thursday	512	542	527	521	553	542	530
Mon, Wed, Fri	529	414	348	179	179	183	189
Other[2]	221	180	126	109	107	108	202
	100%	100%	100%	100%	100%	100%	100%
Monday only	9.3%	7.5%	8.3%	9.0%	8.4%	8.1%	7.7%
Tuesday only	8.8%	10.3%	10.4%	11.0%	11.1%	12.0%	11.5%
Wednesday only	6.9%	6.1%	7.4%	8.2%	8.6%	8.3%	7.2%
Thursday only	6.9%	6.9%	7.7%	9.2%	8.9%	9.2%	8.3%
Friday only	2.0%	2.3%	2.8%	3.2%	3.4%	3.6%	4.5%
Weekend	1.1%	1.1%	3.4%	2.3%	2.1%	2.1%	1.8%
Monday & Wednesday	7.5%	11.0%	11.7%	17.0%	17.8%	17.6%	18.1%
Tuesday & Thursday	23.3%	26.1%	25.4%	25.9%	26.2%	25.4%	23.5%
Mon, Wed, Fri	24.1%	19.9%	16.8%	8.9%	8.5%	8.6%	8.4%
Other[2]	10.1%	8.7%	6.1%	5.4%	5.1%	5.1%	9.0%

[1] Day of week excludes arranged courses and classes without day indicators; [2] Other includes non-standard day sets such as Monday-Tuesday-Wednesday.

6. Majors and Courses Organizational Ownership: [dimension custodian: Registrar]

It is recommended when reporting across time, to report current organizational structure retroactively, this provides for the ability to compare unit changes over time that are not interrupted by migratory structural ownership unrelated to unit performance. For example, in 2008 computer science migrated from LAS to Engineering but remained as a distinct unit of computer science. When comparing across time to examine historical change in enrollment and to forecast future enrollment for Engineering, it is necessary that computer science be seen as always located in Engineering. Footnotes and other notation in the report should make readers aware of this retroactive coding.

For student data (admission, enrollment and degrees) organizational ownership is driven by major code (student) and course subject code (course). The Major Code Group (MCG) and Course Code Group (CCG) provides a coding schema to identify hierarchical structures of ownership both currently and across time. The complete list and data dictionary for MCG and CCG can be found at www.wichita.edu\opa under "Data Standards and Glossary".

The MCG and CCG schemas provide the ability to report by different organizational hierarchies including college, college division, department and departmental unit. The MCG schema also provides the means to report student level (undergraduate and graduate), degree-seeking, undecided major and major degree type. Listed below are examples of the types of hierarchies available for reporting.

College division:

Headcount by College Major on Fall 20th day

Dimension:	1980	1990	2000	2010	2011	2012	2013
Total	16,617	16,668	14,810	14,806	15,100	14,898	14,550
Business	2,909	3,377	2,432	2,145	2,136	2,061	2,113
Education	2,379	2,121	2,018	1,903	1,887	1,831	1,821
Engineering	1,812	2,139	2,135	2,252	2,188	2,263	2,658
Fine Arts	909	804	872	810	757	735	703
Health Professions	1,499	1,506	1,388	1,821	2,009	2,021	1,961
LAS Humanities	345	499	441	628	642	567	530
LAS Nat Sci and Math	666	492	540	954	1,005	1,043	1,024
LAS Social Sciences	1,548	1,705	1,949	2,435	2,473	2,371	2,257
LAS Other*	4,243	3,956	2,841	1,845	1,992	1,995	1,473
Honors College	0	0	0	0	0	0	0
Graduate School guest	307	69	194	13	11	11	10

*LAS Other includes Intensive English, high school & college guest, & open admission

Student Headcount by College Division Course by Year on Fall 20th day

Dimension:	1980	1990	2000	2010	2011	2012	2013
Total Headcount*:	56,094	56,849	50,976	57,079	58,646	58,346	60,399
Business	8,269	8,318	7,100	7,290	6,836	6,817	6,848
Education	7,383	5,459	5,343	6,284	5,943	5,354	5,616
Engineering	5,566	5,415	6,655	5,425	5,549	5,732	6,929
Fine Arts	4,522	4,376	4,865	4,839	4,998	4,735	4,808
Health Prof	4,201	4,105	4,303	6,755	7,408	8,178	8,004
LAS Humanities	7,033	8,140	6,430	6,851	7,060	7,123	6,332
LAS Nat.Sci & Math	9,908	10,560	7,046	9,364	10,042	9,997	10,122
LAS Social Sci	9,125	9,624	8,660	9,614	10,042	9,756	9,330
LAS Other**	87	852	574	657	768	654	2,410
Honors College	0	0	0	0	0	0	0

* Headcount can include multiple student counts to reflect enrolled classes

** LAS Other includes Honors, Intensive English and LAS University Introductory Courses

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7. Degrees [dimension custodian: Registrar]

Conferred degrees range from certificates through the doctorate level. Degrees can be reported by the term or year in which an academic year of a fall-spring-summer sequence is preferred since it follows the more typical academic planning of students (students who do not complete degree requirements in spring normally execute them in summer).

Degree type:	Academic Year (Fall, Spring, Summer awards)						
	1980	1990	2000	2010	2011	2012	2013
Total	1,968	2,248	2,433	2,969	2,922	3,015	3,006
Fall	545	720	697	882	903	985	972
Spring	989	1,049	1,213	1,667	1,600	1,589	1,596
Summer	434	479	523	420	419	441	438
Total	100%	100%	100%	100%	100%	100%	100%
Fall	27.7%	32.0%	28.6%	29.7%	30.9%	32.7%	32.3%
Spring	50.3%	46.7%	49.9%	56.1%	54.8%	52.7%	53.1%
Summer	22.1%	21.3%	21.5%	14.1%	14.3%	14.6%	14.6%

The primary major code associated with a degreed student can also be associated with the Major Code Group (MCG) to display degrees by different hierarchy levels.

Major/Degree Levels

Group level	Detail level
Doctoral	Doctoral Academic
	Doctoral Professional
Specialist Post Masters	Specialist Post Masters
Masters	Masters
	Masters Terminal Degree
Bachelor	Bachelor
	Bachelor Field Major
	Bachelor General Studies
Associates	Associates
Certificate	Certificate Graduate
	Certificate Post-Doctoral
	Certificate Undergraduate

FALL ONLY:	Academic Year (Fall, Spring, Summer awards)						
Degree type:	1980	1990	2000	2010	2011	2012	2013
Total	545	720	697	882	903	985	972
Doctoral	1	3	4	15	18	11	15
Post Masters [1]	9	1	1	3	2	1	1
Masters	137	142	199	181	217	211	185
Bachelors	363	520	462	648	635	708	736
Associates	35	53	31	15	14	15	19
Certificates	0	1	0	20	17	39	16

[1] Post Masters includes the Specialist in Education (EdS)

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VI. APPENDIX: Data and Reporting Security

While most reports will display data in the aggregate, some reports, either by design or population, may display information that violates one of many laws that prohibit such disclosure. Such data (e.g., biographical, educational, health related, financial) must be suppressed or under security access by those in a 'need-to-know' status. Listed below are some of the privacy laws that Wichita State University abides by and can impact the reporting of information.

1. FERPA (Family Educational Rights and Privacy Act of 1974):

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), institutions of higher education must protect the privacy of student educational records. Institutions may not disclose information contained in education records without the student's written consent except under certain conditions. One exception is the release of Directory Information, information that is generally not considered harmful or an invasion of privacy if disclosed.   Directory information for Wichita State University includes the student's name, address, telephone listing, email address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.

Students may withhold disclosure of directory information to non-institutional persons or organizations. The form for requesting this "no release" is available from the Office of the Registrar. Students with No Release orders on file have a confidential flag in Banner which appears in red at the top of the Banner INB form.
See WSU Policy and Procedure 3.12.

2. PCI (Payment Card Industry Standard):

Wichita State University accepts credit card payments for various goods and services both online and across campus departments. WSU is required by the major credit card brands (e.g., VISA, MC, AMEX, DISCOVER, JCB) to protect card holder data (CHD) collected at the time of purchase, per a set of standards: PCI-DSS – Payment Card Industry Data Security Standard. These standards are developed and governed by a committee called the PCI Security Standards Council. PCI-DSS defines card-based holder data as the card number, expiration date, PIN and the 3-4 digit CAV2/CVC2/CVV2/CID number on the back of a card.   All WSU business procedures involving credit card payments comply and support the Security of Credit Card Data Policy in WSU Policies and Procedures, Section 13.14, which refers directly to PCI-DSS compliance. Compliance with data security standards can bring major benefits to our University, while failure to comply can have serious and long-term negative consequences including fines, severe damage to WSU's reputation and our ability to conduct business for years to come and could result in the elimination of our ability to take credit cards for payments of WSU goods and services.
See WSU Policy and Procedure 13.14.

3. HIPAA (Health Insurance Portability and Accountability Act):

HIPAA is the federal Health Insurance Portability and Accountability Act of 1996. The primary goal of the law is to make it easier for people to keep health insurance, protect the confidentiality and security of healthcare information, and help the healthcare industry control administrative costs. The Act publicizes standards for the electronic exchange, privacy and security of health information. A main concern of the Act is the protection of health information (PHI) of patients, clients, and so forth through the Privacy Rule. HIPAA defines information as PHI if it contains the following information about the patient, the patient's household members, or the patient's employers: names, dates relating to a patient, i.e. birthdates, dates

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of medical treatment, admission and discharge dates, and dates of death, telephone numbers, addresses (including city, county, or zip code), fax numbers and other contact information, social security numbers, medical records numbers, photographs, finger and voice prints, and any other unique identifying number. A major goal of the Privacy Rule is to assure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being. The Rule strikes a balance that permits important uses of information, while protecting the privacy of people who seek care and healing. Given that the health care marketplace is diverse, the Rule is designed to be flexible and comprehensive to cover the variety of uses and disclosures that need to be addressed. HIPAA requires the following entities to comply:

- **Health care providers** (any provider of medical or other health services that bills or is paid for healthcare in the normal course of business, health care includes preventive, diagnostic, therapeutic, rehabilitative, maintenance, or palliative care, and counseling, services, assessment, or procedure with respect to the physical or mental condition, or functional status of an individual.
- **Businesses** that process or facilitate the processing of health information received from other businesses. It includes groups such as physician and hospital billing services.
- **Health Plans** including individual or group plan that provide or pay the cost of medical care and includes both Medicare and Medicaid programs.

See WSU Policy and Procedure 20.17.