GET THERE

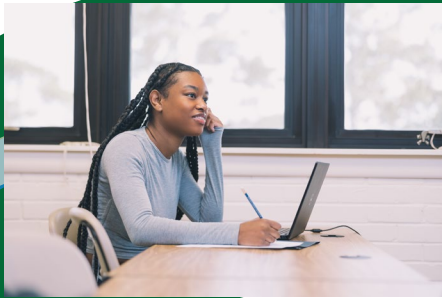## with Pensacola State College

Data for the People!

A Cross-functional Examination of the Role of MISATFOR

Michael Johnston, Associate Vice President of institutional Research and Management Information Systems
Chair, Florida MISATFOR

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MISATFOR and the Florida College System

There are 28 colleges in the Florida College System. Of the 28 College, 11 of them have Adult Education Programs.

There are college-designated Reports Coordinators at each institution responsible for data transmission, accurate reporting, and data interpretation.

MISATFOR in conjunction with CCTCMIS provides dozens of reports that can be leveraged to evaluate your program and division.

MISATFOR
The Process

All 28 Colleges meet biannually to discuss data elements and their definitions.

All 28 of the Florida Colleges are represented. Many times, different functional leads may come to learn about data structures specific to their area of oversight.

There are multiple different databases and processes that are involved to confirm that data does not error out – that does not necessarily mean the data is accurate.

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The Process of Data Submission

Open Submission Begins
Organizations submit data

Certification Form
Adult Education Data must be certified as correct

FTE-1 Evaluation
DOE evaluates and projects FTE

August

September

September

October

October

Continuous

Adult Education
Adult Education data that is loaded will be used for Federal Reporting

Close Date
Colleges can no longer submit data. Summer End-of-Term and Fall Beginning-of-Term Data Must be Loaded

Evaluation Reports
Every time data is submitted reports are generated to validate data

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Databases
What do they mean?

There are 5 different databases submitted on all students, faculty, staff, and facilities.

- The Student Databases contains WIOA data elements that must be collected semesterly.

- All databases must interact without failure – edit failures will prevent total submission.

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Student Database
Demographics

The student database contains multiple records ranging from classes records, student demographics, test results, and completer records.

- Student demographics are highly fluid and need to be obtained semesterly.

- Course records with clock hours reported is unique for every student. Each section identifies the attendance hours for students.

- Testing records are submitted in this database. These test results need to be consistent with the time frame of the semester.

Personnel Database
Faculty

The faculty database identifies all faculty, whether part-time or full-time.

- Faculty and Personnel are submitted in this database. If a faculty member is not accurately related to a course section, the course section will fail in the database submission (Student Database).

Facilities Database
Classrooms

All classrooms, hallways, building, and campuses are identified in each submission.
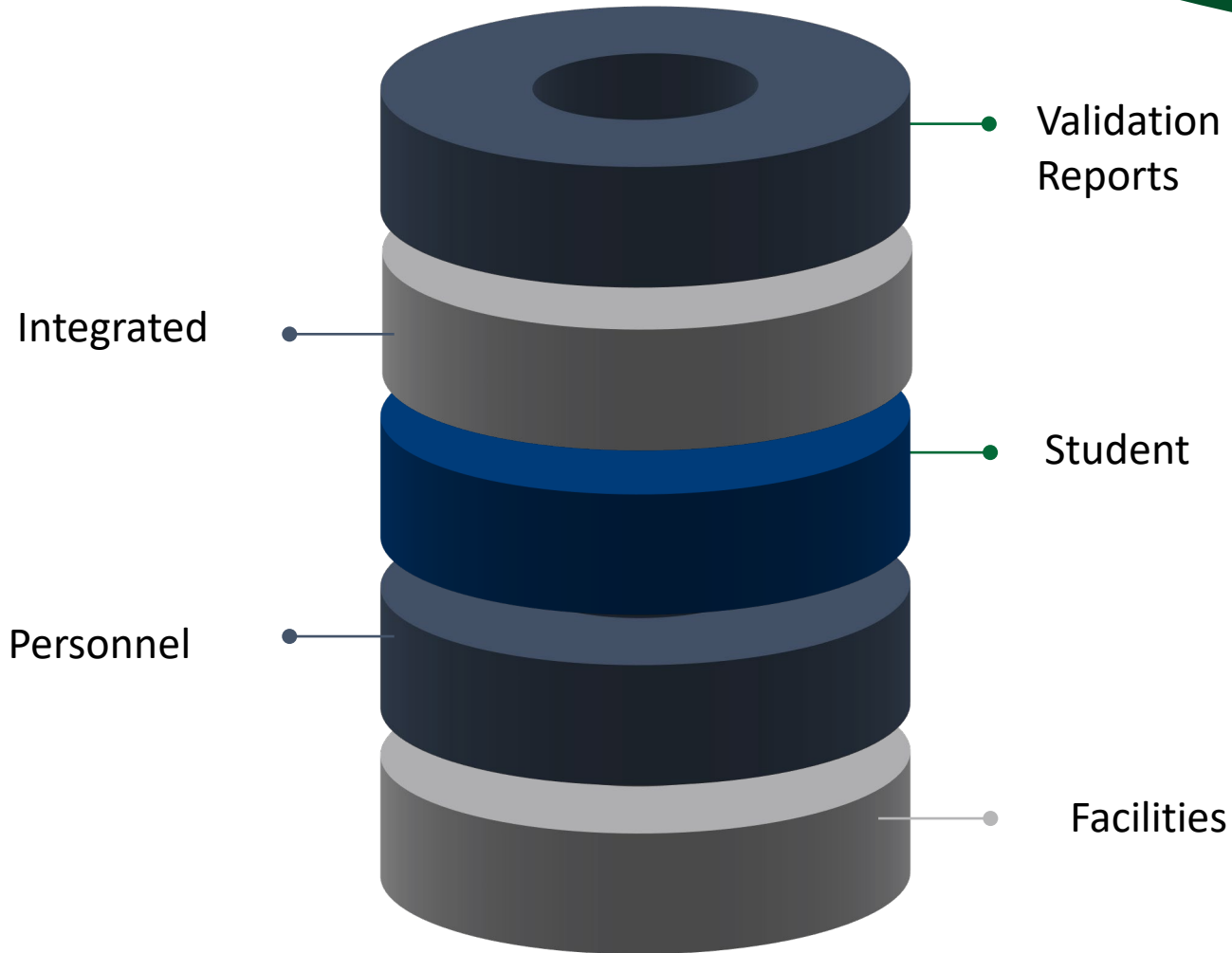
- The classroom size is submitted in this report. If the classroom does not exist in this report, all other databases will fail.

Database Relationships

The data must stack together during a given time period. If the data does not "jive" errors can exist.

Validation Reports

Integrated

Student

Personnel

Facilities

FTE Reports

FTE projections are provided for all colleges. These are a good way to compare your institution's FTE to the other organizations. There are called FTE-1, FTE-2, and FTE-3 reports.

- FTE projections are evaluated by the FCS and supplied to the colleges semesterly

- FTE is broken down by different "department" categories – Adult Basic Education and GED Prep are independent.

- Colleges may agree or dispute FTE projections depending upon the circumstance.

FLORIDA COLLEGE SYSTEM
FTE ENROLLMENT PROJECTIONS: FUNDED, LOWER AND UPPER LEVEL
DIVISION PROJECTIONS
2020-21

	UPPER DIVISION	A & P	POSTSEC VOC	DEVELOPMENTAL ED	EPI	POSTSEC ADULT VOC	APPRENTICE	ADULT BASIC	ADULT SEC/GED PREP	VOC PREP	TOTAL
Eastern Florida	930.0	7202.0	2082.0	245.0	0.0	331.0	0.0	0.0	0.0	0.0	10790.0
Broward	1315.0	16366.0	7173.0	1326.0	26.0	213.0	0.0	0.0	0.0	0.0	26419.0
Central Florida	318.0	3036.0	1292.0	114.0	0.0	157.0	0.0	17.0	11.0	0.0	4945.0
Chipola	145.0	879.0	219.0	7.0	0.0	132.0	0.0	0.0	0.0	0.0	1382.0
Daytona	916.0	6044.0	2015.0	137.0	1.0	695.0	562.0	353.0	66.0	2.0	10791.0
FL SouthWestern	560.0	9120.0	715.0	245.0	0.0	18.0	0.0	0.0	0.0	0.0	10658.0
Fla SC at Jax	1742.0	10105.0	3495.0	692.0	9.0	734.0	0.0	465.0	10.0	0.0	17252.0
Florida Keys	17.0	470.0	202.0	15.0	0.0	74.0	30.0	0.0	0.0	0.0	808.0
Gulf Coast	105.0	2113.0	528.0	40.0	9.0	112.0	0.0	0.0	0.0	0.0	2907.0
Hillsborough	0.0	12884.0	4970.0	1030.0	48.0	380.0	1710.0	47.0	2.0	0.0	21071.0
Indian River	1444.0	6211.0	2274.0	79.0	0.0	632.0	623.0	630.0	17.0	0.0	11910.0

Comp FREQ

One of the most powerful reports produced from the Student Database submission.

- This report has each data element disaggregated by frequency

- Longitudinal averages are calculated to assist in data validation

- Color codes identify outliers and data inconsistencies

FLORIDA COLLEGE SYSTEM
COMPARATIVE FREQUENCIES
2021-22 SDB TERM 2B SUBMISSION
PENSACOLA STATE COLLEGE

DE 2005: PROGRAM	2019 DIFF FROM 2018	2019 % DIFF FROM 2018	2020 DIFF FROM 2019	2020 % DIFF FROM 2019	2021 DIFF FROM 2020	2021 % DIFF FROM 2020	2022 DIFF FROM 2021	2022 % DIFF FROM 2021
9 - ADULT HIGH SCHOOL DIPLOMA	-19	(7.17%)	-246	(100.0%)	0	0.00%	0	0.00%
A - ASSOCIATE IN APPLIED SCIENCE (AAS) DEGREE	0	0.00%	0	0.00%	1	0	-1	(100.0%)
B - ADULT GENERAL	2	0.48%	-23	(5.48%)	-143	(36.02%)	7	2.76%
C - BACCALAUREATE DEGREE	149	24.35%	-52	(6.83%)	10	1.41%	36	5.01%
D - APPLIED TECHNOLOGY DIPLOMA (ATD)	13	81.25%	2	6.90%	-7	(22.58%)	-6	(25.00%)
E - BS - TRANSITIONAL	-2	(15.38%)	7	63.64%	-5	(27.78%)	-7	(53.85%)
G - GED	138	0	-136	(98.55%)	17	850.0%	9	47.37%
H - UPPER LEVEL NON-DEGREE SEEKER	-2	(66.67%)	-1	(100.0%)	1	0	1	100.0%
T - ADVANCED TECHNICAL CERTIFICATE (ATC)	-13	(59.09%)	24	266.7%	-16	(48.48%)	-6	(35.29%)

Possibilities
Errors can exist

Create an atmosphere that is accepting of recognizing errors

- There are opportunities in all areas to fix data – even after submissions close

- Environments that support open disclosure of errors without repercussions have more error reporting

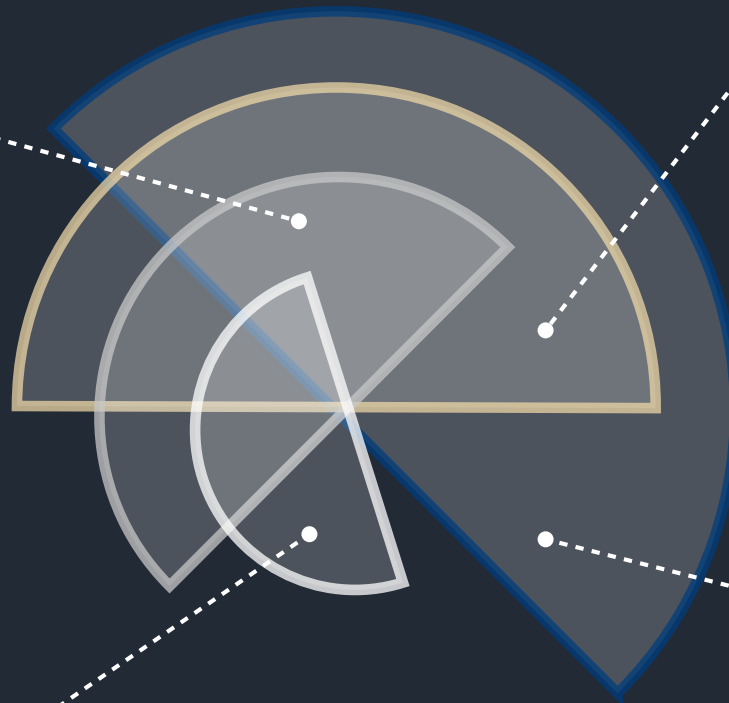- Try to eliminate the "Got-ya!" situations

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Potential **Performance Based Opportunities**

Enrollment
A total enrollment in your programs are traditionally a baseline.

Gains
How are gains measured while students are in these programs?

Post Completion Success
Where do students matriculate after they graduate?
(NSCH is excellent)

"At Risk" Categories
Proxy variables tend to be created for students to determine if they are "at-risk".

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michael johnston

AGE Employment Status

This is a student self-disclosed data element where a student must identify employment

Four possible outcomes ranging from employed, employment change, unemployed, or not seeking employment

The latter three categories could be considered "at-risk"

Data Element 1052
AGE Employment Status

Characteristics

Length:	1
Data Type:	Alphanumeric
Physical Description:	X (1)
Record Type(s):	1
Last Modified:	4/28/2020

Data Element is used in the Following Reports:

- ❏ Exceptions
- ❏ Workforce Innovation and Opportunity Act (WIOA) Performance (Adult Education)
- ❏ NRS

Description:

This data element was created for the Adult Education Program, and indicates whether the student is employed, not employed, or not in the labor force at time of entry into the Adult Education Program.

TABLE VALUES

E   Employed. The student:
   (a) did any work at all as a paid employee,
   (b) did any work at all in his or her own business, profession, or farm,
   (c) worked as an unpaid worker in an enterprise operated by a member of the family, or
   (d) is one who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.

S   Employed. The student:
   (a) received Notice of Termination of Employment, or Military Separation, or employer has issued a Worker Adjustment and Retraining Notification (WARN), or other notice that the facility or enterprise will close, or
   (b) student is a transitioning service member, (i.e., within 12 months of separation or 24 months of retirement).

U   Unemployed. Student who is not employed but is seeking employment, making specific efforts to find a job, and is available for work.

N   Not in the Labor Force. Student is not employed and is not seeking employment.

Single Parent

This is a student self-disclosed data element where a student identifies their parental status

- Four possible outcomes ranging from single parent, separated with child, pregnant, or not applicable.

- In theory, this category could be considered a risk situation.

Data Element 1058
CAE Single Parent

Characteristics

Length:	1
Data Type:	Alphanumeric
Physical Description:	X (1)
Record Type(s):	1
Last Modified:	1/15/2020

Data Element is used in the Following Reports:

- ❑ Exceptions
- ❑ Workforce Innovation and Opportunity Act (WIOA) Performance (Adult Education)
- ❑ NRS
- ❑ Perkins (CTE)

Description:

Identifies student as a single parent and/or single pregnant woman at the time of entry in the current term.

TABLE VALUES

B	Student is both a single parent and a single pregnant woman
S	Student unmarried, widowed, or legally separated from spouse and has either sole or joint custody of a minor child or children
W	Student is a single, pregnant woman
Z	Not applicable or student does not meet any of the criteria above

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Displaced Homemaker

This is a student self-disclosed data element where a student identify their economic stability state

Many times, students work

without compensation or

remuneration.

In theory, this category could

be considered a risk

situation.

Element 1059

Displaced Homemaker

...cteristics

h:	1
Type:	Alphanumeric
...ical Description:	X (1)
...ord Type(s):	1
...st Modified:	1/15/2020

...ata Element is used in the Following Reports:

❑ Exceptions
❑ Workforce Innovation and Opportunity Act (WIOA) Performance (Adult Education)
❑ NRS
❑ Perkins (CTE)

Description:

Identifies the student as a displaced homemaker according to federal definition.

TABLE VALUES

A   Student worked as an adult primarily without remuneration to care for home and family and for that reason has diminished marketable skills and is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment as appropriate.

B   Student has been dependent on public assistance or on the income of a relative but is no longer supported by such income and is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment as appropriate.

C   Student is a parent whose youngest child will become ineligible (at age 16) to receive assistance under the program for Aid to Families with Dependent Children under Part A of the Title IV of the Social Security Act within two years of the parent's application for assistance under the Act and is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment as appropriate.

D   Student is providing unpaid services to family members in the home and is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law

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Other **WIOA Metrics**

Many of these metrics that are required for data submission could be used as a way to identify "at-risk" students.

- AGE Ex-Offender
- AGE Homeless Runaway
- AGE Employment Barriers (self-perception)
- AGE Migrant or Seasonal Farmworker
- AGE Level of Schooling Completed (identified to the first grade)
- Withdrawal Reasons
- Course Entry and Exit Dates

Calculated Fields!

What is a calculated field? Be very careful because the authors of these fields may not be subject-matter experts. Review them continuously!

- Calculated fields are formulae written from existing database fields.

- Logic and statements are created to develop new data based on your existing data.

- Data changes over time, and often calculated fields are not evaluated causing errors in reporting.

ABE Mathematics			LCP Award (DE 2105)
TABE 11 & 12	**CASAS GOALS**		**Value**
Range			
300-448	0-193		A
449-495	194-203		B
496-536	204-214		C
537-595	215-225		D

An Example of a Calculated Field:

If TABE 11 & 12 <= 448 or CASAS Goals <=193, Create LCP Award A;

or

If TABE 11 & 12 <= 495 or CASAS Goals <=203, Create LCP Award B;

or

If TABE 11 & 12 <= 536 or CASAS Goals <=214, Create LCP Award C;

or

If TABE 11 & 12 <= 595 or CASAS Goals <=225, Create LCP Award D;

Calculated Fields!

$$\rho \frac{Du}{Dt} = F_x - \frac{\partial p}{\partial x} + \frac{\partial}{\partial x}\left[\mu\left(2\frac{\partial u}{\partial x} - \frac{2}{3}div\,\vec{v}\right)\right] + \frac{\partial}{\partial y}\left[\mu\left(\frac{\partial u}{\partial y} + \frac{\partial v}{\partial x}\right)\right] + \frac{\partial}{\partial z}\left[\mu\left(\frac{\partial u}{\partial z} + \frac{\partial w}{\partial x}\right)\right]$$

$$\rho \frac{Dv}{Dt} = F_y - \frac{\partial p}{\partial y} + \frac{\partial}{\partial y}\left[\mu\left(2\frac{\partial v}{\partial y} - \frac{2}{3}div\,\vec{v}\right)\right] + \frac{\partial}{\partial z}\left[\mu\left(\frac{\partial v}{\partial z} + \frac{\partial w}{\partial y}\right)\right] + \frac{\partial}{\partial x}\left[\mu\left(\frac{\partial u}{\partial y} + \frac{\partial v}{\partial x}\right)\right]$$

$$\rho \frac{Dw}{Dt} = F_z - \frac{\partial p}{\partial z} + \frac{\partial}{\partial z}\left[\mu\left(2\frac{\partial w}{\partial z} - \frac{2}{3}div\,\vec{v}\right)\right] + \frac{\partial}{\partial x}\left[\mu\left(\frac{\partial w}{\partial x} + \frac{\partial u}{\partial z}\right)\right] + \frac{\partial}{\partial y}\left[\mu\left(\frac{\partial v}{\partial z} + \frac{\partial w}{\partial y}\right)\right] \quad \text{Eq. 2-127}$$

$$\text{with} \quad \frac{Du}{Dt} = \left(\frac{\partial u}{\partial t} + u\frac{\partial u}{\partial x} + v\frac{\partial u}{\partial y} + w\frac{\partial u}{\partial z}\right)$$

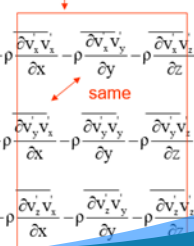## Reynolds Averaged Navier Stokes equations

$$\frac{\partial V_x}{\partial x} + \frac{\partial V_y}{\partial y} + \frac{\partial V_z}{\partial z} = 0$$

Reynolds stresses
total 9 - 6 are unknown

$$\rho\left(\frac{\partial V_x}{\partial \tau} + V_x\frac{\partial V_x}{\partial x} + V_y\frac{\partial V_x}{\partial y} + V_z\frac{\partial V_x}{\partial z}\right) = -\frac{\partial P}{\partial x} + \mu\frac{\partial^2 V_x}{\partial x^2} + \mu\frac{\partial^2 V_x}{\partial y^2} + \mu\frac{\partial^2 V_x}{\partial z^2} - \rho\frac{\partial \overline{v_x v_x}}{\partial x} - \rho\frac{\partial \overline{v_x v_y}}{\partial y} - \rho\frac{\partial \overline{v_x v_z}}{\partial z} + S_x$$

same

$$\rho\left(\frac{\partial V_y}{\partial \tau} + V_x\frac{\partial V_y}{\partial x} + V_y\frac{\partial V_y}{\partial y} + V_z\frac{\partial V_y}{\partial z}\right) = -\frac{\partial P}{\partial x} + \mu\frac{\partial^2 V_y}{\partial x^2} + \mu\frac{\partial^2 V_y}{\partial y^2} + \mu\frac{\partial^2 V_y}{\partial z^2} - \rho\frac{\partial \overline{v_y v_x}}{\partial x} - \rho\frac{\partial \overline{v_y v_y}}{\partial y} - \rho\frac{\partial \overline{v_y v_z}}{\partial z} + S_y$$

$$\rho\left(\frac{\partial V_z}{\partial \tau} + V_x\frac{\partial V_z}{\partial x} + V_y\frac{\partial V_z}{\partial y} + V_z\frac{\partial V_z}{\partial z}\right) = -\frac{\partial P}{\partial x} + \mu\frac{\partial^2 V_z}{\partial x^2} + \mu\frac{\partial^2 V_z}{\partial y^2} + \mu\frac{\partial^2 V_z}{\partial z^2} - \rho\frac{\partial \overline{v_z v_x}}{\partial x} - \rho\frac{\partial \overline{v_z v_y}}{\partial y} - \rho\frac{\partial \overline{v_z v_z}}{\partial z} + S_z$$

- Work with your reports coordinator and request each data element reported on behalf of your division.

- Ask the reports coordinator to identify which data elements are calculated fields and which are not.

- Ask for the formulae for each calculated field and confirm accuracy.

Collaborate Create Discussions with Reports Coordinators

- Any data specific to your departments should be reviewed continuously

- Collaborate on reports that can be reviewed before the window opens

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Sample **LCP Report**

This report was developed at PSC in order to evaluate LCPs achieved. Once data is entered on behalf of a student, it needs to be evaluated for accuracy.

YEAR	YEAR/TERM	STU ID	LAST NAME	FIRST NAME	MAJOR CODE	MAJOR TYPE	POINT TYPE	POINT	POINT SUBJECT	TEST DATE	CIP
2022	20213	ID 1	Name 1	Name 1	ABE-XX	ABE-LCPS	L	H	READING	20210721	1532010200
2022	20213	ID 2	Name 2	Name 2	ABE-XX	ABE-LCPS	L	F	READING	20210726	1532010200
2022	20213	ID 3	Name 3	Name 3	ABE-XX	GED	L	V	GED	20210730	1532010207
2022	20213	ID 4	Name 4	Name 4	ABE-XX	GED	L	W	GED	20210727	1532010207
2022	20213	ID 4	Name 4	Name 4	ABE-XX	GED	L	X	GED	20210801	1532010207
2022	20213	ID 4	Name 4	Name 4	ABE-XX	GED	L	Y	GED	20210723	1532010207
2022	20213	ID 5	Name 5	Name 5	ABE-XX	ABE-LCPS	L	A	MATH	20210719	1532010200

Sample **LCP Report Analytics**

Sometimes row-level data is difficult to analyze. Often, trends are more visible and easily identify outcome anomalies without difficult formulae.

Remember data can be viewed in many forms, leverage the tools your research offices have develop tools to easily understand your trends.

LCP TYPE	TOTALS			
	2019.3	2020.1	2020.2	2020.3
CASAS LISTENING	12	19	17	7
GL	1	0	3	0
HL	3	6	4	2
IL	3	5	8	3
JL	4	6	2	1
KL	1	2	0	1
CASAS READING	11	8	12	13
NR	1	0	2	3
PR	2	0	2	4
RR	4	3	1	0
SR	4	5	7	6
GED	56	51	42	34
V	11	10	8	6
W	19	18	16	10
X	15	14	12	13
Y	11	9	6	5
LANGUAGE	3	1	2	2
K	2	1	2	1
M	1	0	0	1
MATH	6	1	6	11
A	2	1	3	3
B	1	0	1	2
C	3	0	2	6
READING	11	14	13	24
E	1	1	1	2
F	3	2	4	5
G	3	6	2	6
H	4	5	6	11
Grand Total	99	93	90	89

Sample **LCP Report Analytics**

Evaluate Longitudinally! Excel is a great resource once you have row-level data!
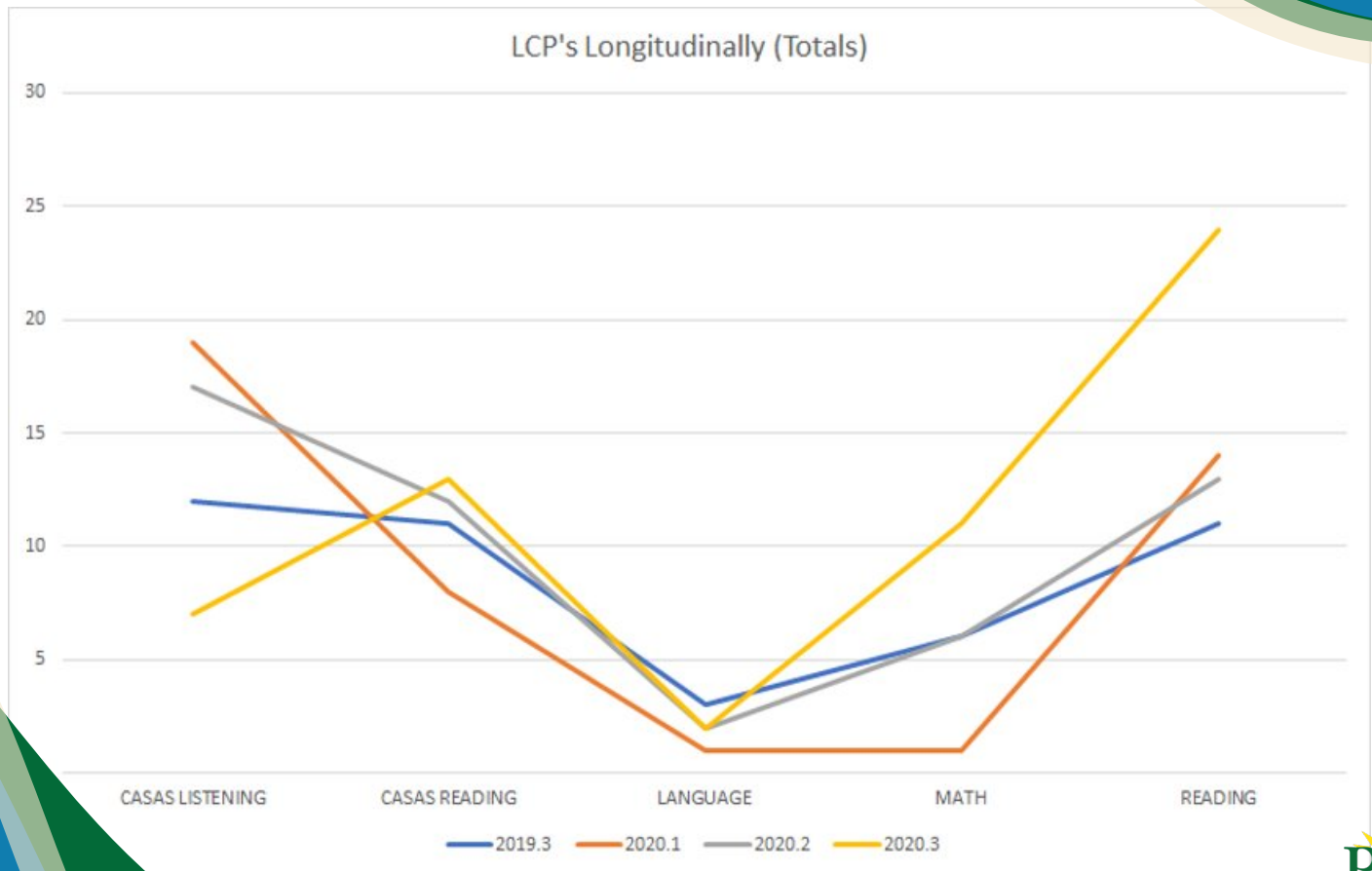
Grand Total values can often obscure results. Remove them!
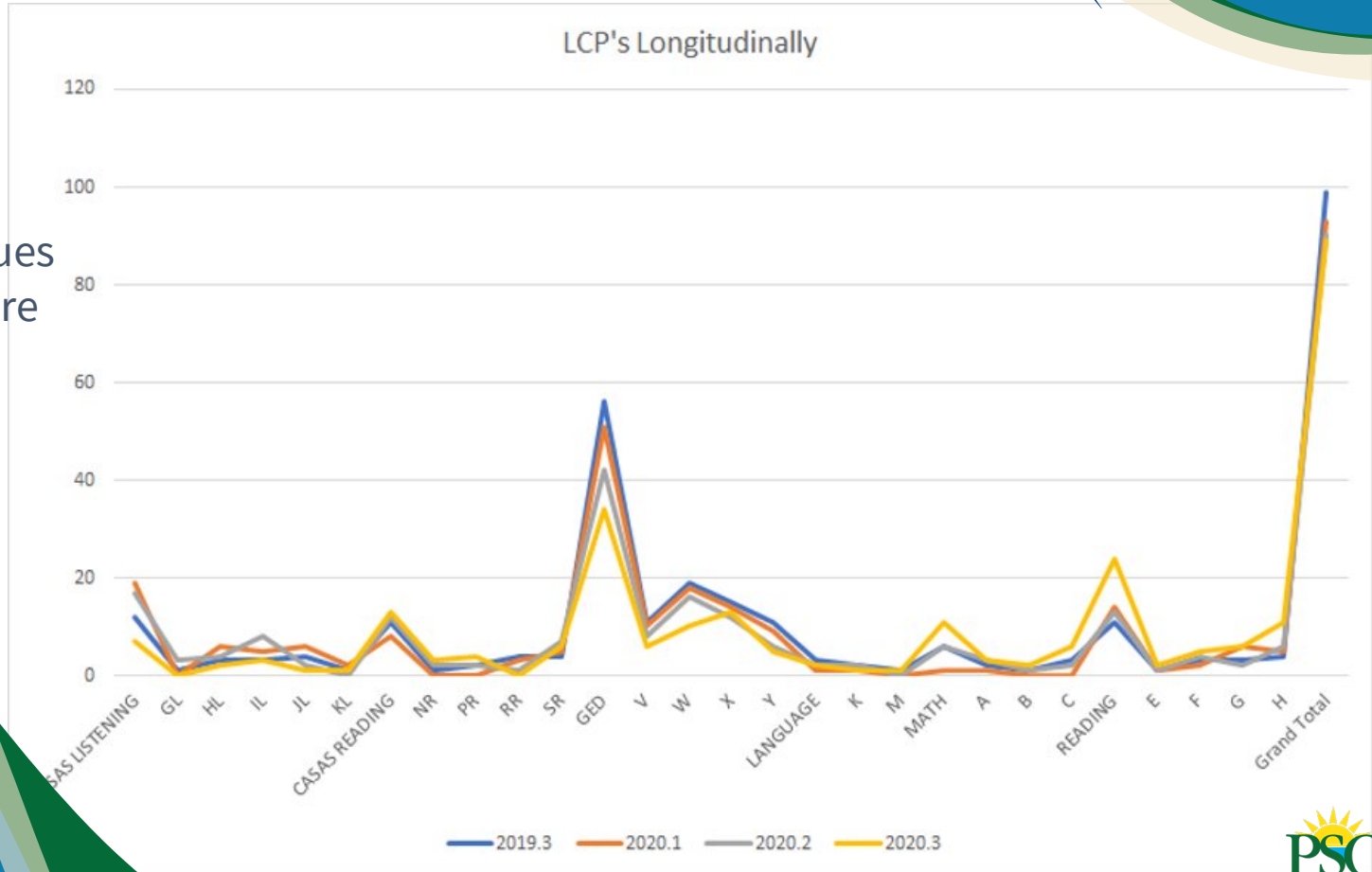
Sample **LCP Report Analytics**

Evaluate Longitudinally! Excel is a great resource once you have row-level data!

Grand Total are effectively compared amongst themselves.

LCP's Longitudinally (Totals)

Legend: 2019.3, 2020.1, 2020.2, 2020.3

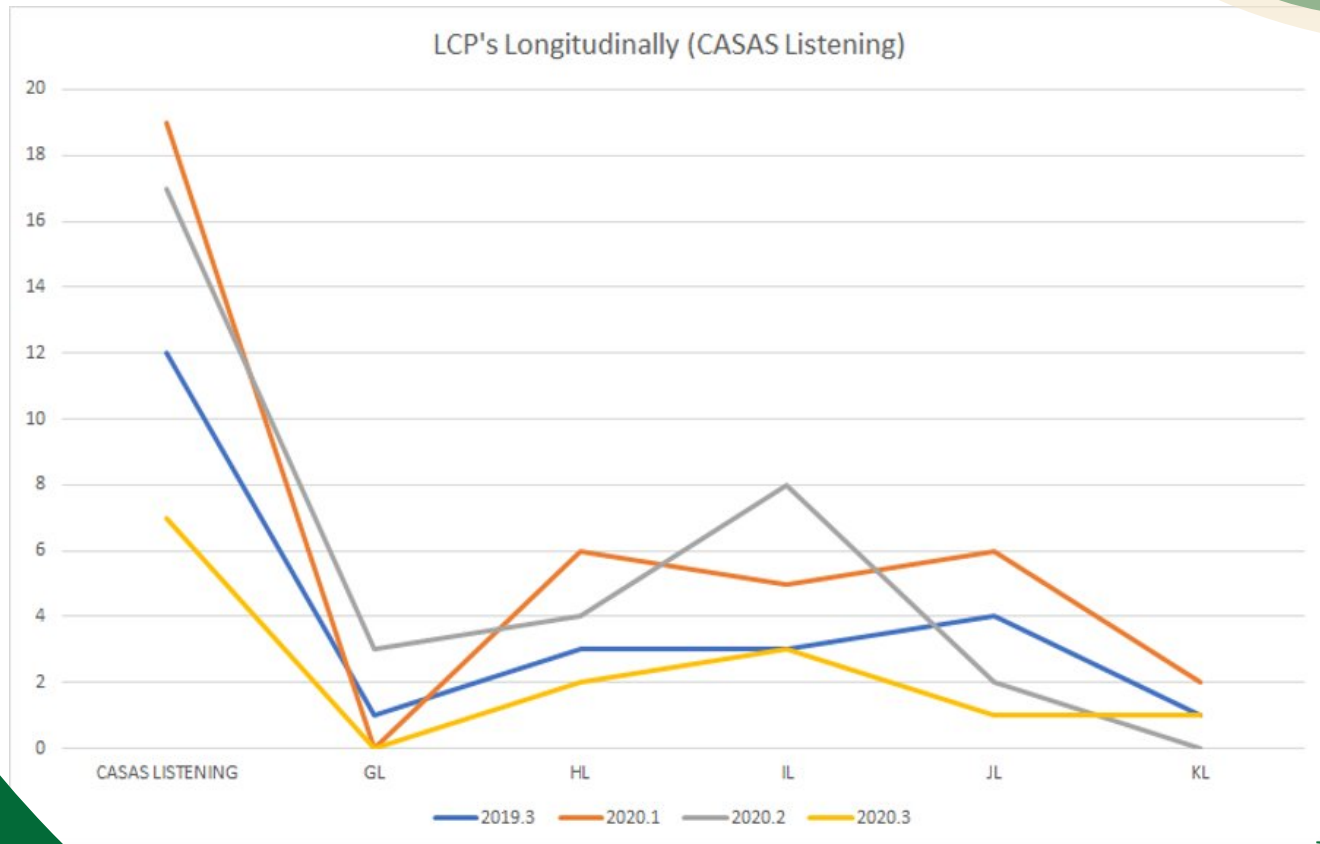Categories: CASAS LISTENING, CASAS READING, LANGUAGE, MATH, READING

Sample **LCP Report Analytics**

Evaluate Longitudinally! Excel is a great resource once you have row-level data!

Group data according to similarities.

Sample **Student Attendance Report**

This report was developed at PSC in order to evaluate student attendance. Again, row-level is helpful but often difficult to easily recognize trends.

YEAR TERM	STU ID#	LAST NAME	FIRST NAME	SECTION	SESSION	GRADE	ROOM	TEACHER	TOTAL HOURS	POSSIBLE HOURS	FIRST DATE ATTENDED	LAST DATE ATTENDED
20221	Student 1	Student 1	Student 1	5906	A		1160	SOWA, MARGARET	2.5	15	20210823	20210823
20221	Student 1	Student 1	Student 1	5907	A		1160	SOWA, MARGARET	7.5	15	20210825	20210908
20221	Student 1	Student 1	Student 1	5908	A		1160	SOWA, MARGARET	15	15	20210819	20210909
20221	Student 2	Student 2	Student 2	5960	A		Online	ALVAREZ SANCHEZ,	5	5	20210816	20210823
20221	Student 2	Student 2	Student 2	5962	A		Online	MILSTEAD, HALEY	7.5	15	20210819	20210831
20221	Student 2	Student 2	Student 2	5966	A		Online	SOWA, MARGARET	5	15	20210913	20210920
20221	Student 2	Student 2	Student 2	5967	A		Online	LEWANDOWSKI, LIND	7.5	15	20210908	20210922
20221	Student 2	Student 2	Student 2	5968	A		Online	JERNIGAN, MELISSA	7.5	15	20210907	20210921

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Sample **Student Attendance Report**

Change and visualize the row-level data into something more meaningful. Sum by Student is very powerful.

ID	TOTAL HOURS 2021.3
Student ID 1	2.5
Student ID 2	2.5
Student ID 3	2.5
Student ID 4	2.5
Student ID 5	2.5
Student ID 6	2.5
Student ID 7	5
Student ID 8	5
Student ID 9	5
Student ID 10	5
Student ID 11	5
Student ID 12	7.5
Student ID 13	7.5
Student ID 14	7.5
Student ID 15	7.5

Sample **National Student Clearinghouse**

The National Student Clearinghouse has a tool that will allow you
to determine where your students go after your program – Student Tracker!

Check all tabs in this document										
Student Information	MICHAEL JOHNSTON									
Certified By School	Status	Status First Started Date	Term Begin date	Term End date	Anticipated Gradua	College Code	School Name	College State	2/4 Year	Public/Private
11/02/1998	L	08/24/1998	08/24/1998	12/15/1998		001493-00	INDIAN RIVER STATE COLLEG	FL	4	P
12/20/2001	F	08/18/1999	08/21/2001	12/19/2001	05/19/2002	001536-00	UNIVERSITY OF MIAMI	FL	4	V
11/27/2001	F	08/18/1999	08/21/2001	12/19/2001	05/08/2003	001536-00	UNIVERSITY OF MIAMI	FL	4	V
10/15/2001	F	08/18/1999	08/21/2001	12/19/2001	05/08/2003	001536-00	UNIVERSITY OF MIAMI	FL	4	V
09/12/2001	F	08/18/1999	08/21/2001	12/19/2001	05/10/2003	001536-00	UNIVERSITY OF MIAMI	FL	4	V
08/15/2001	F	08/18/1999	08/21/2001	12/19/2001	05/10/2003	001536-00	UNIVERSITY OF MIAMI	FL	4	V
06/07/2001	F	08/18/1999	01/08/2001	05/18/2001	05/09/2002	001536-00	UNIVERSITY OF MIAMI	FL	4	V

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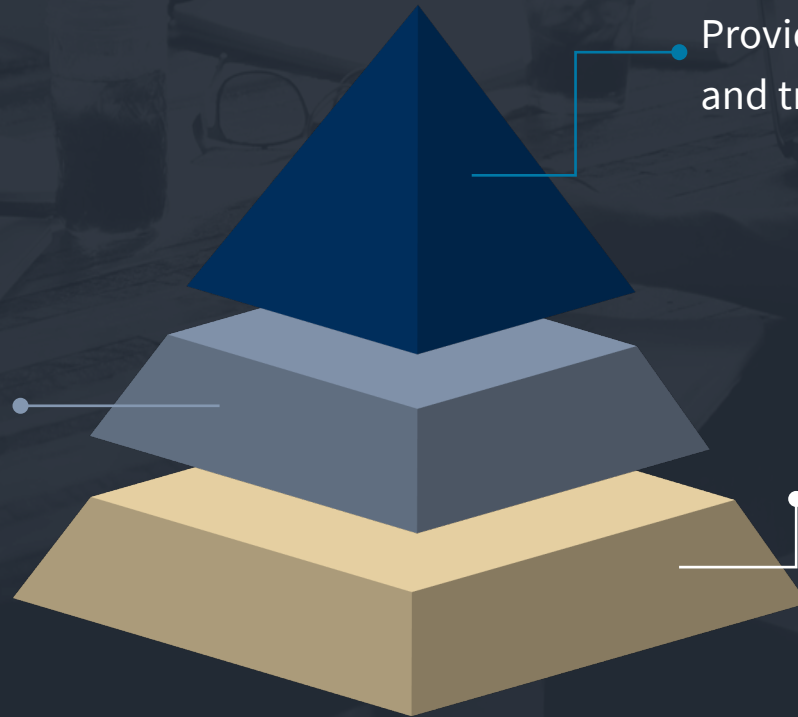STATE COLLEGE

Sample **National Student Clearinghouse**

The National Student Clearinghouse has a tool that will allow you
to determine where your students go after your program – Student Tracker!

FirstName	LastName	Graduate Date	Degree Title	BirthDate	College Name	2-year / 4-year	Enrollment Begin	Enrollment End	Enrollment Status
Student 1	Student 1			MMDDYYYY	LONE STAR COLLEGE SYSTEM DISTRICT	2	2013-06-03	2013-08-18	L
Student 2	Student 2				UNIVERSITY OF WEST FLORIDA	4	2019-08-26	2019-10-09	W
Student 3	Student 3	2017-03-07	SHORT CERTIFICATE		BISHOP STATE COMMUNITY COLLEGE	2			
Student 4	Student 4				COASTAL ALABAMA COMMUNITY COLLEGE	2	2011-05-19	2011-07-29	H
Student 5	Student 5				BISHOP STATE COMMUNITY COLLEGE	2	2017-01-09	2017-05-12	
Student 6	Student 6				UNIVERSITY OF SOUTH ALABAMA	4	2019-08-20	2019-12-12	F
Student 7	Student 7				UNIVERSITY OF WEST FLORIDA	4	2021-08-23	2021-12-11	F
Student 8	Student 8				BLUEGRASS COMMUNITY AND TECHNICAL COLLEGE	2	2019-01-14	2019-04-08	W
Student 9	Student 9				SADDLEBACK COLLEGE	2	2012-08-20	2012-12-19	H
Student 10	Student 10				SADDLEBACK COLLEGE	2	2013-01-22	2013-05-23	H
Student 11	Student 11				SAN DIEGO MESA COLLEGE	2	2014-01-27	2014-05-24	
Student 12	Student 12				SAN DIEGO MESA COLLEGE	2	2014-08-18	2014-12-16	
Student 13	Student 13				SAN DIEGO MESA COLLEGE	2	2015-01-26	2015-05-23	
Student 14	Student 14				SAN DIEGO MESA COLLEGE	2	2015-08-24	2015-12-19	
	Student 15				SAN DIEGO MIRAMAR COLLEGE	2	2016-01-25	2016-04-08	
	Student 16				SAN DIEGO MESA COLLEGE	2	2017-01-30	2017-04-03	
	udent 17	2014-05-09	BACHELOR OF SCIENCE		FLORIDA STATE COLLEGE AT JACKSONVILLE	4			
	t 18				FLORIDA STATE COLLEGE AT JACKSONVILLE	4	2011-01-10	2011-05-06	F
					FLORIDA STATE COLLEGE AT JACKSONVILLE	4	2011-08-29	2011-12-16	F
					FLORIDA STATE COLLEGE AT JACKSONVILLE	4	2012-01-09	2012-05-04	F
Stu					FLORIDA STATE COLLEGE AT JACKSONVILLE	4	2012-08-27	2012-12-14	F
Student					FLORIDA STATE COLLEGE AT JACKSONVILLE	4	2013-01-07	2013-05-03	H
Student 23					FLORIDA STATE COLLEGE AT JACKSONVILLE	4	2013-08-26	2013-12-13	F
Student 24					FLORIDA STATE COLLEGE AT JACKSONVILLE	4	2014-01-13	2014-05-09	H
Student 25					CENTRAL TEXAS COLLEGE-TRADITIONAL	2	2016-08-22	2016-12-09	L
Student 26					CENTRAL TEXAS COLLEGE-TRADITIONAL	2	2017-01-17	2017-04-30	H

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