

## Answers to Technical Questions from Prototype Design Phase

1. Question: Assume specific course information and grades are to be stored in the course block of SORHSCH. That is one table that is connected with the automated decision making system on Banner. We utilize that automated decision maker very heavily for speed and accuracy of processing, and need aggregate data (ex: 4 years English, 3 years Math, etc) in that table. Is it appropriate to also store course specific data (LA 1- FR English- B+- 1year) in the same table as the aggregate data. If it is not appropriate to store both course specific and aggregate data in the same table, how do we best store the data so that the automated decision rules still work?

ANS: As part of the project, IDTS is planning to store detail, high school course specific data in a new set of tables alongside the post-secondary school's SIS (which in the case of some community colleges may not be Banner). Banner schools will probably continue to populate SORHSCH with aggregate data. In addition, if it turns out to be feasible, IDTS would like to start automating parts of the manual process an admissions staff person goes through to summarize course data in readiness for SORHSCH.

2. Question: What about those students who take college classes for dual credit? Will there be an indicator that this is a college level course?

ANS. HS transcript data often will not indicate this because it is not stored in the HS student information system from which we obtain the transcript data

Will it also list the college the student is attending?

ANS. This also could be missing

In order for college credit to be transcribed at the university after the student completes the class, an additional transcript will be needed from the university/college they attended. Of course, if the student is also taking the class to satisfy either a high school graduation requirement or course pattern requirement for admission to an OUS university the class needs to appear on the high school transcript.

3. Question: How is the SSID information on applications validated (need validation process to correlate SSID with transcript)?

ANS. Currently we have no way to verify that a self-reported SSID is correct for the individual. The best that can be done at present is to use the check-digit routine to verify that it is a valid SSID. Discussions are in progress with ODE to see if it is feasible to access their system to verify SSID's

4. Question: How will we communicate with high schools the need to know about the SSID and college admission? Some recommendations include using ODE advisory groups and memo system.

ANS:

5. Question: How will data be communicated back and forth not just with K-12 and OUS, but community college as well (not just k-12 to community college and

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community college to higher ed)?

ANS: IDTS project scope is limited in this phase to communicating HS transcript data (K-12) to Oregon community colleges and universities, and to communicating college transcripts among Oregon's post-secondary campuses

- 6.** Question: How do students know to submit to multiple campuses for dual enrollment situations? Recommendation: Could get electronic signature that authorizes a "request" for data either in transcript or application.  
ANS:
- 7.** Question: How is multi-credit reflected for students (i.e. students getting credit at community college while in high school) without duplicating paperwork across sectors?  
ANS:
- 8.** Question: Is there a standard number of characters for SSID (10 total-7 with leading zeros)?  
ANS: The only standard we're aware of is that it is a 10-position code assigned by ODE, one per Oregon school student
- 9.** Question: How do we modify EDI to look for SSID, not SSN?  
ANS: EDI has room for both SSID and SSN. However, the IDTS project will not be transmitting SSN along with the rest of the transcript data. However, SSID will be a required field for IDTS sourced EDI transcripts.
- 10.** Question: Can ODE provide an algorithm for check digit (related to SSID)?  
ANS: They have provided the algorithm to the IDTS project team
- 11.** Question: How does this work help K-12's need for inter-school transfer, not just transcripting?  
ANS: IDTS is using the same transcript data elements as the KIDS project (KIDS is intended to facilitate data exchange between ODE entities). The KIDS and IDTS projects are working together. For example, IDTS experience already learned by working with high school transcripts, is being shared with the KIDS project and has led to a more robust list of transcript data elements in KIDS.
- 12.** Question: How does higher ed provide individual level data to inform instruction (need to resolve privacy issues to allow this)?  
ANS: Yes, FERPA regulations are a challenge in this area. Part of the project is to research the legal boundaries within which we must work
- 13.** Question: Do high schools need EDI client (Royce checked with EDI 1 source and received tentative confirmation that high schools could use OUS client)?  
ANS: The approach chosen doesn't involve high schools needing EDI software. Many high schools will instead have extract programs that will provide transcript data (compatible with the KIDS format) from their student information systems.

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- This data will be securely transferred to a state level server that will deal with the EDI aspects of getting the data to colleges and universities
- 14. Question:** Can OUS/CCWD request a transcript from K12 if an application with the SSID has been submitted? If so, what privacy issues must be resolved?  
**ANS:**
- 15. Question:** Can there be an automated course review process (need to coordinate auto review with "new" transcript)?  
**ANS:**
- 16. Question:** How do we indicate concurrent enrollment and give credit?  
**ANS:**
- 17. Question:** What is the viewing capability for HS info?  
**ANS:** Only the post-secondary campuses to whom the transcript has been sent will own and manage access to the information – just like the paper transcripts they receive today
- 18. Question:** What are some issues surrounding complexity with different banner systems (CAPP/DARS)?  
**ANS:** Our current understanding is that for processing incoming HS transcripts, there will be no differences driven by whether a campus is using DARS or CAPP
- 19. Question:** When is the SSID step needed (for integration into Banner)?  
**ANS:** SSID must be stored in Banner (and other post-secondary SIS's) before improvements can be made to post-secondary performance feedback to high schools.
- 20. Question:** What is the procedure (next steps) for K-12?  
**ANS:** The IDTS project needs ESD's, SD's and high schools to:  
a. Help develop extracts for the major student information systems and start sending formatted transcript data to OUS for distribution to the colleges and universities  
b. Help define specific ways post-secondary performance feedback information can be improved
- 21. Question:** What is the scope of the pilot? -School sends file -School gets confirmation -Acknowledgments are received at both ends.  
**ANS:** The pilot included sending test transcripts to 2 post-secondary schools. Although each school sent acknowledgements back, the pilot did not include automatically processing them as the full system is expected to do
- 22. Question:** When will there be a draft document available that shows the information fields to be entered, so that schools, including public charter schools, can begin to move towards this system of data recording?

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ANS: The project team has documents that describe the data required for the KIDS project