MIS DATABASE DESIGN OVERVIEW

PURPOSE

The Chancellor's Management Information System has been designed to meet a variety of information needs identified by the Chancellor's Office. The identification process has taken into account both past experience, current, and anticipated needs. The use of the information in the database will be focused on issue identification, policy analysis, program evaluation, and planning.

DESIGN OBJECTIVES

Five basic design objectives underly the Chancellor's database.

1. **Accountability** the ability to respond to basic questions about the students being served, their demographic characteristics, the courses and services they are utilizing, their goals, and the outcomes they achieve through the community college system.

2. **Integration of data** the ability to link together related data elements to serve the basic questions discussed above. For example, it should be possible to relate basic student demographic data to course activity data to answer questions about the race and gender of unduplicated headcount of students enrolled in various occupational programs.

3. **Quality of data** the ability to provide accurate and consistent information on a timely basis. Accuracy and consistency require editing and comparison of data in order to eliminate unreasonable information.

4. **Longitudinal tracking** the ability to follow the progress of students in meeting their goals, and evaluating institutional performance over time. Policy makers want the ability to measure the success of specific programs (e.g., matriculation) in achieving improved student performance. Such measurements require the ability to follow the performance of students over time.

5. **Flexibility** the ability to perform a variety of ad hoc analyses using a stable base of data. Emerging issues or changing circumstances should not necessarily be grounds for new data requirements being placed upon the districts.

LAST REVISION: 10/01/00
MAJOR CATEGORIES OF INFORMATION

The information system is designed to collect and organize information from three major areas of activities:

- Students;
- Faculty and staff;
- Courses

The Chancellor seeks to collect that data that can provide answers to fundamental questions related to each of the three areas listed. It would be impossible to list every possible question related to the three areas. It is more useful to review the data elements documented in the Dictionary. A review of the Dictionary will reveal the basic nature of information being sought. The use of common linking data elements (Social Security number, TOP and ASA codes, district and college number, etc.) and the use of data base software will allow data to be linked from the various categories in order to respond to a variety of questions.

CHANCELLOR'S OFFICE DATABASE OVERVIEW

As indicated, the Chancellor's Office Management Information System database is actually comprised of several databases that each represent a distinct, logical collection of data that are related together using common linking data elements and database software. The principal databases that represent the major areas of activity are the Student, Section, Course, and Employee databases. Each of these databases is logically broken down into smaller groups of data. For example, the Student database includes the Student Basic Demographic database, the Student DSP&S database, the Student Enrollment database and the Student Financial Aid database.

Each database stores a record for every occurrence of the entity that the database represents. For example, the Student Basic Demographic database represents the entity identified as: STUDENTS. Each record in this database stores demographic data for all students enrolled at every college in the state. College and student identifiers are used to identify individual students (records) at each college. Stored in every record, in addition to identifiers, are data elements that describe the entity. For example, stored in all records of the Student Basic Demographic database are student's gender, ethnicity, birthdate, etc.

The material on the following pages outlines the function of each database and each database sub-group. In addition, the manner in which the databases are related together and their associated data elements are described.
DATABASE DESIGN

Boxes and lines are used on the following pages to illustrate the databases and the relationships between them. There are three possible relationships that can occur either among two or more databases or database sub-groups. They are:

(1) one to one,
(2) one to many,
(3) many to many.

An example of a "many to many" relationship exists between the Student and the Section databases (see following pages). For every student enrolled at a college during a given term, those students can be enrolled in one or more course sections. Likewise, every course section offered at the same college can have one or more students enrolled in it.

The lines below are used on the following pages to denote each of the possible relationships that can occur between each database and between each database sub-group. The arrows show the possible relationships that can occur between databases within the reporting period for the databases being related together. For example, a reporting period can consist of a semester or quarter, or in the case of financial aid, an academic year.

---

LEGEND

--- Denotes a one-to-one relationship

--- Denotes a one-to-many relationship in the direction of the arrowhead

--- Denotes a many-to-many relationship

---

LAST REVISION: 10/01/00
PRINCIPLE DATABASES

- STUDENT DATABASE
- EMPLOYEE DATABASE
- SECTION DATABASE
- COURSE DATABASE

SUPPORT DATABASES

- COLLEGE
- CDS CODES
- CIP CODES
- CALENDAR
PARTIAL DATABASE STRUCTURE:  Focal Position of the SECTION DATABASE

Two things may be noted about the data structure as illustrated on this and the following page:

First, the focus of the database structure is the SECTION DATABASE to which the COURSE, EMPLOYEE, and STUDENT DATABASES are directly joined. This reflects the central role in an educational institution played by a section: It is the offering of a course by an instructor to a group of students.
Second, the relation between the STUDENT, ENROLLMENT, SECTION, and COURSE DATABASES reflect the connection between the courses in which the student enrolls.

On the following pages the individual tables which make up the various databases are illustrated. Two of these tables serve the function of integrating the overall database structure; they act as the structural "glue." These interconnecting tables are:

1. The ASSIGNMENT table. This table links the Employee and Section databases.
2. The ENROLLMENT table. This table links the Section and Student databases,

On the subsequent pages, the data elements associated with each table are listed.

LAST REVISION: 10/01/00
# DATABASE DESIGN

STUDENT DATABASE: Part one: BASIC, TERM, and ENROLLMENT DATA

## TABLE

### STUDENT BASIC TABLE
- **SB00-07**

### STUDENT TERM TABLE
- **SB08-27**

### ENROLLMENT (STUDENT SECTION) TABLE
- **SX01-05**

## DATA ELEMENTS

### Student-Basic
- **GI01** District-College-Identifier*
- **SB00** Student-Identifier*
- **SB01** Identifier-Status
- **SB02** Name-Partial
- **SB03** Birth-Date
- **SB04** Gender
- **SB05** Ethnicity
- **SB06** Citizenship
- **SB07** Primary Lang (Deleted)

### Student-Term
- **GI01** District-College-Identifier*
- **GI03** Term-Identifier*
- **SB00** Identifier*
- **SB02** Name-Partial
- **SB08** Zip-Code
- **SB09** Residence-Code
- **SB10** Employ-Exp (Deleted)
- **SB11** Education-Status
- **SB12** High-School-Last
- **SB13** College-Last (Deleted)
- **SB14** Educational-Goal
- **SB15** Enrollment-Status
- **SB16** Units-Earned-Local
- **SB17** Units-Earned-Transfer
- **SB18** Units-Attempted-Local
- **SB19** Units-Attempted-Transfer
- **SB20** Grade-Points-Local
- **SB21** Grade-Total Points-Transfer
- **SB22** Academic-Standing
- **SB23** Apprenticeship-Status
- **SB24** Transfer-Center-Status
- **SB25** Gain-Status (Deleted)
- **SB26** JTPA-Status
- **SB27** CalWORKs-Status

### Enrollment
- **GI01** District-College-Identifier*
- **GI03** Term-Identifier*
- **SB00** Identifier*
- **CB01** Course-Dept-Number*
- **XB00** Section-Identifier*
- **SX01** Enrollment-Effective-Date
- **SX02** Enrollment-Drop-Date
- **SX03** Enrollment-Units-Earned
- **SX04** Enrollment-Grade
- **SX05** Enrollment-Positive-Attendance

**NOTE:** These data elements belong to the table which links the Student and the Section databases, and so belong to both databases.

**Key Fields**
## DATABASE DESIGN

**STUDENT DATABASE: Part Two: PROGRAM AWARDS, DSPS, BASIC SKILLS, and EOPS**

### TABLE

#### STUDENT PROGRAM AWARD TABLE

<table>
<thead>
<tr>
<th>DATA ELEMENTS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Program Award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GI01  District-College-Identifier*</td>
<td>SP02 Award</td>
<td></td>
</tr>
<tr>
<td>GI03  Term-Identifier*</td>
<td>SP03 Award-Date</td>
<td></td>
</tr>
<tr>
<td>SB00  Identifier*</td>
<td>SP04 Co-Unique-Code</td>
<td></td>
</tr>
<tr>
<td>G192 Record-Number-Identifier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB02  Name-Partial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP01  Program-Identifier*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT DISABILITY TABLE**

<table>
<thead>
<tr>
<th>DATA ELEMENTS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GI01  District-College-Identifier*</td>
<td>SD05 Disability-Dept-Rehab</td>
<td></td>
</tr>
<tr>
<td>GI03  Term-Identifier*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB00  Identifier*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB02  Name-Partial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD01  Primary-Disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD02  Primary-Disability-Services-Contacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD03  Secondary-Disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD04  Secondary-Disability-Service-Contacts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT PRECOLLEGIATE BASIC SKILLS TABLE (PBS)**

<table>
<thead>
<tr>
<th>DATA ELEMENTS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Precollegiate-Basic-Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GI01  District-College-Identifier*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GI03  Term-Identifier*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB00  Identifier*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB02  Name-Partial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS01  PBS Units-Accumulated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS02  PBS-Unit-Limit-Waiver-Status</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT EOPS TABLE**

<table>
<thead>
<tr>
<th>DATA ELEMENTS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-EOPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GI01  District-College-Identifier*</td>
<td>SE06 Care-Term-Of-Accept</td>
<td></td>
</tr>
<tr>
<td>GI03  Term-Identifier*</td>
<td>SE07 Care-Marital-Status</td>
<td></td>
</tr>
<tr>
<td>SB00  Identifier*</td>
<td>SE08 Care-Num-of-Depend</td>
<td></td>
</tr>
<tr>
<td>SB02  Name Partial</td>
<td>SE09 Care-TANF Duration</td>
<td></td>
</tr>
<tr>
<td>SE01 Eligibility-Factor</td>
<td>SE10 EOPS/CARE Withd Rea</td>
<td></td>
</tr>
<tr>
<td>SE02  Term-Of-Acceptance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE03  End-Of-Term-EOPS-Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE04  Units-Planned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE05  Care-Status</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Key Fields*
DATABASE DESIGN
STUDENT DATABASE: Part Two Continued: MATRICULATION, ASSESSMENT, and VTEA

<table>
<thead>
<tr>
<th>TABLE</th>
<th>DATA ELEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT MATRIC TABLE</strong></td>
<td><strong>SM01-13</strong></td>
</tr>
<tr>
<td><strong>STUDENT ASSESSMENT TABLE</strong></td>
<td><strong>SA01-06</strong></td>
</tr>
<tr>
<td><strong>STUDENT VTEA TABLE</strong></td>
<td><strong>SV01-08</strong></td>
</tr>
</tbody>
</table>

**Student-Matriculation**
- GI01 District-College-Identifier*
- GI03 Term-Identifier*
- SB00 Identifier*
- SB02 Name-Partial
- SM01 Goals
- SM02 Major
- SM03 Special-Services-Needs
- SM04 Orientation-Exempt-Status
- SM05 Assessment-Exempt-Status
- SM06 Counseling/Advisement-Exempt-Status
- SM07 Orientation-Services
- SM08 Assessment-Services-Placement
- SM09 Assessment-Services-Other
- SM10 Study-Skills-Evaluation-Servs (Deleted)
- SM11 Special-Services-Referral (Deleted)
- SM12 Counseling/Advisement-Services
- SM13 Academic-Follow-up-Services

**Student-Assessment**
- GI01 District-College-Identifier*
- GI03 Term-Identifier*
- SB00 Identifier*
- SB02 Name-Partial
- SA01 Instrument
- SA02 Assessment-Form (Deleted)
- SA03 Accommodation
- SA04 Purpose
- SA05 Date

**Student-VTEA**
- GI01 District-College-Identifier*
- GI03 Term-Identifier*
- SB00 Identifier*
- SB02 Name-Partial
- SV01 Vocational-Program-Plan-Status
- SV02 Funded-Status (Deleted)
- SV03 Econ-Disadv-Status
- SV04 Single-Parent-Status
- SV05 Displaced-Homemaker-Status
- SV06 Coop-Work-Experience-Educational-Type

*Key Fields

LAST REVISION: 10/01/00
DATABASE DESIGN

TABLE

STUDENT FINANCIAL AID APPL TABLE
SF01-20

STUDENT FINANCIAL AID AWARDS TABLE
SF21-22

DATA ELEMENTS

Student-Financial-Aid-Applicant
  GI01 District-College-Identifier*
  GI03 Term-Identifier*
  SB00 Identifier*
  SB02 Name-Partial
  SF01 Applicant-Status
  SF02 Time-Period
  SF03 Budget-Category
  SF04 Total-Budget-Amount
  SF05 Dependency-Status
  SF06 Household-Size
  SF07 Family-Status
  SF08 Income-AGI-Parent
  SF09 Income-AGI-Student
  SF10 Untax-Inc-Parent
  SF11 Untax-Inc-Student
  SF12 TANF-Status (Deleted)
  SF13 Contrib-Parent (Deleted)
  SF14 Contrib-Student (Deleted)
  SF15 Other-Resources (Deleted)
  SF16 Gross-Fin-Need (Deleted)
  SF17 Pell-Grant-Index
  SF18 Vet-Benefits-Status (Deleted)
  SF19 Work-Study-Hours (Deleted)
  SF20 Campus-Employ-Amt.(Deleted)

*Key Fields

LAST REVISION: 12/23/04
DATABASE DESIGN
SECTION DATABASE: SESSION, SECTION, and ASSIGNMENT

TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>DATA ELEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION (SECTION) TABLE XF00-07</td>
<td>Session</td>
</tr>
<tr>
<td></td>
<td>GI01 District-College-Identifier*</td>
</tr>
<tr>
<td></td>
<td>GI03 Term-Identifier*</td>
</tr>
<tr>
<td></td>
<td>CB01 Course-Dept-Number*</td>
</tr>
<tr>
<td></td>
<td>XB00 Section-Identifier*</td>
</tr>
<tr>
<td></td>
<td>XF00 Session Identifier*</td>
</tr>
<tr>
<td></td>
<td>XF01 Instruction-Method</td>
</tr>
<tr>
<td></td>
<td>XF02 Date-Beginning</td>
</tr>
<tr>
<td></td>
<td>XF03 Date-Ending</td>
</tr>
<tr>
<td></td>
<td>XF04 Days-Scheduled</td>
</tr>
<tr>
<td>SECTION TABLE XB00-10</td>
<td>Section</td>
</tr>
<tr>
<td></td>
<td>GI01 District-College-Identifier*</td>
</tr>
<tr>
<td></td>
<td>GI03 Term-Identifier*</td>
</tr>
<tr>
<td></td>
<td>GI02 District-College-Division*</td>
</tr>
<tr>
<td></td>
<td>CB01 Course-Dept-Number*</td>
</tr>
<tr>
<td></td>
<td>XB00 Section-Identifier*</td>
</tr>
<tr>
<td></td>
<td>XB01 Accounting-Method</td>
</tr>
<tr>
<td></td>
<td>XB02 Date-Census-First</td>
</tr>
<tr>
<td></td>
<td>XB03 Date-Census-Second (Deleted)</td>
</tr>
<tr>
<td></td>
<td>XB04 Contract-Education-Code</td>
</tr>
<tr>
<td></td>
<td>XB05 Units-Maximum</td>
</tr>
<tr>
<td></td>
<td>XB06 Units-Minimum</td>
</tr>
<tr>
<td></td>
<td>XB07 VTEA-Funded-Status (Del)</td>
</tr>
<tr>
<td></td>
<td>XB08 DSPS-Special-Status</td>
</tr>
<tr>
<td></td>
<td>XB09 Wrk-Based-LearningActs</td>
</tr>
<tr>
<td></td>
<td>XB10 CVU/CVC Status</td>
</tr>
<tr>
<td>ASSIGNMENT (SECTION-FACULTY) TABLE XE01-04</td>
<td>Faculty-Assignment</td>
</tr>
<tr>
<td></td>
<td>GI01 District-College-Identifier*</td>
</tr>
<tr>
<td></td>
<td>GI03 Term-Identifier*</td>
</tr>
<tr>
<td></td>
<td>CB01 Course-Dept-Number*</td>
</tr>
<tr>
<td></td>
<td>XB00 Section-Identifier*</td>
</tr>
<tr>
<td></td>
<td>EB00 Employee-Identifier*</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Key Fields
### DATABASE DESIGN

<table>
<thead>
<tr>
<th>TABLE</th>
<th>DATA_ELEMENTS</th>
</tr>
</thead>
</table>
| COURSE TABLE CB00-22 | **Course**  
| | **G01** District-College-Identifier*  
| | **G03** Term-Identifier*  
| | **CB00** Permanent-District-Identifier (Deleted)  
| | **CB01** Department-Number*  
| | **CB02** Title  
| | **CB03** Top-Code  
| | **CB04** Credit-Status  
| | **CB05** Transfer-Status  
| | **CB06** Units-Of-Credit-Maximum  
| | **CB07** Units-Of-Credit-Minimum  
| | **CB08** Basic-Skills-Status  
| | **CB09** SAM-Priority-Code  
| | **CB10** COOP-ED-Status  
| | **CB11** Classification-Code  
| | **CB12** Repeatability (Deleted)  
| | **CB13** Special-Class-Status  
| | **CB14** Can-Code  
| | **CB15** Can-Seq-Code  
| | **CB16** Same-As-Dept-Number 1 (Deleted)  
| | **CB17** Same-As-Dept-Number 2 (Deleted)  
| | **CB18** Same-As-Dept-Number 3 (Deleted)  
| | **CB19** Crosswalk-CRS-Dept-Name  
| | **CB20** Crosswalk-CRS-Number  
| | **CB21** Prior-to-College-Level  
| | **CB22** Noncredit-Category  

*Key Fields

LAST REVISION: 10/01/00
DATABASE DESIGN

DATA ELEMENTS

Employee-Demographics

GI01 District-College-Identifier*
GI03 Term-Identifier*
EB00 Identifier*
EB01 Identifier-Status
EB02 Birth-Date
EB03 Gender
EB04 Ethnicity
EB05 Citizenship
EB06 Disability-Status
EB07 EEO6-Occupational-Activity
EB08 Employment-Classification
EB09 Employment-Status
EB10 Date-of-Employment
EB11 Employment-Contract-Duration
EB12 Annual-Salary
EB13 Annual-Stipend
**EB14 DO NOT IMPLEMENT**

Employee-Assignments

GI01 District-College-Identifier*
GI03 Term-Identifier*
EB00 Employee-Identifier*
EJ01 Type
EJ02 Leave-Status
**EJ03 Account-Code**
EJ04 Weekly-Hours
EJ05 Hourly-Rate
EJ06 Total-Annual-Hours
EJ07 Total-Payment
EJ08 FTE

*Key Fields

LAST REVISION: 01/01/02
A. Objectives for Data Element coding scheme:

• Ensure consistency in coding all data elements;
• Provide rules which will act as a set of principles to guide the designer when creating a new set of codes for a new data element;
• Allow the user to apply rules that are "easy" to remember when interpreting data generated from ad-hoc queries;
• Develop a reporting system that is based on Positive Reporting.

Positive Reporting is founded on the principle of requiring a valid response for all data elements (i.e., blanks and spaces are not valid values). This is to ensure that no data element is omitted

B. Data Element Classifications:

The data elements defined in the Data Element Dictionary fall into three classes of data: Alphanumeric, Numeric, and Dates.

• Alphanumeric:
  • Numeric Codes (0-9):
    This coding scheme implies an ordering or ranking of codes. This implied ordering or ranking can occur for two reasons. First, the items of a data element may have a logical order or rank associated with them. In addition, numeric codes are used where there is a preferred ordering or ranking of data items on the input source documents or the output terminal displays and paper reports.
  • Alpha Codes (A-Z):
    There are three reasons for using alpha codes. First, if there are more than ten categories of data items and there are requirements to limit the size of the data element to one character, alpha codes may be used to accomplish this. Second, where it seems appropriate, alpha codes may be used to embed some intelligence into the data items. For example, data items for Student Gender (see SB04) are coded "F" for "Female" and "M" for "Male". And third, where it is desirable to code data items with no order or intelligence, alpha codes may be sequentially assigned for this purpose.
  • Period (.):
    A period (.) as part of a code acts as a place holder. This coding scheme is used to follow the principle of Positive Reporting.
DATABASE DESIGN

• **Numeric:**
  • Not to be confused with Numeric Codes (above), numeric data elements contain numeric values that will be used in some arithmetic calculations.

• **Dates:**
  • Date data elements represent valid dates in the format YYMMDD, where YY = Year, MM = Month, and DD = Day. The birthdate has been changed to YYYYMMDD, where YYYY = Year, MM = Month, and DD = Day. The Chancellor’s Office will determine the century. The day must be within a range valid for that month. Also, leap year must be considered when reporting for February (i.e., 28 or 29 days).

C. **Defaults:**

There are circumstances or conditions that require the use of a default value when the coding of a data element is unknown or not applicable. (Note: Some data elements do not allow default values. Refer to the Data Element Dictionary to determine if a default value may be applied to a particular data element.)

The conditions that can occur in which default values are used.

• **Unknown and Unreported:** This occurs when the value for a particular data element is unknown because it could not be captured from the data source (i.e., a student did not fill out a survey item). Thus, the value for the data element is unknown and unreported.

• **Not Applicable:** This occurs when there are two data elements that can be reported for the same entity, and depending on their values, only one of those data elements is applicable, but not both. Data Elements that fall into this classification are said to be mutually exclusive of one another. That is, if a data element is reported so that it negates the application of another data element, they are said to be mutually exclusive.

For example, if a student drops a course, then the Enrollment Drop Date is coded with the appropriate date. If the student does not drop the course, the Enrollment Drop Date has no meaning for that Student Enrollment. Therefore, the Enrollment Drop Date would be coded as "Not Applicable." (i.e., "888888" since it is a date field.)
DATABASE DESIGN

Default Codes:

The following table specifies the coding scheme that is used to represent each of the above default conditions for each data classification.

Codes Reported by Districts

<table>
<thead>
<tr>
<th>Data Class</th>
<th>Not Applicable</th>
<th>Unknown Unreported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphanumeric</td>
<td>Y</td>
<td>X</td>
</tr>
<tr>
<td>Numeric</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Dates</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

D. General Guidelines for Coding the Unused portion of a Data Element:

These are general guidelines that are to be followed when developing applications that will generate codes or values for each data classification.

- **Alphanumeric**: Unless otherwise specified, these data elements should be left-justified with trailing blanks. NOTE: Some data element definitions call for other literals to be inserted in unused portions instead of blanks and also call for right-justification. See the data element dictionary for actual coding specifications.

- **Numeric**: Right-justified, decimal aligned with leading zeros before the first significant digit.

- **Dates**: Date fields are six-digits in the format of YYMMDD, where YY = Year, MM = Month, and DD = Day. The birthdate has been changed to YYYYYMDD, where YYYYY = Year, MM = Month, and DD = Day. The Chancellor’s Office will determine the century. The date should completely fill the field. If coding a date that has a month or day that is only one digit, insert a leading zero, i.e., January 1, 1988 would be coded as "880101".

LAST REVISION: 10/01/00