

*AHEIS  
Reference Manual  
for the*

# ***Student Information System***

**Independent Institutions,  
Baptist School of Nursing,  
Jefferson School of Nursing**

**Arkansas Department of Higher Education  
Little Rock, Arkansas  
2011-2012**

# A D H E Division of Research and Planning

## 2011-2012 Reporting Calendar

### for Institutions of Higher Education

Month	Due Date	Indep	Activity
July	07/01/2011 Fri	★	Financial Aid Crosswalk
July	07/06/2011 Wed	★	Academic Calendar Note: A copy of the academic year calendar from an institutional catalog may be substituted.
July	07/13/2011 Wed	★	Graduated Student File for prior academic year Note: A.D.H.E. will upload the I.P.E.D.S. Completions data to institutional web pages from GSF.
August	08/03/2011 Wed	★	I.P.E.D.S. Registration Opens. UserIDs and passwords for the upcoming collection cycle will be distributed to those designated as key-holders via e-mail. All institutions for which there is no designated key-holder will receive a letter directed to the CEO containing registration information. ALL institutions are required to register! Institution Identification must be completed and IC Header must be locked before the Fall surveys can be started.
August	08/03/2011 Wed	★	Summer 1 End of Term File
August	08/03/2011 Wed	★	Summer 2 Term File (Student, Registration, Course, Instructor)
August	08/15/2012 Wed		The due date for the first Perkins annual file submission is August 15, 2012. (for prior academic year)
August	08/24/2011 Wed		Annual Instructor File (for prior academic year)
August	08/31/2011 Wed		Annual Report on type and amount of compensatory options awarded to students called to military service per Act 85 of 2005.
September	09/07/2011 Wed	★	I.P.E.D.S. Fall Collection Opens Includes: Institutional Characteristics; Completions; 12-month Enrollment
September	09/07/2011 Wed		Workforce Education and Training Course File (Summer 1 data)
September	09/14/2011 Wed	★	Graduated Student File for current academic year (July and August graduates)
September	09/14/2011 Wed		Roger Phillips Transfer
September	09/14/2011 Wed		ACTS Transfer Report
September	09/21/2011 Wed	★	Estimated Fall Census Enrollment (submit totals via form in Appendix P)
September	09/30/2011 Fri	★	Financial Aid Data File
October	10/19/2011 Wed	★	I.P.E.D.S. Fall Collection Closes for Institutions
October	10/19/2011 Wed	★	Summer 2 End of Term File
October	10/19/2011 Wed	★	Fall Term File (Student, Registration, Course, Instructor)
October	10/19/2011 Wed		Workforce Education and Training Course File (Summer II data)
October	10/19/2011 Wed		Intercollegiate Athletic File (for prior academic year)
November	11/02/2011 Wed	★	Send pdf copies of IPEDS Fall form data via ft server with email notification to ADHE
November	11/09/2011 Wed		O C R A-5: Governing Board Composition
November	11/09/2011 Wed		O C R B-1: Student Applications, Acceptances , and Enrollments
November	11/09/2011 Wed		O C R B-3: Financial Aid
November	11/09/2011 Wed		E E O 6: Supplement: Faculty Tenure (as of November 1st)
December	12/07/2011 Wed	★	I.P.E.D.S. Winter Collection Opens Includes: Human Resources; Student Financial Aid
December	12/07/2011 Wed	★	I.P.E.D.S. Spring Collection Opens Includes: Fall Enrollment; Graduation Rates; 200% Graduation Rates; Finance
February	02/08/2012 Wed	★	I.P.E.D.S. Winter Collection Closes for Institutions
February	02/15/2012 Wed	★	Send pdf copies of IPEDS Winter form data via ft server with email notification to ADHE
February	02/29/2012 Wed	★	Fall End of Term File
February	02/29/2012 Wed	★	Spring Term File (Student, Registration, Course, Instructor)
February	02/29/2012 Wed		Workforce Education and Training Course File (Fall data)
April	04/11/2012 Wed	★	I.P.E.D.S. Spring Collection Closes for Institutions
May	05/02/2012 Wed	★	Send pdf copies of IPEDS Spring form data via ft server with email notification to ADHE
June	06/20/2012 Wed	★	Spring End of Term File
June	06/20/2012 Wed	★	Summer 1 Term File (Student, Registration, Course, Instructor)
June	06/20/2012 Wed		Workforce Education and Training Course File (Spring data)

**Compliance Notice: Mandatory Reporting Requirements for Institutions with Program Participation Agreements.**

Section 490 of the Higher Education Amendments of 1992 (P.L. 102-325) requires that "institutions will complete surveys conducted as part of the Integrated Postsecondary Education Data System (IPEDS)...in a timely manner and to the satisfaction of the Secretary". Thus, reporting to IPEDS is mandatory for institutions that participate in or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094(a)(17)).

***AHEIS  
Reference Manual  
for the***

# ***Student Information System***

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# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

### Preparing Files for Submission to ADHE: ID Change for Student or Instructor Record Layout

When possible, all past invalid student identification numbers need to be updated with valid social security numbers using the ID Change record if students are to be tracked.\*

Field Name	Field #	Length	Description
Record Type	1	2	Enter 02 for detail record
Data Type	3	1	Enter C for identification number change
Term	4	1	Term to be changed
Original Identification Number	5	9	Enter the social security number or college identification number reported in previous submissions
New Identification Number	14	9	Enter the corrected or current social security number or college identification number reported in previous submissions.
Date of Birth	23	8	Enter the date of birth for the student or instructor's date. If the birth date is known, use the first two positions to designate the month, the second two positions for the day, and the last four positions for the year.  Ex: MMDDYYYY where: MM = month (01-12) DD = day (01-31) YYYY = year (0000 - 9999)  If birth date is unknown, enter eight zeros.
Change of Record Type	31	1	Enter the type of identification number type to be changed. 1 = Student Record 4 = Instructor Record  <b>Note:</b> a. Student changes will be applied to all instances of the original number at the reporting institution in the: Student Table, Graduated Student Table, Athlete Table, and Registration Table.  Instructor changes will be applied to all instances of the original number at the reporting institution in the: Instructor Table, Annual Instructor Table, and Course Table.
Academic Year	32	4	Academic year to be changed

The file naming convention is: <School Abbr>.SSN2

The Identification Number Change File includes all students and/or instructors whose social security number or college identification number has changed, for any reason, from previous submissions.

\*International students with student visas may not have valid SSNs.  
Also, 5 U.S.C. §552a allows students to withhold their SSN.

#### The 'number' is numeric

Provide a Social Security Number in the format: XXXYYZZZZ

The rules for valid SSNs are available on the SSA website: <http://ssa.gov> by searching for 'invalid number'.

According to SSA, these rules constitute **INVALID** numbers:

- Left most 3 digits (xxx) = 000
- Left most 3 digits (xxx) between 773 and 799 (inclusive)
- Left most 3 digits (xxx) between 800 and 899 (inclusive)
- Left most 3 digits (xxx) between 900 and 999 (inclusive)
- Left most 3 digits (xxx) = 666
- Middle 2 digits (yy) = 00
- Right most 4 digits (zzzz) = 0000

For more information on invalid SSNs, please see:

- US Search: Structure of Social Security Numbers: <http://www.usrecordsearch.com/ssn.htm>,
- Social Security Number Verification Service: <http://www.ssa.gov/employer/ssnweb.htm>
- Social Security Number Randomization: <http://ssa.gov/employer/randomizationfaqs.html>

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

### Substitute, Alternate, or Locally Generated SSN\_ID Structure (SISDB Student Number)

Institutions are allowed to assign or create a locally generated or alternate SISDB Student Number for the SSN\_ID field for use in the SISDB. In the past, this assignment or creation process was not subject to any ADHE rules. However, due to ADHE finding the same alternate SISDB Student Number (SSN\_ID) being used by different institutions, we are requiring the following structure.

Use the following SISDB Student Number Prefix to identify your institution (using upper case letters) as the first two (2) digits of the SSN\_ID field. The remaining seven (7) digits of the SSN\_ID field will be determined by the institutions. However, we strongly encourage you to use the final seven (7) digits of the identification number assigned by your institutional data system (Banner, PeopleSoft, Datatel, POISE, etc.) By using the final seven (7) digits of the identification number assigned by your institutional data system, you will be able to easily track the student in your system and prevent duplication of Alternate SISDB Student Numbers.

For example, Banner assigns an identification number of 000012345 to John Doe and John Doe refuses to provide his true SSN. The student attends ASUJ. The Alternate SISDB Student Number of John Doe would be AA0012345. This Alternate SISDB Student Number would be reported to ADHE in the SSN\_ID field for this student.

**NOTE: The Alternate SISDB Student Number is only allowed for students that refuse to report their true SSN or do not have a SSN. If the institution has the correct SSN, it must be used in the SSN\_ID field.** Also, institutions should track all such Alternate SISDB Student Numbers created or assigned so that they are able to identify all Alternate SISDB Student Numbers reported to ADHE.

Inst. Type	Code	Institution Name	Ltr1	Ltr2	Prefix
1	ASUJ	Arkansas State University - Jonesboro	J		<b>J</b>
1	ATU	Arkansas Tech University	A	B	<b>AB</b>
1	HSU	Henderson State University	A	C	<b>AC</b>
1	SAUM	Southern Arkansas University - Magnolia	A	D	<b>AD</b>
1	UAF	University of Arkansas Fayetteville	U/Z		<b>U or Z</b>
1	UAFS	University of Arkansas - Fort Smith	A	F	<b>AF</b>
1	UALR	University of Arkansas at Little Rock	T		<b>T</b>
1	UAM	University of Arkansas at Monticello	A	H	<b>AH</b>
1	UAMS	University of Arkansas for Medical Sciences	A	I	<b>AI</b>
1	UAPB	University of Arkansas at Pine Bluff	A	J	<b>AJ</b>
1	UCA	University of Central Arkansas	A	K	<b>AK</b>
2	ANC	Arkansas Northeastern College	B	A	<b>BA</b>
2	ASUB	Arkansas State University - Beebe	B	B	<b>BB</b>
2	ASUMH	Arkansas State University - Mountain Home	B	C	<b>BC</b>
2	ASUN	Arkansas State University - Newport	B	D	<b>BD</b>
2	BRTC	Black River Technical College	B	E	<b>BE</b>
2	CCCUA	Cossatot Community College of the UA	B	F	<b>BF</b>
2	EACC	East Arkansas Community College	B	G	<b>BG</b>
2	MSCC	Mid-South Community College	B	H	<b>BH</b>
2	NAC	North Arkansas College	B	I	<b>BI</b>
2	NPCC	National Park Community College	B	J	<b>BJ</b>
2	NWACC	Northwest Arkansas Community College	B	K	<b>BK</b>
2	OTC (COTO)	Ouachita Technical College	B	L	<b>BL</b>
2	OZC	Ozarka College	B	M	<b>BM</b>
2	PCCUA	Phillips Community College /UA	B	N	<b>BN</b>
2	PTC	Pulaski Technical College	B	O	<b>BO</b>
2	RMCC	Rich Mountain Community College	B	P	<b>BP</b>
2	SACC	South Arkansas Community College	B	Q	<b>BQ</b>
2	SAUT	Southern Arkansas University - Tech	B	R	<b>BR</b>
2	SEAC	Southeast Arkansas College	B	S	<b>BS</b>
2	UACCB	UA Community College at Batesville	B	T	<b>BT</b>
2	UACCH	UA Community College at Hope	B	U	<b>BU</b>
2	UACCM	UA Community College at Morrilton	B	V	<b>BV</b>
P	ABC	Arkansas Baptist College	C	A	<b>CA</b>
P	CBC	Central Baptist College	C	B	<b>CB</b>



# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

Inst. Type	Code	Institution Name	Ltr1	Ltr2	Prefix
P	CRC	Crowley`s Ridge College	C	C	CC
P	HC	Hendrix College	C	D	CD
P	HU	Harding University	C	E	CE
P	JBU	John Brown University	C	F	CF
P	LC	Lyon College	C	G	CG
P	OB	Ouachita Baptist University	C	H	CH
P	PSC	Philander Smith College	C	I	CI
P	UO	University of the Ozarks	C	J	CJ
P	WBC	Williams Baptist College	C	K	CK
V	BSN	Baptist School of Nursing	D	A	DA
V	JSN	Jefferson School of Nursing	D	B	DB

### STUDENT TABLE

This note was added to the "Who To Include" section at the beginning of the Student File Definitions.

NOTE: Students enrolling in course(s) for audit are not to be reported in AHEIS. The end-of-term mark (grade) of AU in the registration file is included in the event the student's enrollment status is changed to audit during the term.

**Field 5 - College ID** – ADHE will continue the use of the Assigned Student Identification Number (old name) but we will change the name to College ID (COLLEGE\_ID). This has been added to all files having ssn\_id fields will be made functional with local institutional copies of the SISDB.

OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.

**Field 15 - SISDB Student Number (SSN\_ID)** – the name is being changed to SISDB Student Number. The database field name is remaining as SSN\_ID.

Enter the student's current social security number (if they provide it). This entry must match the SSN\_ID used in the registration file. If the student does not provide a valid social security number, see note c below.

- If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it.
- See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's.
- See the reference called "Substitute, Alternate, or Locally Generated SSN\_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.

**Field 70 - Non-Resident Alien and Race/Ethnicity Fields** – Clarifying information only is being provided on how ADHE calculates race/ethnicity to help with this problem. *[Problem: The Student File codes for race/ethnicity (and the related Non-Resident Alien code) are difficult to reconcile with our data system. It's as if they have "too many moving parts," for despite repeated efforts to correct our multiple entries, we still did not achieve an accurate profile of our student population in your summary.]*

The following are our queries for counting races. These queries use SQL. If your institution uses SQL, then this will help you in determining the correct race/ethnicity counts. The same queries will work for the instructor file provided you change the reference from the student\_table to the instructor\_table.

NOTE: Please correct all students falling in the "second unknown" explanation below – they should be converted to "unknown" (the first unknown).

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

<b>Non-Resident Alien</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS nra FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '06'	<b>Unknown</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS uk FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '9'
<b>Asian Only</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS asian FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.asian = '1' AND s.black IN ('0', '2') AND s.hispanic IN ('0', '2') AND s.amerind IN ('0', '2') AND s.white IN ('0', '2') AND s.hawaiian IN ('0', '2')	<b>Black Only</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS black FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.black = '1' AND s.asian IN ('0', '2') AND s.hispanic IN ('0', '2') AND s.amerind IN ('0', '2') AND s.white IN ('0', '2') AND s.hawaiian IN ('0', '2')
<b>Hispanic Any</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS hispanic FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.hispanic = '1'  NOTE: This looks for <u>any</u> Hispanic student. This is the only "any" in the group, per IPEDS.	<b>American Indian/Alaskan Only</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS amerind FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.amerind = '1' AND s.asian IN ('0', '2') AND s.hispanic IN ('0', '2') AND s.black IN ('0', '2') AND s.white IN ('0', '2') AND s.hawaiian IN ('0', '2')
<b>White Only</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS white FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.white = '1' AND s.asian IN ('0', '2') AND s.hispanic IN ('0', '2') AND s.black IN ('0', '2') AND s.amerind IN ('0', '2') AND s.hawaiian IN ('0', '2')	<b>Hawaiian Only</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS hawaiian FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.hawaiian = '1' AND s.asian IN ('0', '2') AND s.hispanic IN ('0', '2') AND s.black IN ('0', '2') AND s.amerind IN ('0', '2') AND s.white IN ('0', '2')
<b>Second Unknown</b> SELECT g.non_resident_alien, g.hispanic, g.asian, g.amerind, g.black, g.white, g.hawaiian FROM sisdb.dbo.graduated_student_table g WHERE g.academic_year = '2010' AND g.non_resident_alien = '0' AND g.hispanic IN ('0', '2') AND g.asian IN ('0', '2') AND g.amerind IN ('0', '2') AND g.black IN ('0', '2') AND g.white IN ('0', '2') AND g.hawaiian IN ('0', '2') ORDER BY g.non_resident_alien, g.hispanic, g.asian, g.amerind, g.black, g.white, g.hawaiian  NOTE: The result of the above should be a listing of students with only 0's and 2's in the race fields. These are the second unknown race/ethnicity. The non_resident_alien field should be changed from 0 to 9 for all such students to eliminate all of the "second unknowns."	<b>Two or More Races</b>  We do not have a query for this. What we do is prepare a query that concatenates (strings together) all of the race fields except for Hispanic (including a filter for g.non_resident_alien = '0'). You can then use a counting function to count the number of 1's in the resulting string. Then any counts >= 2 would be "two or more races."  We use the PHP function of substr_count to count the 1's along with an "if statement" to count the number >= 2.  Another way to do this is to count the total number of students and then to subtract all of the other possibilities.  For example: \$two_or_more = \$total - (\$nra + \$unknown + \$asian + \$black + \$hispanic + \$amerind + \$white + \$hawaiian);  NOTE: Be sure to eliminate all of the "second unknowns" before using either of these methods.

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

Field 82 - Enroll Status - Transfer vs. Transient Students: revises the enroll status field by adding code 14 as follows along with appropriate note changes.

Enter the student's current status at your institution. See Glossary (Appendix G) for definitions of enrollment status.

- 01 = First-time entering undergraduate (A student attending any institution for the first time at the undergraduate level and is not in high school [see code 13])
- 02 = Other first-year continuing student
- 03 = First-time entering undergraduate transfer student
- 04 = First-time entering graduate student
- 05 = First-time entering doctoral student
- 06 = Continuing undergraduate student
- 07 = Continuing graduate or doctoral student
- 08 = Readmitted undergraduate student
- 09 = Unclassified pre-baccalaureate
- 10 = Unclassified post-baccalaureate
- 11 = First-time entering graduate transfer
- 12 = Readmitted graduate student
- 13 = High school student
- 14 = First-time entering undergraduate transfer TRANSIENT student**

**NOTE:**

1. Transfer students must be coded 03 or 11 and have a transfer institutional FICE code reported in field 84. A transfer institutional FICE code also must be reported for students classified as 04 or 05.
2. Community and technical colleges must use codes 01, 02, 03, 06, 08, 09, 10, 13, or 14.
3. Students currently enrolled in high school must be coded as 13 here and code 13 in the student\_level field.
4. Students coded as 14 (Transfer Transient) must be a student in which the student has specifically declared that they do not intend to fully transfer to your institution. These students must have a degree intent of 3 and a reason for enrollment of 02. High school GPA's or placement test scores are not required for these students and no more than five (5) percent of your students can use this code. If your institution cannot recognize or track such transient students, you may continue to code these students as 03.

Glossary Update - First-time entering undergraduate transfer TRANSIENT student – this is a student that transfers to your institution for the first-time and specifically states that they are not seeking a credential from your institution and is enrolling at your institution for the purpose of transferring the earned credit hours back to the institution in which they are regularly enrolled. These students have not submitted a transcript for evaluation purposes and are typically for students enrolled in summer courses.

Field 92 - Degree Intent – A new code (D) is being added to the Degree Intent field for use by the private nursing schools only. This code is intended to be used solely by the Baptist School of Nursing (BSN) and the Jefferson School of Nursing (JSN).

Enter the code corresponding to the student's degree intent.

- 2 = Degree-seeking, complete baccalaureate level program at reporting institution (universities only)
- 3 = Non-award or non-degree seeking
- 4 = Degree-seeking, complete associate level program
- 6 = Degree-seeking, complete baccalaureate level (or higher) program at another institution after transfer
- 7 = Degree-seeking, complete Certificate of Proficiency
- 8 = Degree-seeking, complete Technical Certificate
- 9 = Degree-seeking, but not an undergraduate student
- D = Diploma-seeking (to be used by BSN or JSN only)**

NOTE: A high school student must be reported as non-degree-seeking until the college or the university matriculates the student.

Field 100 - High School GPA – A GPA syntax clarification will be added.

Enter the high school GPA for students under 26 years of age (age 25 or younger) who are first-time, full-time, degree or technical certificate seeking entering freshmen who completed high school, on a 4.0 scale within the last five years (AP courses may exceed 4.0). This is needed to facilitate expansion of the Student Success Report that is prepared annually by ACT as feedback to the high schools and institutions to more fully address college success factors related to college preparation.

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

GPA Syntax – please drop the decimal point and use all 4 spaces. Examples: (a) a GPA of 3.50 should be reported as 3500; (b) a GPA of 1.00 should be reported as 1000; (c) a GPA of 2.875 should be reported as 2875; and so forth.

**NOTE:**

1. If the student is in this cohort, enter their GPA.
2. If the student is in this cohort and you absolutely cannot get their GPA, leave this field blank.
3. If the student is not in this cohort and you have GPA's, enter the GPA.
4. If the student is not in this cohort and you do not have GPA's, enter zeros.
5. Enter zeros for all other (non-first time) students.

Field 104 - Freshman Admission Status (admit\_status) and

Field 105 - Freshman Conditional Admission Disposition (admit\_status\_disp) (Public Institutions Only) – these 2 fields are being dropped for AY2012 and are being replaced with filler fields.

Field 123 - Diploma/GED - The SIS manual will clarify codes 2 and 3.

Enter high school completion status for ALL undergraduate students.

- 0 = Student has high school diploma (not home-school credential)
- 1 = Student has GED from Arkansas
- 2 = Student does not have diploma or GED (used for students still in high school)
- 3 = Student does not have diploma or GED (used for students that are not in high school)
- 4 = Student was home-schooled and has the equivalent of a high school diploma/GED
- 5 = Student has GED from a non-Arkansas state
- 9 = Not Applicable, student is not an undergraduate**

Notes: If you do not know where the Diploma/GED is from, you can place XX9999 in the hs\_code field where XX is the 2-digit state code (Appendix C.)

Perkins Fields (public institutions only): the following Perkins fields are being dropped from the Student file.

- Field 24 - Perkins Student (perkins\_student)
- Field 25 - Disabled (disable)
- Field 26 - Economically Disadvantaged (econ\_disadv)
- Field 27 - Single Parent (sngl\_parent)
- Field 28 - Displaced Homemaker (displ\_homemkr)
- Field 29 - Limited English (limited\_english)
- Field 151 - Pell Recipient (pell\_recipient)
- Field 152 - BIA Recipient (bia\_recipient)

## COURSE TABLE

Field 68 - Course Level - Add a new course level that identifies non-remedial non-college level courses. This will eliminate courses like Keyboarding or hairdressing as remedial courses. TRUE Remedial courses should have course level = 0.

Enter the level of this course. See course level definitions in the Glossary (Appendix G).

**X = Non-Remedial non-college level courses**

- 0 = Remedial
- 1 = Lower level course (freshman, sophomore)
- 2 = Upper level course (junior, senior)
- 3 = Master's level
- 4 = Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree
- 5 = Doctoral – Research/Scholarship
- 6 = Doctoral – Professional Practice
- 7 = Concurrent endorsed general education course listed in ACTS for which students receive both high school and college credit (a general education course intended for high school students only; NOT merged with high school advanced placement class)
- 8 = Merged concurrent/AP course (a concurrent course taught at a high school that is offered in conjunction with an advanced placement course for which students receive both high school and college credit)
- 9 = Concurrent career-technical education course (a CTE [non-general education] course intended for high school students only for which students receive both high school and college credit)
- A = Doctoral – Other

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

### NOTES:

1. Any remedial-level English, mathematics, or reading course must be coded as 0. Enter a CIP code / CIP detail in the cip\_2010\_code and cip\_2010\_detail fields of 32.0104 for math or 32.0108 for English or reading courses.
2. If course level = 0, you must select the remedial course level below.
3. If course level = 7 or 8, you must answer Yes (1) on the ACTS\_COURSE field and provide the ACTS Course Index Number in the ACT\_COURSE\_NUMBER field. By definition, course levels 7 and 8 are general education courses.
4. If course level = 7 or 8, then the appropriate test score field must be submitted for all students enrolled in these courses. This is required by the Memo of December 2009.
5. If course level = 9, the course must be a non-general education, career-technical education (CTE) course.
6. Courses with course level 7, 8, or 9 are intended solely for high school students. However, if a non-high school student happens to enroll, this can be allowed provided the student is placed in a different course section with the appropriate course level (most likely 1) and you use the linked course indicator and linked unique course sequence number. Essentially, the college data system would show this as two different course sections and it would be reported to ADHE as two different course sections (2 separate records), however, the two linked fields would be used as shown in Example 2 of Course Linking. (This is not applicable to course level 8.)
7. Code X is for non-remedial non-college level courses. These courses do not count toward a certificate or degree and are not really considered remedial or developmental in the math, English, or reading subject areas. An example might be keyboarding.

Update the Glossary for Course Level X as follows: Non-Remedial non-college level courses – these are credit courses that do not count toward any credential (certificate or degree) and they are not truly a remedial or developmental education course in the subjects of math, English, or reading.

### INSTRUCTOR AND ANNUAL INSTRUCTOR TABLES

College ID (both term and annual) – ADHE will use a field called College ID (COLLEGE\_ID). This will be made functional with local institutional copies of the SISDB.

OPTIONAL: If your institution has assigned instructor identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned instructor identification number or does not wish to enter one, this field is padded with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.

Annual Instructor File (annual only) – this report is now becoming a true annual report beginning (submitted every year) with the AY2012 (2011-2012) due to the need for annual cost of remediation reports (cost accounting). The introductory section will be modified as follows.

The Annual Instructor File is collected each year and includes all persons involved in instruction from the four terms of the *previous* academic year. EX: files due 08/2008 report data for Academic Year 2007-2008

Field 65 - Terminal Degree (term only) – Is this the highest degree level in the field of study? (This is only required for teaching staff.)

If Academic Rank (Field 75) = 01 – 05, 08, this field is required. Use code 1 or 2.  
1 = Yes                      2 = No

If Academic Rank (Field 75) = 06, 07, 09, 99, use code 9 for NA.  
9 = NA

### REGISTRATION END-OF-TERM – Public Institutions Only

Changes to Post-Test Score Reporting – the submission of post-test scores will be changed as follows.

Please provide post-course test scores for all students enrolled in courses meeting all of the following criteria:

1. The course level is 0 (remedial);
2. The remedial course level is 3 (highest);
3. The course is in the subject of Math, English, or Reading; and
4. The student made a passing grade (passing grade is D or above unless your institution defines it as a C or above).  
The post-test scores are to be tests administered at the end of the remedial course or shortly after the course was completed.

NOTE: Since the course covered only one topic, there should generally be only one set of scores for that particular course. For example, for students enrolled in the MATH0013 course (Intermediate Algebra), only math end-of-course assessments would be included. For the ENG 0003 (Basic Writing) course, only English end-of-course assessments would be included.

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

Changes to Attempted Credit Hours, Earned Credit Hours, and GPA fields – the following fields will be changed as follows (revised fields and new fields). Note that remedial hours do not have to be excluded, but they may be if your institution excludes them from any of the below calculations. The following fields of attempted credit hours, earned credit hours, and GPA is to be provided based on the local institution's calculation of such data.

NOTE: Earned credit hours (undergraduate or graduate) cannot exceed attempted credit hours.

Attempted Credit Hours TERM, UNDERGRADUATE (att_crhrs_term_ug)	Enter the total credit hours attempted by the student for the completed term as an undergraduate student.	Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Earned Credit Hours TERM, UNDERGRADUATE (earn_crhrs_term_ug)	Enter the total credit hours earned by the student for the completed term as an undergraduate student.	Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
GPA TERM, UNDERGRADUATE (gpa_term_ug)	Enter the grade point average (GPA) for the completed term for the student as an undergraduate student.	Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
Attempted Credit Hours CUMULATIVE, UNDERGRADUATE att_crhrs_cumu_ug	Enter the total credit hours attempted by the student for the cumulative time period at your institution as an undergraduate student. This is to be cumulative credit hours attempted at your institution only.	Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Earned Credit Hours CUMULATIVE, UNDERGRADUATE (earn_crhrs_cumu_ug)	Enter the total credit hours earned by the student for the cumulative time period at your institution as an undergraduate student. This is to be cumulative credit hours earned at your institution only.	Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
GPA CUMULATIVE, UNDERGRADUATE (gpa_cumu_ug)	Enter the grade point average (GPA) for the student's cumulative history at your institution only as an undergraduate student.	Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
Attempted Credit Hours TERM, GRADUATE (att_crhrs_term_gr)	Enter the total credit hours attempted by the student for the completed term as a graduate student.	Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Earned Credit Hours TERM, GRADUATE (earn_crhrs_term_gr)	Enter the total credit hours earned by the student for the completed term as a graduate student.	Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
GPA TERM, GRADUATE (gpa_term_gr)	Enter the grade point average (GPA) for the completed term for the student as a graduate student.	Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
Attempted Credit Hours, CUMULATIVE, GRADUATE (att_crhrs_cumu_gr)	Enter the total credit hours attempted by the student for the cumulative time period at your institution as a graduate student. This is to be cumulative credit hours attempted at your institution only.	Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Earned Credit Hours CUMULATIVE, GRADUATE (earn_crhrs_cumu_gr)	Enter the total credit hours earned by the student for the cumulative time period at your institution as a graduate student. This is to be cumulative credit hours earned at your institution only.	Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
GPA CUMULATIVE, GRADUATE (gpa_cumu_gr)	Enter the grade point average (GPA) for the student's cumulative history at your institution only as a graduate student.	Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

Grade Definitions – The grade definitions are being revised as follows.

Grade or Mark	Quality Points	In GPA Calc?	Earned Hours	Remarks/Description
A	4	Yes	Yes	Outstanding achievement
B	3	Yes	Yes	Good or above average achievement
C	2	Yes	Yes	Average achievement
D	1	Yes	Yes	Below average or poor achievement but of passing quality
F	0	Yes	No	Unsatisfactory achievement
I	0	No	No	Incomplete
AB	0	No	No	Academic bankruptcy
AC	0	No	No	Advisor or Administrator cancelled student enrollment
AU	0	No	No	Audit. NOTE: Students enrolling in course(s) for audit are not to be reported in AHEIS. This mark is included in the event the student's enrollment status is changed to audit during the term
CA	0	No	No	Class cancelled
CR	0	No	Yes	Credit awarded for the course, such and "Pass/Fail"
IP	0	No	No	In Progress
NC	0	Yes/No	No	No Credit (In term GPA, NOT cumulative GPA)
NR	0	No	No	Attended, but grades not submitted
R	0	No	Yes	Registered, may be used for thesis or dissertation
S	0	No	Yes	Satisfactory progress for ongoing special problems/research
U	0	No	Yes	Unsatisfactory achievement in courses taken under Satisfactory/Unsatisfactory grading
VO	0	No	No	Admission voided
W	0	No	No	Withdrawal
WF	0	Yes	No	Withdrawal, Failing
WP	0	No	No	Withdrawal, Passing

### WORKFORCE

Field 42 - Course Credit Hours

Field 56 - CEU

This note will be added to both fields 42 (cr\_hrs) and 56 (ceu).

**NOTE:** Workforce courses cannot show both credit hours and CEUs for the exact same course. One of these fields must be zero (0) and the other greater than zero (0). If you have any such course(s), simply split the course into separate sections and report as two separate records. Please ensure that the sequence number is unique. This will follow a similar pattern to the split courses in the course file.

### GRADUATE TABLE

College ID – ADHE will add a field called College ID (COLLEGE\_ID) so that institutions can insert their local institution data system identification.

OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, this field is padded with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.

Field 30 - Initial Enrollment Status – Change as follows.

Enter the description of the location of where the student began coursework for this degree.

1 = Student entered as first-time, degree-seeking at the institution awarding the degree/certificate

2 = Student entered as non-degree-seeking at the institution awarding the degree/certificate

3 = Student entered as first-time, degree-seeking at an institution different from the college/university awarding the degree/certificate (this is a transfer student)

9 = Student entered at the post-baccalaureate or graduate level

Field 31 - Initial Attend Status - Change as follows

Enter the attendance status of the student's initial term of enrollment at the graduating institution. Blanks (nulls) are not allowed.

0 = Full-time

1 = Part-time

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

Field 32 - Institutional Admission Date – The institutional admit date explanation will be clarified as follows:

Enter the month and year when the graduate was admitted to the institution awarding the certificate or degree. A student must be matriculated (officially admitted) by the institution before any Technical Certificate or higher credential can be reported for that student.

MMYYYY

where MM = Month (01 - 12) and YYYY = Year (0000 - 9999)

### NOTES:

1. Admission date is the beginning date of the term for which the student is formally admitted for study to the institution as a first-time entering student. Whether a letter of admission is mailed in March for student A, May for student B, or July for student C is irrelevant if all of these students enter in the same fall cohort (which would be reported as 082008 for an August 2008 admission date).
2. This entry is the base date for calculating a student's time-to-degree and begins when a student initially enrolls.
  - (a) For all undergraduate students, enter the date when the student entered your institution to obtain the degree. This is when the student was considered a first-time entering freshman (enroll status) at your institution. If they are a transfer student, then it would be when they were a first-time entering transfer student. If they received a second bachelor's degree, enter the original first-time entering freshman date. This is not when they entered into a particular program of study.
  - (b) For all graduate students and above, enter the date they first enrolled into any program in the degree level they received. For a master's degree student, enter the date that they entered into any program at the master's level. For a doctoral student, enter the date in which they entered into any program at the doctoral level. For example, if a student entered into a master's history program and later changed to a master's humanities program, enter the original date for the master's history program. For graduate students, this should always be when they entered into the particular degree level, not the particular program.
  - (c) For any students that have previously earned a bachelor's degree or higher and have re-enrolled to seek any credential lower than a bachelor's degree (Certificate of Proficiency, Technical Certificate, Associate Degree, or Advanced Certificate), please use the date in which the student re-enrolled to seek such lower credential. For example, if a student graduated with a bachelor's degree in May 2005 and re-enrolled in August 2005 to obtain a Certificate of Proficiency, please use the August 2005 for the Institutional Admission Date.

Field 41 - Credit Hours Completed – The definition for credit hours completed has been updated to read as follows:

Enter the total number of college-level credit hours relating to the degree level completed by the graduate upon official graduation, including credit hours earned at other institutions, but excluding all remedial or developmental credit hours. However, if any remedial or developmental credit hours count toward the credential being awarded, you may include these hours in this field.

### NOTES:

- (1) Regarding the degree level completed, include all hours per the following:

<u>Category</u>	<u>Degree Levels</u>
Bachelor's and Lower	01, 02, 03, 04, 05
Post-Bacc. Cert	06
Masters	07
Post Cert./Degrees	08 (old 11, 12)
Doctor's – Res/Schol	17 (old 09)
Doctor's - Prof	18 (old 10)
Doctor's - Other	19 (not used)

- (2) Transfer Hours - The credit hours earned at other institutions would only include hours that your institution accepted in transfer and that your institution included on the student's transcript.

- (3) Examples:

- (a) If a student is enrolled in a master's level program (07) as a graduate student and takes an undergraduate course, the hours should not be included unless the course is required by the masters level program.
- (b) If a student is an undergraduate student and is enrolled as in a graduate level course, the hours should not be included unless the course is required by the undergraduate program.
- (c) Overall, if the course is not at the same degree level in which the student is officially enrolled, do not include it unless it is required by their program of study. If it is at the same degree level, include it whether or not it is required by their program of study.



# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

Field 58 - Degree 1 – Revise the explanation as follows.

Enter the code for the student's first degree earned from your institution during the reporting year. If more than one award was earned during the reporting year, see note 1. See the list of AHECB-approved degree codes for your institution.

NOTE:

1. **MULTIPLE CREDENTIALS:** If a student has earned a second degree or certificate from your institution during the reporting year, create a second record for that award and enter the second degree code there. Reporting a second degree applies when the institution awards two degrees that are for either:

- Different fields of study (e.g., Bachelor of Arts in English and Bachelor of Secondary Education)
- Different levels of degrees (e.g., Bachelor of Arts in English and Associate of Liberal Arts).

2. **DOUBLE OR TRIPLE MAJORS:** If a student completed a double major, enter that information in field 62.

Reporting a double major applies when an institution awards one degree for more than one field of study (e.g., Bachelor of Arts in English and Anthropology; Bachelor of Science in Mathematics and Psychology). Double- or Triple-Majors must be at the same degree level.

### Perkins Assessment File – NEW (public institutions only)

The Perkins program desires that a new file be submitted to document Perkins students taking assessment test and the results thereof. This will be an annual file that will begin to be submitted in the summer of 2012. The due date for the first Perkins annual file is **August 15, 2012**.

HEADER RECORD (ONCE PER FILE)				
Field Name		Field #	Length	Valid Choices
Record Type		1	2	01
Data Type		3	1	V
College FICE Code		4	6	000001-999999
Academic Year		10	4	YYYY
Spaces		14	2	Pad with 2 spaces
DATA RECORD (ONCE FOR EACH STUDENT)				
Field Name	DB Name	Field #	Length	Valid Choices
Record Header		1	2	02
Record Type		3	1	
College ID (optional)	college_id	4	10	
SISDB Student Number	ssn_id	14	9	
Disabled	disabled	23	1	1, 2
Economically Disadvantaged	econ_disadv	24	1	1, 2
Single Parent	sngl_parent	25	1	1, 2
Displaced Homemaker	displ_homemkr	26	1	1, 2
Limited English	limited_english	27	1	1, 2
CTE Assessment Taken	asmt_taken	28	1	1, 2
CTE Assessment Passed	asmt_passed	29	1	1, 2
TRAILER RECORD (ONCE PER FILE)				
Field Name	DB Name	Field #	Length	Valid Choices
Record Type		1	2	99
Data Type		3	1	V

The new Perkins annual filename : <school abbrev>YY.PRK. YY is the two-digit **academic** year of the data.

### Perkins Annual File Definitions

**Purpose of the File** – The Perkins annual file provides supplemental information required for federal program reporting that is not found in other AHEIS files.

**Content of the File** – The Perkins annual file reports two different sets of student information: special population information for all CTE (career and technical) students and results of CTE assessments. The special population section contains all CTE students. The CTE assessment section contains only students who attempted to complete a CTE assessment.

**Who To Include** – The Perkins annual files includes all students who have declared intent to complete a CTE program as their first and/or second degree major code. CTE programs include CP, TC, AAS, AAT, AD, AND, APS, ASN, ASNT, and all AS except those in General Studies, General Education, Liberal Arts, or Liberal Studies.

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

**Special Populations** – All CTE students who meet special population descriptions must be reported.

- Special population information has been previously reported in the student term file. It is being moved to this Perkins annual file since the information is used only for Perkins purposes and can be reported annually rather than at the beginning of each term. This gives institutions longer than the 11<sup>th</sup> day reporting deadline to identify these students and provide more complete information.
- Institutions will need to survey students every term to identify special population information but will only report it annually.
- If a student is identified as special populations in one term but not another, report the student in the special population category.

**CTE Assessments** – All CTE students who took an assessment for certification, licensure, proficiency, or other workforce related reasons must be reported and noted as having passed or failed the assessment.

- A list of eligible assessments is found in the Perkins Accountability Portal and can be accessed by the local Perkins Coordinator. All CTE assessment results are to be reported in the Perkins annual file; if there are assessments that are reported but are not on the eligible list, this will be reconciled during Perkins compliance reviews with the local coordinator.
- Students reported in the CTE Assessments section may be currently enrolled or have already exited. If they are currently enrolled, there will be "special pops" information to report. If they have exited, the school may or may not have "special pops" information to report. For those who have exited, the Perkins accountability vendor will be instructed to associate with special population information from previous year files.
- If a student takes more than one assessment, report the most recent one passed.

Name	#	Length	Description
Record Header	1	2	Enter 02 for detail record
Record Type	3	1	Enter V for Perkins record
College ID (optional) (college_id)	4	10	Enter the local institution identification
SISDB Student Number (ssn_id)	14	9	Enter the student's current social security number or other appropriate identification.
Disabled (disabled)	23	1	Does this Perkins student meet any of the following criteria? a. Have a physical or mental impairment that substantially limits one or more of the major life activities of that individual. b. Have a record of impairment described above. c. Be regarded as having an impairment described above. 1=Yes 2 = No
Economically Disadvantaged (econ_disadv)	24	1	Does this Perkins student meet ANY of these criteria? a. Receive Pell grant or BIA assistance or a comparable program of need-based financial aid assistance. b. Participate in a Workforce Invest Act (WIA) program or service that requires participants to meet the Federal income eligibility guidelines of WIA. c. Receive benefits under the Food Stamp Act of 1977. 1=Yes 2 = No
Single Parent (sngl_parent)	25	1	Does this Perkins student meet any of these criteria? a. Are unmarried or legally separated from a spouse with a minor child or children for whom the student has either custody or joint custody. b. Are/were pregnant at any time during the reporting period. 1=Yes 2 = No
Displaced Homemaker (displ_homemkr)	26	1	Does this Perkins student meet AT LEAST ONE of these criteria? a. Has worked primarily without remuneration to care for a home and family and for that reason have diminished marketable skills. b. Has been dependent on the income of another family member but are no longer supported by that income. c. Is unemployed or underemployed and experiencing difficulty or upgrading employment. 1=Yes 2 = No
Limited English (limited_english)	27	1	Does this Perkins student meet criterion a AND at least one of criterion b or c? a. Have limited ability in speaking, reading, writing, or understanding the English language. b. Have a native language other than English. c. Live in a family or community environment in which English is not the predominant language. 1=Yes 2 = No

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

Name	#	Length	Description
CTE Assessment Taken (asmt_taken)	28	1	Did the student attempt to pass an assessment for certification, licensure, proficiency, or other workforce related reason during the Perkins program year (July 1 – June 30)? 1=Yes 2 = No
CTE Assessment Passes (asmt_passed)	29	1	Did the student pass an assessment for certification, licensure, proficiency, or other workforce related reason during the Perkins program year (July 1 – June 30)? 1=Yes 2 = No

### INDEPENDENT STUDENT FILE

Field 90 - Career Pathways – the Career Pathway field must stay in the public institution version of the SISDB but it will be removed from the private institution SISDB.

Field 141 - Resident State - Add resident\_state to student file.

Enter the two-digit state code associated with the student's current legal residence. See Appendix C for a list of state codes. Students should be coded as 04 (Arkansas) only if he/she meets the criteria for current legal residence outlined in Appendix H.

The following fields are being removed from the student term file and moved to the Private End-of-Term file.

Field 91 - High School Completion Status  
 Field 92 - High School Code  
 Field 98 - High School GPA  
 Field 127 - High School Graduation Year  
 Field 102 - GED Test Score, if applicable  
 Field 107 - Entrance Exam Type  
 Field 108 - Entrance Exam Score  
 Field 112 - Math Text Type  
 Field 113 - Math Score  
~~Field 116 - Math Placement~~  
 Field 117 - English Test Type  
 Field 118 - English Score  
~~Field 121 - English Placement~~  
 Field 122 - Reading Test Type  
 Field 123 - Reading Score  
~~Field 126 - Reading Placement~~

# REVISIONS

Overview of SISDB Changes of AY2012 (2011-12)

## Private End-of-Term Layout – Private Institutions Only

HEADER RECORD (ONCE PER FILE)				
Field Name		Field #	Length	Valid Codes
Record Type		1	2	1
Data Type		3	1	P
College FICE Code		4	6	000001-999999
Academic Year		10	4	YYYY
Spaces		14	2	Pad with 2 spaces

DATA RECORD (ONCE FOR EACH STUDENT)				
Field Name	DB Name	Field #	Length	Valid Codes
Record Header		1	2	2
Record Type		3	1	1
Registration Term	Term	4	1	0, 1, 2, 3, 4, 5, 6, 7
SISDB Student Number	ssn_id	5	9	
Attempted Credit Hours TERM UNDERGRADUATE	att_crhrs_term_ug	14	3	0 - 999
Earned Credit Hours TERM UNDERGRADUATE	earn_crhrs_term_ug	17	3	0 - 999
GPA TERM UNDERGRADUATE	gpa_term_ug	20	4	0000 - 4000
Attempted Credit Hours CUMULATIVE UNDERGRADUATE	att_crhrs_cumu_ug	24	3	0 - 999
Earned Credit Hours CUMULATIVE UNDERGRADUATE	earn_crhrs_cumu_ug	27	3	0 - 999
GPA CUMULATIVE UNDERGRADUATE	gpa_cumu_ug	30	4	0000 - 4000
Lottery Release of Information Authorization	lottery_ria	34	1	1
College ID	college_id	35	10	
Attempted Credit Hours TERM GRADUATE	att_crhrs_term_gr	45	3	0 - 999
Earned Credit Hours TERM GRADUATE	earn_crhrs_term_gr	48	3	0 - 999
GPA TERM GRADUATE	gpa_term_gr	51	4	0000 - 4000
Attempted Credit Hours CUMULATIVE GRADUATE	att_crhrs_cumu_gr	55	3	0 - 999
Earned Credit Hours CUMULATIVE GRADUATE	earn_crhrs_cumu_gr	58	3	0 - 999
GPA CUMULATIVE GRADUATE	gpa_cumu_gr	61	4	0000 - 4000
High School Completion Status	diploma_ged	65	1	0-5,9
High School Code	hs_code	66	6	See Appendix D
High School GPA	high_school_gpa	72	4	0000-4000
High School Graduation Year	hs_grad_year	76	4	YYYY
GED Test Score, if applicable	ged_test_score	80	4	0000-9999
Entrance Exam Type	ent_exam_type	84	1	0-3,7,9
Entrance Exam Score	ent_exam_score	85	4	000-999
Math Text Type	test_type_math	89	1	0-5,7,9
Math Score	test_math	90	3	000-999
English Test Type	test_type_english	93	1	0-5,7,9
English Score	test_english	94	3	000-999
Reading Test Type	test_type_reading	97	1	0-5,7,9
Reading Score	test_reading	98	3	000-999

TRAILER RECORD (ONCE PER FILE)				
Field Name		Field #	Length	Valid Codes
Record Type		1	2	99
Data Type		3	1	P

School Abbreviation + YY + Term Code.PEOT

YY = two-digit actual year the term occurred

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

### Private End-of-Term Definitions

This file is revised for the Academic Year 2011-2012 and is needed to obtain credit hour and GPA information for lottery research purposes. To create this file, take the list of student ssn\_id's from the student file and determine which student(s) authorized the release of information on the Lottery RIA form and received some form of state financial assistance. You must provide data only on those students that received state assistance and authorized the release of information.

This file will be submitted during the next term. For example, for the Fall term, the regular student file is due in October. The Student End-of-Term file (or Private End-of-Term file) will be due the next semester in February (since grades cannot be obtained until after the semester is complete).

This file is required for all institutions participating in the private version of the SISDB, including BSN and JSN.

NOTE: Earned credit hours (undergraduate or graduate) cannot exceed attempted credit hours.

Name	#	Length	Field Description
Record Header	1	2	Enter 02 for detail record.
Record Type	3	1	Enter 1 for student record.
Registration Term (term)	4	1	Enter the term for this student's on-schedule registration record 0 = Summer 2 On-Schedule 1 = Fall On-Schedule 2 = Spring On-Schedule 3 = Summer 1 On-Schedule 4 = Summer 2 Off-Schedule 5 = Fall Off-Schedule 6 = Spring Off-Schedule 7 = Summer 1 Off-Schedule Note: Report the term when the credit hours were generated and not the term when the hours were submitted.
SISDN Student Number (ssn_id)	5	9	Enter the student's current social security number or other appropriate identification number.
Final Attempted Credits Hours for the Completed Term Undergraduate (att_crhrs_term_ug)	14	3	Enter the total credit hours attempted by the student for the completed term as an undergraduate student. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Final Earned Credits Hours for the Completed Term Undergraduate (earn_crhrs_term_ug)	17	3	Enter the total credit hours earned by the student for the completed term as an undergraduate student. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Final GPA for the Completion Term Undergraduate (gpa_term_ug)	20	4	Enter the grade point average (GPA) for the completed term as an undergraduate. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
Cumulative Attempted Credit Hours Undergraduate (att_crhrs_cumu_ug)	24	3	Enter the total credit hours attempted by the student for the cumulative time period at your institution as an undergraduate student. This is to be cumulative credit hours attempted at your institution only. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right justify the data.
Cumulative Earned Credit Hours Undergraduate (earn_crhrs_cumu_ug)	27	3	Enter the total credit hours earned by the student for the cumulative time period at your institution as an undergraduate student. This is to be cumulative credit hours attempted at your institution only. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right justify the data.
Cumulative GPA Undergraduate (gpa_cumu_ug)	30	4	Enter the grade point average (GPA) for the undergraduate student's cumulative history at your institution only. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

Name	#	Length	Field Description
Lottery Release of Information Authorization (lottery_ria)	34	1	<p>Did the student complete the Release of Information Authorization (RIA) form authorizing the release of their data to the Bureau of Legislative Research for lottery research purposes? The Lottery Act requires that any student receiving any state-supported student financial assistance must complete the Release of Information Authorization (RIA) form. This must be completed by the student or the student's parents (if the student is under age 18). Please enter one of the following codes:</p> <p>1 = Student is a State Assistance Recipient and authorizes the release of information</p> <p>2 = Student is a State Assistance Recipient and does not authorize the release of information</p> <p>3 = Student is not a State Assistance Recipient and is not required to complete the "RIA" form</p> <p>4 = Student is a High School Student enrolled in "concurrent" courses only and is not required to complete the "RIA" form</p> <p>5 = Student attends a private/independent institution (including BSN or JSN) in which this information will be collected by ADHE (this code is to be used by BSN, JSN, or the private institutions only).</p> <p>NOTE: You should use only 1 above as this file should only contain students that meet this criteria.</p>
College ID (college_id)	35	10	Enter the local institution's identification number.
Final Attempted Credits Hours for the Completed Term Graduate (att_crhrs_term_gr)	45	3	Enter the total credit hours attempted by the student for the completed term as a graduate student. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Final Earned Credits Hours for the Completed Term Graduate (earn_crhrs_term_gr)	48	3	Enter the total credit hours earned by the student for the completed term as a graduate student. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Final GPA for the Completion Term Graduate (gpa_term_gr)	51	4	Enter the grade point average (GPA) for the completed term as a graduate student. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
Cumulative Attempted Credit Hours Graduate (att_crhrs_cumu_gr)	55	3	Enter the total credit hours attempted by the student for the cumulative time period at your institution as a graduate student. This is to be cumulative credit hours attempted at your institution only. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right justify the data.
Cumulative Earned Credit Hours Graduate (earn_crhrs_cumu_gr)	58	3	Enter the total credit hours earned by the student for the cumulative time period at your institution as a graduate student. This is to be cumulative credit hours attempted at your institution only. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right justify the data.
Cumulative GPA Graduate (gpa_cumu_gr)	61	4	Enter the grade point average (GPA) for the graduate student's cumulative history at your institution only. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
High School Completion Status (diploma_ged)	65	1	<p>Enter high school completion status for all undergraduate students.</p> <p>0 = Student has high school diploma (not homeschool credential)</p> <p>1 = Student has GED from Arkansas</p> <p>2 = Student does not have diploma or GED (student is traditional high school age)</p> <p>3 = Student does not have diploma or GED (student is not traditional high school age)</p> <p>4 = Student was home-schooled and has the equivalent of a high school diploma/GED</p> <p>5 = Student has GED from a non-Arkansas state</p> <p>9 = Not Applicable, student is not an undergraduate</p>

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

Name	#	Length	Field Description
High School Code (hs_code)	66	6	Enter the code representing the high school where the student received his/her high school diploma. See Appendix D for the list of high school codes from the College Entrance Examination Board. Use the StateCode+9999 when the high school is out of state. See Appendix C for the list of State Codes. Examples: 041695 (AR State Code + Monticello High School) 049999 (AR High School unknown or GED) 269999 (MO State Code + 9999) 969999 (home-schooled student)
High School GPA (high_school_gpa)	72	4	Enter the high school GPA for students under 26 years of age (age 25 or younger) who are first-time, full-time, degree or technical certificate seeking entering freshmen who completed high school, on a 4.0 scale within the last five years (AP courses may exceed 4.0). This is needed to facilitate expansion of the Student Success Report that is prepared annually by ACT as feedback to the high schools and institutions to more fully address college success factors related to college preparation. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
High School Graduation Year (hs_grad_year)	76	4	Enter the year the student graduated from high school or received a GED. YYYY = year of graduation (0000 - 9999) If the student: - is currently in high school, enter the anticipated year of graduation. - is first-time entering AND a high school graduate, enter year of high school graduation - is first-time entering AND high school code = 049999 or 999999 AND high school completion status = 2 or 3, enter 8888 - is NOT first-time entering and graduation year is not available, enter 9999.  NOTE: If the term census date is prior to May of the high school graduation year reported in field 118, then fields 82 and 90 must be coded as a high school student.  A warning is generated when the student's graduation year is greater than 65 years prior to or four years beyond the current year.
GED Test Score, if applicable (ged_test_score)	80	4	Please provide the student's GED test score if they have a GED. All GED students should have a 1 or 5 on the diploma_ged field.
Entrance Exam Type (ent_exam_type)	84	1	Enter the type of entrance exam taken by student. 0 = ACT 1 = SAT 2 = ASSET 3 = COMPASS 7 = Test not required
Entrance Exam Score (ent_exam_score)	85	4	If the Entrance Exam Type was: ACT – enter the composite test score SAT – enter the total of the verbal and math scores (test_math + test_english) All other tests – enter 0000.
Math Test Type (test_type_math)	89	1	Enter the type of exam taken by student. 0 = ACT 1 = SAT 2 = ASSET 3 = COMPASS 4 = EXPLORE (high school students only) 5 = PLAN (high school students only) 7 = Test not required
Math Score (test_math)	90	3	Enter the student's math test score from the test type indicated in the math test type field. If the student was assessed using the ASSET or COMPASS, the intermediate algebra test score is used for placement purposes. If the student took any other parts of the ASSET or COMPASS for math, enter 999 in the field.

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

Name	#	Length	Field Description
English Test Type (test_type_english)	93	1	Enter the type of exam taken by student. 0 = ACT 1 = SAT 2 = ASSET 3 = COMPASS 4 = EXPLORE (high school students only) 5 = PLAN (high school students only) 7 = Test not required
English Score (test_english)	94	3	Enter the student's English test score from the test type indicated in the English placement test field. For those students with an SAT test in the test_type_English field (including those with a TSWE score), the verbal score should be entered here. For those students with an ASSET score in the test_type_English field, the Language Usage score should be used.
Reading Test Type (test_type_reading)	97	1	Enter the type of exam taken by student. 0 = ACT 1 = SAT 2 = ASSET 3 = COMPASS 4 = EXPLORE (high school students only) 5 = PLAN (high school students only) 7 = Test not required
Reading Score (test_reading)	98	3	Enter the student's reading test score from the test type indicated for the Reading Placement Test field (test_type_reading). For those students with an SAT score shown in the reading placement test field, the same verbal score reported in the English score field should be used. For those students with an ASSET score in reading placement test field, the Reading Skills score should be used.

### FINANCIAL AID FILE (Private Institutions Only)

The following changes will be made to the financial aid file (both the crosswalk file and the data file) for private institutions only. These changes do not apply to the public institutions.

**PUBLIC INSTITUTION INSTRUCTIONS:** All institutions participating in the AHEIS/SISDB system shall submit financial aid data on all students receiving any form of financial aid. This is not limited to state-assisted students.

**PRIVATE INSTITUTION INSTRUCTIONS:** All institutions participating in the AHEIS/SISDB system shall submit financial aid data on all students that (1) receive state-assistance and (2) authorized the release of information via the Lottery RIA form.

2. **LOCAL FUND CODE** – this is the fund code or abbreviation used by the local institution to identify the local financial aid fund. NOTE: Private institutions may use any code desired to protect the identity of donors. ADHE suggests using the same ADHE Fund Code here.
3. **LOCAL FUND NAME** – this is the official name of the local institution financial aid fund. NOTE: Private institutions may use any name desired to protect the identity of donors.

NOTE: Since Private Institutions may use the ADHE generic fund codes, the submission of the FAID Crosswalk file is optional.



# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

### MISCELLANEOUS

1. **Appendix A and others** – Any and all references to Ouachita Technical College (OTC) will be changed to College of the Ouachitas (COTO).
2. **SSN CHANGE PROCESS** – The SSN Change process has been updated to include the following:

Field Name	Field #	Length	Description
Record Type	1	2	Enter 02 for detail record
Data Type	3	1	Enter C for identification number change
Term	4	1	Term to be changed
Original Identification Number	5	9	Enter the social security number or college identification number reported in previous submissions
New Identification Number	14	9	Enter the corrected or current social security number or college identification number reported in previous submissions.
Date of Birth	23	8	Enter the date of birth for the student or instructor's date. If the birth date is known, use the first two positions to designate the month, the second two positions for the day, and the last four positions for the year.  Ex: MMDDYYYY where: MM = month (01-12) DD = day (01-31) YYYY = year (0000 – 9999)  If birth date is unknown, enter eight zeros.
Change of Record Type	31	1	Enter the type of identification number type to be changed. 1 = Student Record 4 = Instructor Record  Note 1: Student changes will be applied to all instances of the original number at the reporting institution in the: Student Table, Graduated Student Table, Athlete Table, and Registration Table.  Note 2: Instructor changes will be applied to all instances of the original number at the reporting institution in the: Instructor Table, Annual Instructor Table, and Course Table.
Academic Year	32	4	Academic year to be changed

### SISDB Submission Reports

Act 1195 of 2011 (Section 1, Part 6-60-903(b)) also requires ADHE to report to the Arkansas Lottery Commission Legislative Oversight Committee an institution's failure to comply with the requirements for submission within 2 weeks of the due date. The reported information must include (a) name of institution, (b) type of data not submitted, (c) length of time of non-compliance, and (d) any other information requested by the committee. Therefore, we plan to design a report that contains the following information on all institutions for each report type.

- a. Type of Report
- b. Due Date
- c. First Submission - Date
- d. First Submission – Number of Errors
- e. Most Recent Submission - Date
- f. Most Recent Submission – Number of Errors Remaining
- g. Exception Request Submitted – Date
- h. Exception Request Accepted – Date
- i. Submission Fully Complete – Yes or No response along with Date for Yes responses

# REVISIONS

## Overview of SISDB Changes of AY2012 (2011-12)

### Common Course Numbering System – Lower Level General Education Courses

Act 747 of 2011 requires that a common course numbering system be fully implemented by July 1, 2013. The common course numbering system will consist of lower division general education course only.

We expect that the current ACTS (Arkansas Course Transfer System) will be updated for use as the new common course numbering system. If that happens, we expect that the course number will be validated against the ACTS based on the flag used in the acts\_course field of the course file. If the field is marked as Yes (1), then the entry in the course number field must match the course index number in the ACTS. This is an assumption at this point and is subject to change.

### Common Course Number System – Career Technical Education Courses

Act 743 of 2011 requires *“The Department of Career Education shall work with the Department of Education and the Department of Higher Education to establish a common course numbering system that incorporates career and technical education program of study courses at both the secondary and postsecondary level...”* A deadline for implementation could not be found.

### Higher Ed Websites and Expenditure Data

Act 1163 of 2011 requires state-supported institutions of higher education to post on its website information regarding state expenditures. The website must begin with the 2013 Academic Year and eventually contain ten (10) years of searchable information. Expenditure data means information regarding the spending of public funds that adequately identifies the purpose, amount, payor and vendor, if such disclosure is permissible under the Arkansas Freedom of Information Act of 1967 and federal laws or regulations. ADHE is charged with promulgating rules for the websites.

### IPEDS Changes

The following changes will affect the SISDB Graduated Student report and the IPEDS Completions report. This will be reported to IPEDS in 2012-2013 and will be first reported to ADHE via the Graduated Student report in July 2012.

- (a) Age at Time of Graduation – please provide the age (in years only) of the student at the time of graduation. Any unknown ages should be reported as blank.
- (b) Program Completely Online – is the credential awarded to the student available to be completed completely online? Use 1 for Yes and 2 for No. Note that this asks whether or not the program/credential is available online – not that this specific student earned the credential via a completely online format.

In addition, the IPEDS Human Resources survey will include SOC (Standard Occupational Classification) Codes beginning in IPEDS 2012-2013 collection period. The term instructor report may be revised to use the same SOC Codes as IPEDS. You may obtain a copy of these SOC Codes at <http://www.bls.gov/soc/>. ADHE expects to add the SOC code to the instructor reports in AY2013 (2012-2013).

### TRIAND IDs

The Arkansas Department of Education will begin placing the TRIAND ID on student transcripts that graduate from Arkansas public schools. Therefore, ADHE will begin collecting the TRIAND ID beginning with AY2013 (2012-2013). This will not replace the SSN\_ID or the COLLEGE\_ID – it will simply be an extra field. This will only relates to students that graduated higher school in 2012 or later.

# Preparing Files for Submission to ADHE

## Preparing Files for Submission to ADHE

The following steps are suggested for preparing files for submission to ADHE via the Student Information System (SIS). The process is divided into three steps—data extraction, data validation and error correction, and data submission—that are summarized in the following sections. In each part, a process is described at a general level, due to the diversity of student information systems, followed by some suggested tools and procedures.

### Data Extraction

Extract data from the institution's student information system and convert the data to the SIS format using a data extract program or a record export utility. Some institutions may have a data extraction program, which performs the extraction process. If your institution does not have a program, you will have to extract and format the data manually using a record export utility (e.g., AmCyber's Multi-Edit, Microsoft Access). NOTE: ADHE does not require or recommend the use of Microsoft Access or AmCyber's Multi-Edit. These are the packages used at ADHE for similar purposes and are supplied as examples only. Other comparable software packages are on the market and your institution should decide what software is best for your institution.

Software such as Microsoft Access will allow you to manipulate data into valid SIS fields and values. An example of this is the gender field in the student file. Your institution may use 'M' and 'F' for valid gender values. SIS requires '1' and '2'. Microsoft Access allows you to easily convert these values. After all fields have been edited for the correct values, the data must be formatted as per the SIS Manual. An export template can be created in Access and used to format the data. The File Layout pages will guide you. Watch for filler fields. These fields must contain spaces and are in place for future growth of the file. Also, numeric fields such as credit hours and enrollments must be right aligned.

Whether you have an extraction program or complete the process manually, it is a good idea to look at the final product in a text editor. Looking at the file will alert you to several types of problems, wrong columns, columns not filled in, blank lines in the submission, multiple header/trailer records, etc.

### Data Validation and Error Correction

Download the SIS validation executable as a binary file. Log in to an FTP session and move to the appropriate sub folder. When using the ftp service at the command prompt, enter binary and press enter. This sets up the file transfer for binary transfer. (Most of the more modern ftp can automatically detect binary or ascii.) After doing this, file transfer can proceed. Remember that the download of the SIS validation executable from the FTP server is only for Access 2000. After the file transfer is completed, type ASCII and press enter to reset the default download back to ASCII so that you are ready for data file transfer.

### Error Clarification

***The importance of running the data through the SIS validation software BEFORE submission to ADHE cannot be overstated.*** Running the validation program loads the data into your Access database. If you do not run the validation program, your Access database will not have that term's data. *If you will be replacing the machine you are running the validation software, it is imperative that you preserve the Sisdb.mdb Access database; at present ADHE cannot reconstruct the database for you.* Running data through the validation also produces an error listing in Crystal Reports, a report generating software provided in the validation program. The error listing report can also be viewed later in Access by selecting the reports tab. Print out the error report for your review. Data errors usually result from one of three scenarios: 1) incorrect coding, 2) problems resulting from data entry or extraction, or 3) inconsistency of data across fields and/or files.

### Incorrect Coding

The SIS Reference Manual identifies all valid codes that may be used for each record's field. For example, if you enter a code of 7 for a field where the valid options are 1, 2, or 3, an error will result. This type of problem results either from an erroneous data entry or when the data are extracted and/or converted from the institutional files. Generally speaking, a large number of errors in the same field often indicates a data extraction or conversion problem, whereas a small number of errors in the same field is likely due to data entry inaccuracies. Consult your institution's data processing staff or the software vendor for assistance with these types of problems; *ADHE is unable to help with these errors.*

### Problems Resulting from Data Entry or Extraction

You may find it helpful to write some basic queries or reports in Access to help you analyze the data. This will give you information on where errors exist. Do the results make sense to you? For example, you work at a coeducational institution but all of your students are reported as male. You have assigned a code that is valid for that field, but there is a problem either when the data are entered or when the data are extracted and/or converted from the institutional files. Again, contact the data processing staff or the software vendor for assistance; ADHE is unable to help with this type of error.

**Remember:** You know your institution and what its general demographics are. Review the summaries carefully, compare them with last year's data. Look for unusually large changes in the totals and subtotals. A significant increase or decrease from the prior year's numbers, more often than not, is indicative of errors in your data file(s).

# Preparing Files for Submission to ADHE

## Inconsistency Across Fields and/or Files

Lack of data consistency results when data in a given field does not match with that reported in another field in the same file or one of the other fields to which it is related. For example, the validation software counts each registration associated with a course and cross-checks the total it calculates from the Registration File with the total enrollment reported in Course File. If the two results are different, an error is generated.

Correcting data errors and miscodings can be done in a number of ways. If the error results from incorrect data in your institution's student information system, you always should correct it there and then extract the data again as described in part 1A above. If the error is not a miscoding in the institutional files, then it can be corrected using an editor (e.g., AmCyber's MultiEdit). This method enables you to correct data that is already in ADHE's SIS format, and the extraction process does not have to be repeated. Use this approach **ONLY** if the errors are not in your institution's system, since any extractions made at a later date will reappear in your ADHE data. *Always go back and fix the problem at its source*; shortcutting the process only results in more problems in the long run.

After correcting all errors reported on the error list, and after identifying and correcting errors found in your queries and reports, run the data through the validation program again. Be advised that this step may have to be repeated multiple times as you progress through the file preparation process in making error corrections. Save your work after you complete each cycle of corrections, but if you save multiple versions of the file, be sure to begin with the most recent version of the file. Once the validation report indicates "No Errors Recorded" and you feel comfortable with the results of the queries and reports, you are ready to submit the files to ADHE.

Finally, remember that ultimate responsibility for the validity and integrity of the data files rests with the institutional staff. The accuracy of ADHE's statewide database is no greater than the combined accuracy of the files coming from all of the institutions.

# File Name Conventions

When the data are ready to submit, save a final version on your campus before sending it to ADHE. **You should save and archive all SIS submissions.** It has been necessary for some institutions to go back several academic years to make corrections. If you do not keep a copy, correcting problems could be problematic at best.

Before sending your data to ADHE, it is important to name the submission file properly. This seems like a small thing, but when dealing with the number of files ADHE does, it becomes a real issue. Sections A - C provide you with the information to properly name the submission file. For most institutions the submission files are small and require very little time to send to ADHE.

If your connection to the Internet is slow, or your submission is large you can zip the submission file. See Section A for the file naming conventions for zip files.

## A. Institutional File Name Conventions

<School Abbr><CALENDAR year><term>.<submission type>

If your files are large, compress the data using the ZIP format. Create the submission file as documented before zipping. When the file is zipped name it using the format:

<School Abbr><CALENDAR year><term>.zip

## B. File Submission Type (File Extension)

The file extension is a 3-letter abbreviation for the type of data being submitted per the following table. All institutions submitting files for validation through the Arkansas Higher Education Student Information System will use the ADHE web page set up for this purpose. No files will be accepted via the former FTP transfer system due to potential security failures.

### NOTE:

*ANNUAL* files (annual instructor, graduate, athlete, end of term, etc.) should be submitted as *FOUR (4)* separate files and *NOT* merged into regular term data submissions.

# File Name Conventions

## C. Filename Examples for Academic Year 2011/2012:

YY = 2-digit *calendar* year of data ; T = term of data being reported

<b>Term Files</b>	<b>&lt;School Abbr&gt;YYT.&lt;Extension&gt;</b>
Summer II Regular Term File	<School Abbr>110.DAT
Fall Regular Term File	<School Abbr>111.DAT
Spring Regular Term File	<School Abbr>122.DAT
Summer I Regular Term File	<School Abbr>123.DAT
Summer II End of Term	<School Abbr>110.EOT
Fall 2009 End of Term	<School Abbr>111.EOT
Spring 2010 End of Term	<School Abbr>122.EOT
Summer I 2010 End of Term	<School Abbr>123.EOT
Summer II Private/Student End of Term*	<School Abbr>110.PEOT
Fall 2009 Private/Student End of Term*	<School Abbr>111.PEOT
Spring 2010 Private/Student End of Term*	<School Abbr>122.PEOT
Summer I 2010 Private/Student End of Term*	<School Abbr>123.PEOT
<b>Workforce files report data for the <i>previous</i> term</b>	<b>&lt;School Abbr&gt;YYT.WRK</b>
Summer II Work Force	<School Abbr>113.WRK
Fall 2009 Work Force	<School Abbr>110.WRK
Spring 2010 Work Force	<School Abbr>121.WRK
Summer I 2010 Work Force	<School Abbr>122.WRK
<b>Annual Files</b>	<b>&lt;School Abbr&gt;YY.&lt;Extension&gt;</b>
Annual Instructor	<School Abbr>11.ANN
Athlete	<School Abbr>11.ATH
Financial Aid	<School Abbr>11.FAID
Graduated Student (Graduating between 1 July 2010 and 30 June 2011)	<School Abbr>11.GRD
Graduated Student (Graduating between 1 July 2011 and 30 September 2012)	<School Abbr>12.GRD
Perkins Annual File	<School Abbr>11.PRK
<b>As Needed</b>	
Identification Number Change File	<School Abbr>.SSN2

\* Private/Student End-of-Term files are required by the private/independent institutions including BSN and JSN.

# Header and Trailer Record Layout

## Header Record Layout

Field Name	Field #	Length	Valid Choices
Record Type	1	2	01
Data Type	3	1	1 – Student 2 – Graduate 3 – Athlete 4 – Instructor 5 – Credit Course 6 – Registration 7 – Annual Instructor 9 – End of Term C – ID Change N – Workforce <b>F – Financial Aid</b> P – Private EOT <b>V – Perkins Vocational</b>
College FICE Code	4	6	000001 - 999999
Academic Year	10	4	YYYY
Filler	14	2	spaces

## Trailer Record Layout

Field Name	Field #	Length	Valid Choices
Record Type	1	2	99
Data Type	3	1	1 – Student 2 – Graduate 3 – Athlete 4 – Instructor 5 – Credit Course 6 – Registration 7 – Annual Instructor 9 – End of Term C – ID Change N – Workforce <b>F – Financial Aid</b> P – Private EOT <b>V – Perkins Vocational</b>

To let the software know it has come to the end of a file segment, a trailer record must accompany EACH header record. In the case of annual reports, that is usually the entire report.

Column 1: ALL trailer records should begin with 99 regardless of the file type.

Column 3: the type of file. In the case of the Workforce File it would be N.

As a further note, in the term files such as fall, there may be *several* header and trailer records.

Examples:

The trailer for the end of the student file would be: 991      The registration trailer would look like: 996

# Accessing The Upload System

## Log On

The only software requirement for accessing the upload system is a current web browser. The url for accessing the entry page is: SIS.ADHE.EDU

The first page the user will encounter is the logon page.



The Log On Page, Figure 1

The log on page has two edit boxes for entering the user name and password. The user name is the e-mail address of the person or persons authorized by the institution to upload student information files. The initial user password will be assigned by ADHE. Each submitting institution is responsible for informing ADHE of any personnel changes for persons authorized to access the page for file uploading. The institution has the responsibility of informing ADHE that individuals need to be removed from access to the upload web page. Institutions are responsible for the security of their respective passwords.

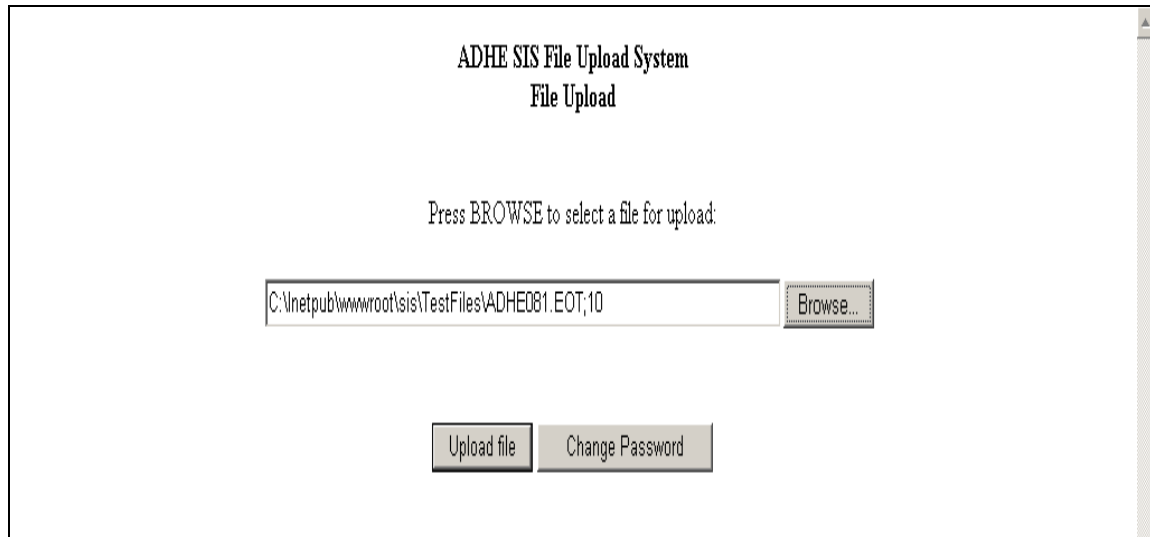
After user name and password have been entered, click on the Log On button. If the user name and password are correct, the page will be automatically transferred to a secure sockets layer (SSL) security protocol. This is a further security measure to ensure that data being submitted is secure from capture by none authorized sources.

If the log in is successful , a new page for file upload will be opened. If the log in fails, the user is informed of this fact. Log on failures may be caused by typographical errors, the deletion of the user as an authorized user or system failures. Contact ADHE if you are experiencing problems in logging into the web site.



# File Upload Procedure

## File Upload Procedure

The screenshot shows a web browser window titled "ADHE SIS File Upload System". The main heading is "File Upload". Below this, a message says "Press BROWSE to select a file for upload:". There is a text input field containing the path "C:\inetpub\wwwroot\sis\TestFiles\ADHE081.EOT;10" and a "Browse..." button to its right. At the bottom, there are two buttons: "Upload file" and "Change Password".

File Upload Page, Figure 2

The file upload page is used to actually transfer the file from your computer or network to ADHE. There are two ways this can be done via the page.

If you know the path where the file is located on your computer or the network from which you are uploading the file, the full path and name may be typed into the text box.

For example, if the file was located on your local hard drive in a folder named ADHE Files, the full path and file would be entered in the edit box: C:\ADHEFile\file name

The browse button may be clicked and a file dialog box will open. The file can be located using this control and when it is located, click on the file and the path should appear in the edit box.

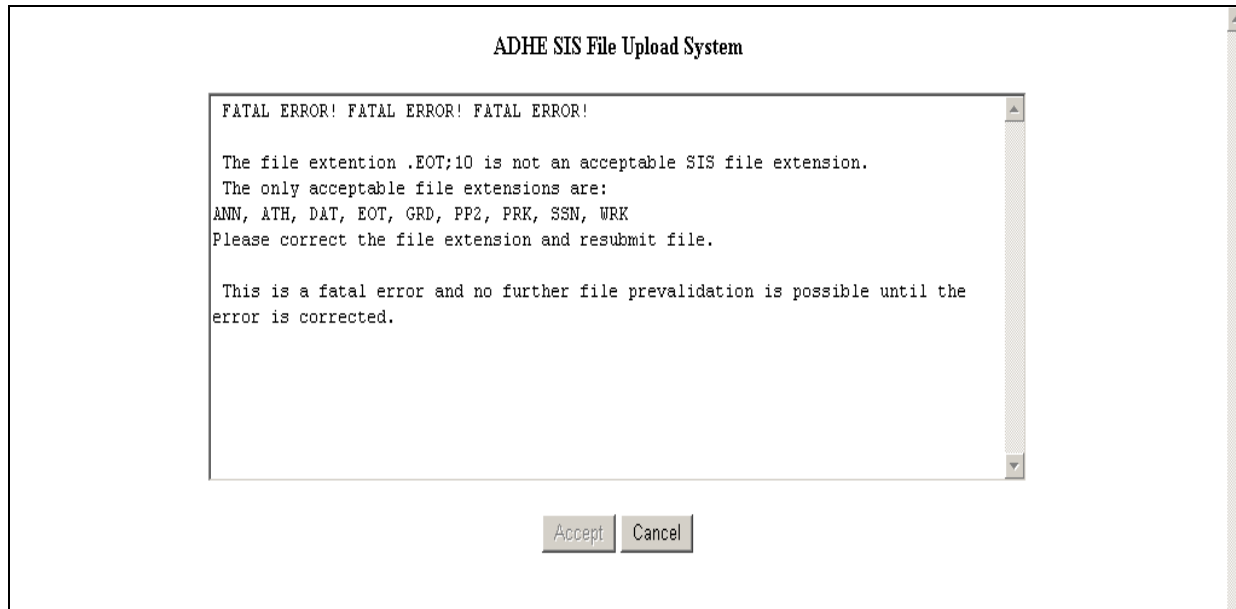
Move to the upload button and click on the upload button.

Zipped files may also be submitted. The standard zip compression methods should be used and the zip file name should be in the form <school abbreviation>.zip. The program behind the web page will decompress and remove the compressed file. There is no further action required on the part of the user.

If an unzipping error occurs, the user will be notified and the currently loaded zip file will be deleted automatically from the web page storage area. If the file is successfully decompressed or unzipped, the user will be taken to the next page automatically.

# File Upload Procedure

## Upload Warnings and Error Messages



Incorrect File Extension Error Page, Figure 3

After the file has been uploaded, the first pre-validation which occurs is a check of the file extension. If the file does not have an acceptable extension, the user is notified of this fact and must click the cancel button. File extensions such as .EOT.TXT, .DAT; 10, .ATH.2 or any other file extension outside the acceptable ADHE authorized file extensions will not be permitted. The file name must be corrected and uploaded again.

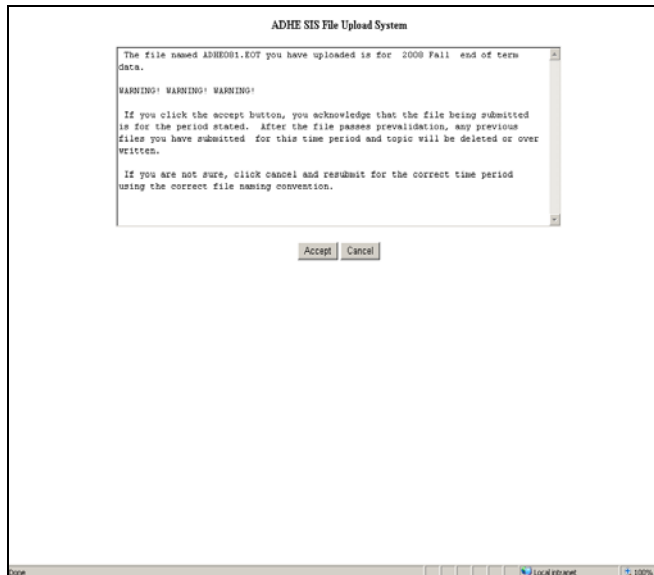
If the file extension is correct, the user is presented with a page informing the user of the period of time covered by the file and the type of file being submitted. If the file meets the correct file naming criteria but is designated for a term or year other than that intended by the user and the file passes all pre-validation, the file will be treated as a correctly named file and will over write previous data submitted.

If the user is not sure the file name is correct, the cancel button may be clicked to return the user to the upload page. The file currently on the web storage area will be deleted. The user may resubmit a corrected file name at this time.

If the user feels confident the file name is for the period described on the page, the accept button should be clicked.

# File Upload Procedure

## Upload Warnings and Error Messages



File Warning Page, Figure 4.



File Error Page, Figure 5.

## File Error Messages

A variety of characteristics are checked within the first 2 lines of the file. If all tests are passed successfully, the user is informed of this fact and an e-mail message is simultaneously sent to the submitting institution to all addressees of record in the ADHE SIS database.

The uploaded file is next transferred automatically to the appropriate ADHE storage area for the file. The file will then be validated through the SIS validation process.

If errors are encountered, the user will be provided a screen showing the errors and a simultaneous e-mail error message will be generated.

## Important Note!

Only one file may be uploaded at a time. After either a final notification of a successful pre-validation test or the presence of errors is presented to the user, the return button should be clicked if further uploads are to be performed. The return button returns the user to the upload page for another file upload. If no further file uploads are to be performed, the browser may be closed at this point.

# Viewing and Printing File Error Submission Reports

After a submitted file has been validated at the Department of Higher Education, an automatically generated summary report will be sent to all registered users at the submitting institution. The summary report will appear similar to the following:

Arkansas Department of Higher Education  
Student Information System Data Validation  
Error Listing --- fall 2007  
Submission Validated and Loaded  
<Institution name goes here>  
13:9 April 9, 2008

---

## Submission Report Summaries

-----

Total Records Submitted: 5865  
Total Records Inserted: 5857  
Total Header Trailers: 8  
Total Warnings: 0  
Total Errors: 61  
Total Student Records: 1558  
Total Credit Course Records: 293  
Total Registration Records: 3899  
Total End of Term Records: 0  
Total Graduate Records: 24  
Total Athlete Records: 0  
Total Annual Instructor Records: 0

For a detailed listing go to <https://Sis.adhe.edu>.

This summary will serve as the notice to the institution that the file named in the summary has been validated by ADHE. In order to review the detailed error report, do the following:

Open your browser and go to <https://sis.adhe.edu> .

The log in page for the SIS upload page should appear. Enter the same user name and password that is used to upload a SIS file submission.

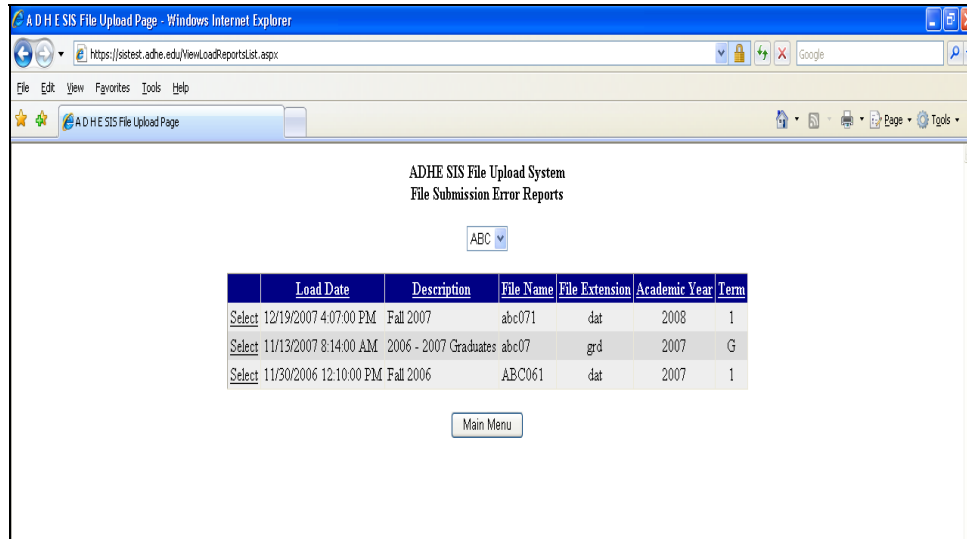
If the log in is successful, the file upload page should appear. To view the file /files error report, click on the "View File Error Reports" button.

# Viewing and Printing File Error Submission Reports

## File Selection Display Page

After the view error report button is clicked, a new page is presented. A grid of each file submitted for the past academic year is shown. Files are displayed in a default mode of most recently submitted file based on the file load date. Files may also be sorted with respect to the other parameters such as academic year, term, or file type.

In order to select the output of a particular report, the select link is clicked and the error report for that specific file is displayed. Each time a new select is clicked, a new file error report is displayed for the file selected. Files displayed are the most recently validated file submitted. Any number of files can be displayed one at a time by clicking select on the grid.



ADHE SIS File Upload System  
File Submission Error Reports

ABC

	Load Date	Description	File Name	File Extension	Academic Year	Term
Select	12/19/2007 4:07:00 PM	Fall 2007	abc071	dat	2008	1
Select	11/13/2007 8:14:00 AM	2006 - 2007 Graduates	abc07	grd	2007	G
Select	11/30/2006 12:10:00 PM	Fall 2006	ABC061	dat	2007	1

Main Menu

Screen shot of File Selection display Page

## Printing the Report

There are 2 basic methods for printing the display to a file.

Right click on the display page and select print in the drop down menu. The entire page with grid and error display will be sent to the printer which is the default printer connected to the computer on which you are displaying the report.

If only the actual content of the error report are desired for printing, begin selecting by holding down the left mouse button and rolling the mouse to the last location which is to be printed.

After highlighting the material to be printed, right-click in the selected material area and click print in the drop down menu. In the dialog box which appears, choose selection to print only the selected material you wish printed and next click print. Continue this process for each file desired to be printed. When you are finished viewing or printing error reports, click the main menu button to return to the main upload page.

# Off-Schedule Reporting

If a class starts later than the 11 day of classes, the course is considered off-schedule. Thus, the course record is reported in the off-schedule term that is most closely associated with the courses starting date. For a fall off-schedule class, the course record, along with an instructor record, one or more student records, and one or more registration records are submitted together as term 5 with the spring submission. Even though the records are included in the spring submission, they are part of a different term.

The simplest way to think of an off-schedule submission is as a completely separate term. If the course is off-schedule, you also must treat the instructor, student and registration records as if they fall into a separate term. For example, a student takes three courses in the fall semester and also registers for a class that begins on October 25. He/she will appear in two separate term submissions: term 1 and term 5. He/she will have a term 1 student record and three registration records for term 1. He/she will also have a term 5 student record and one term 5 registration record. The term 5 records, both student and registration, will appear in the spring submission file along with the associated course and instructor records.

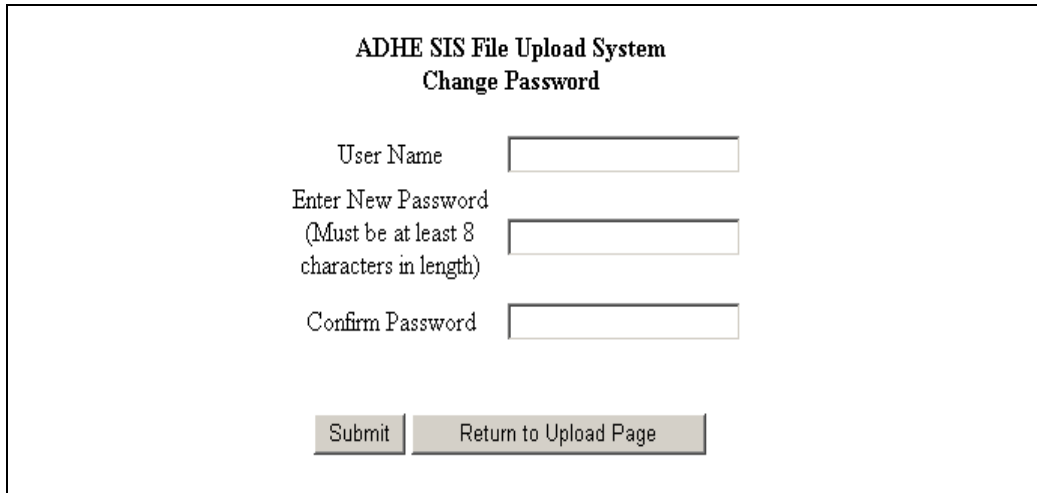
As a second example, a student registers only for fall courses beginning on October 10. All associated records for him/her (student, course, registration, and instructor) are coded as 5, and he/she would not have any on-schedule records.

When merging the off-schedule and on-schedule of the following term, merge the data to put the current term on-schedule of a particular type followed by the off-schedule of the preceding semester between the header and trailer for that record type. The figure below presents the layout:

011001101	Student header record
021.....2	Spring on-schedule (term 2) student record
021.....2	Spring on-schedule (term 2) student record
021.....2	Spring on-schedule (term 2) student record
021.....5	Fall off-schedule (term 5) student record
021.....5	Fall off-schedule (term 5) student record
991000005	Student trailer record

# Changing Passwords

## Changing Passwords



The screenshot shows a web form titled "ADHE SIS File Upload System" with a subtitle "Change Password". The form contains three input fields: "User Name", "Enter New Password (Must be at least 8 characters in length)", and "Confirm Password". Below the input fields are two buttons: "Submit" and "Return to Upload Page".

ADHE SIS File Upload System	
Change Password	
User Name	<input type="text"/>
Enter New Password (Must be at least 8 characters in length)	<input type="password"/>
Confirm Password	<input type="password"/>
<input type="button" value="Submit"/>	<input type="button" value="Return to Upload Page"/>

Changing Passwords, Figure 6.

Once a user has logged in to the system, the user may change their password. There is a change password button on the file upload page. By clicking the change password button, the user is relocated to the change password page. The user name is automatically transferred to the change password page along with the old password. The user does not need to enter either.

Two edit boxes are presented to the user. The new password is entered into each of the two edit boxes. The new password will not be visible. Passwords must be at least 8 characters in length and may be any alpha-numeric character as well as punctuation symbols.

Do not use common names, birth dates or other personal information which could be guessed by someone else. Use good password security. Be sure to write your new password down and keep it in a secure location. ADHE cannot give you the forgotten password since the passwords are hashed for security purposes. If the password is lost or forgotten, the user will have to contact ADHE to receive a temporary password to reenter the system.

After the new password has been entered in both edit boxes, click the submit button to initiate the new password. If the password is less than 8 characters in length or the two new password entries do not match, the user is informed of this fact and the new password must be reentered.

If the password is successfully entered into the system, the user will be informed. Click the return button to return to the file upload page or exit the web site by closing the browser.

# ID Change for Student or Instructor Record Layout

When possible, all past invalid student identification numbers need to be updated with valid social security numbers using the ID Change record if students are to be tracked.\*

Field Name	Field #	Length	Description
Record Type	1	2	Enter 02 for detail record
Data Type	3	1	Enter C for identification number change
Term	4	1	Term to be changed
Original Identification Number	5	9	Enter the social security number or college identification number reported in previous submissions
New Identification Number	14	9	Enter the corrected or current social security number or college identification number reported in previous submissions.
Date of Birth	23	8	Enter the date of birth for the student or instructor's date. If the birth date is known, use the first two positions to designate the month, the second two positions for the day, and the last four positions for the year.  Ex: MMDDYYYY where: MM = month (01-12) DD = day (01-31) YYYY = year (0000 - 9999)  If birth date is unknown, enter eight zeros.
Change of Record Type	31	1	Enter the type of identification number type to be changed. 1 = Student Record 4 = Instructor Record  <b>Notes:</b> 1. Student changes will be applied to all instances of the original number at the reporting institution in the: Student Table, Graduated Student Table, Athlete Table, and Registration Table. 2. Instructor changes will be applied to all instances of the original number at the reporting institution in the: Instructor Table, Annual Instructor Table, and Course Table.
Academic Year	32	4	Academic year to be changed

The file naming convention is: <School Abbr>.**SSN2**

The Identification Number Change File includes all students and/or instructors whose social security number or college identification number has changed, for any reason, from previous submissions.

\*International students with student visas may not have valid SSNs.  
Also, 5 U.S.C. §552a allows students to withhold their SSN.

The 'number' is **numeric**.

Provide a Social Security Number in the format:      XXXYYZZZZ

The rules for valid SSNs are available on the SSA website: <http://ssa.gov> by searching for 'invalid number'.  
According to SSA, these rules constitute **INVALID** numbers:

- Left most 3 digits (xxx) = 000
- Left most 3 digits (xxx) between 773 and 799 (inclusive)
- Left most 3 digits (xxx) between 800 and 899 (inclusive)
- Left most 3 digits (xxx) between 900 and 999 (inclusive)
- Left most 3 digits (xxx) = 666
- Middle 2 digits (yy) = 00
- Right most 4 digits (zzzz) = 0000

For more information on invalid SSNs, please see:

- US Search: Structure of Social Security Numbers: <http://www.usrecordsearch.com/ssn.htm>,
- Social Security Number Verification Service: <http://www.ssa.gov/employer/ssnweb.htm>
- Social Security Number Randomization: <http://ssa.gov/employer/randomizationfaqs.html>



# ID Change for Student or Instructor Record Layout

## Substitute, Alternate, or Locally Generated SSN\_ID Structure (SISDB Student Number)

Institutions are allowed to assign or create a locally generated or alternate SISDB Student Number for the SSN\_ID field for use in the SISDB. In the past, this assignment or creation process was not subject to any ADHE rules. However, due to ADHE finding the same alternate SISDB Student Number (SSN\_ID) being used by different institutions, we are requiring the following structure.

Use the following SISDB Student Number Prefix to identify your institution (using upper case letters) as the first two (2) characters of the SSN\_ID field. The remaining seven (7) digits of the SSN\_ID field will be determined by the institutions. However, we strongly encourage you to use the final seven (7) digits of the identification number assigned by your institutional data system (Banner, PeopleSoft, Datatel, POISE, etc.) By using the final seven (7) digits of the identification number assigned by your institutional data system, you will be able to easily track the student in your system and prevent duplication of Alternate SISDB Student Numbers.

For example, Banner assigns an identification number of 000012345 to John Doe and John Doe refuses to provide his true SSN. The student attends ASUJ. The Alternate SISDB Student Number of John Doe would be AA0012345. This Alternate SISDB Student Number would be reported to ADHE in the SSN\_ID field for this student.

**NOTE: The Alternate SISDB Student Number is only allowed for students that refuse to report their true SSN or do not have a SSN. If the institution has the correct SSN, it must be used in the SSN\_ID field.** Also, institutions should track all such Alternate SISDB Student Numbers created or assigned so that they are able to identify all Alternate SISDB Student Numbers reported to ADHE.

# ID Change for Student or Instructor Record Layout

**Substitute, Alternate, or Locally Generated SSN\_ID Structure  
(SI SDB Student Number)**

Inst. Type	Code	Institution Name	Ltr1	Ltr2	Fake ID Prefix
1	ASUJ	Arkansas State University - Jonesboro	J		J
1	ATU	Arkansas Tech University	A	B	AB
1	HSU	Henderson State University	A	C	AC
1	SAUM	Southern Arkansas University - Magnolia	A	D	AD
1	UAF	University of Arkansas Fayetteville	U or Z		U or Z
1	UAFS	University of Arkansas - Fort Smith	A	F	AF
1	UALR	University of Arkansas at Little Rock	T		T
1	UAM	University of Arkansas at Monticello	A	H	AH
1	UAMS	University of Arkansas for Medical Sciences	A	I	AI
1	UAPB	University of Arkansas at Pine Bluff	A	J	AJ
1	UCA	University of Central Arkansas	A	K	AK
2	ANC	Arkansas Northeastern College	B	A	BA
2	ASUB	Arkansas State University - Beebe	B	B	BB
2	ASUMH	Arkansas State University - Mountain Home	B	C	BC
2	ASUN	Arkansas State University - Newport	B	D	BD
2	BRTC	Black River Technical College	B	E	BE
2	CCCUA	Cossatot Community College of the UA	B	F	BF
2	COTO (OTC)	College of the Ouachitas (Ouachita Technical College)	B	L	BL
2	EACC	East Arkansas Community College	B	G	BG
2	MSCC	Mid-South Community College	B	H	BH
2	NAC	North Arkansas College	B	I	BI
2	NPCC	National Park Community College	B	J	BJ
2	NWACC	Northwest Arkansas Community College	B	K	BK
2	OZC	Ozarka College	B	M	BM
2	PCCUA	Phillips Community College /UA	B	N	BN
2	PTC	Pulaski Technical College	B	O	BO
2	RMCC	Rich Mountain Community College	B	P	BP
2	SACC	South Arkansas Community College	B	Q	BQ
2	SAUT	Southern Arkansas University - Tech	B	R	BR
2	SEAC	Southeast Arkansas College	B	S	BS
2	UACCB	UA Community College at Batesville	B	T	BT
2	UACCH	UA Community College at Hope	B	U	BU
2	UACCM	UA Community College at Morrilton	B	V	BV
P	ABC	Arkansas Baptist College	C	A	CA
P	CBC	Central Baptist College	C	B	CB
P	CRC	Crowley`s Ridge College	C	C	CC
P	HC	Hendrix College	C	D	CD
P	HU	Harding University	C	E	CE
P	JBU	John Brown University	C	F	CF
P	LC	Lyon College	C	G	CG
P	OBU	Ouachita Baptist University	C	H	CH
P	PSC	Philander Smith College	C	I	CI
P	UO	University of the Ozarks	C	J	CJ
P	WBC	Williams Baptist College	C	K	CK
V	BSN	Baptist School of Nursing	D	A	DA
V	JSN	Jefferson School of Nursing	D	B	DB

***T E R M***

***F I L E S***



***S T U D E N T***

# Independent Student Record Layout

## HEADER RECORD: (ONCE PER FILE)

Field Name		Field #	Length	Valid Choices
Record Type		1	2	01
Data Type		3	1	1
College Fice Code		4	6	000001-999999
Academic Year		10	4	YYYY
Spaces		14	2	Pad with 2 spaces

## DATA RECORD: (ONCE FOR EACH STUDENT)

Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	1
Registration Term		4	1	1
<b>SI SDB Student ID</b>	ssn_id	5	9	See Page xvii for valid ssn's.
Student Name	student_name	14	30	(Last, First M.I. Suffix)
County of Origin	geo_county	44	3	See Appendix B
State of Origin	geo_state	47	2	See Appendix C
Gender	gender	49	1	1, 2
Non-resident Alien or Unknown	non_resident_alien	50	2	06, 09, 00
Date of Birth (Month Day and Year)	date_of_birth	52	8	MMDDYYYY
<b>Enrollment Status</b>	<b>enroll_status</b>	<b>60</b>	<b>2</b>	<b>01 - 13</b>
Transfer FICE Code	transfer_fice	62	6	
Student Level	student_level	68	2	00-11, 13
Degree Intent	degree_intent	70	1	2, 3, 4, 6, 7, 8, 9, D
Attendance Status	attend_status	71	1	0, 1
On Campus In-District Credit Hours	on_cr_hours	72	2	01 - 99
Non-traditional Site Credit Hours	off_cr_hours	74	2	01 - 99
<b>Filler</b>		<b>76</b>	<b>6</b>	<b>Pad with spaces</b>
Asian	asian	82	1	1, 2, 0
Black	black	83	1	1, 2, 0
Hispanic	hispanic	84	1	1, 2, 0
American Indian	amerind	85	1	1, 2, 0
White	white	86	1	1, 2, 0
Native Hawaiian	hawaiian	87	1	1, 2, 0
<b>Filler</b>		<b>88</b>	<b>43</b>	<b>Pad with spaces</b>
Pell Recipient	pell	88	1	1, 2, 3
BIA Recipient	bia	89	1	1, 2, 3
Career Pathways	career_path	90	1	0, 1, 2
High School Completion Status	diploma_ged	91	1	0 - 5, 9
High School Code	hs_code	92	6	See Appendix D
High School GPA	high_school_gpa	98	4	0v000 - 9v999 ex: 3.5 = 3500
GED test score, if applicable	ged_test_score	102	4	0000 - 9999
Lottery Release of Information- Authorization (Lottery RIA)	faid_opt_out	106	1	1-5
Entrance Exam Test Type	ent_exam_type	107	1	0 - 3, 7, 9
Entrance Exam Score	ent_exam_score	108	4	
Math Test Type	test_type_math	112	1	0 - 5, 7, 9
Math Score	test_math	113	3	000 - 999
Math Placement Status	math_placement_stat	116	1	9
English Test Type	test_type_english	117	1	0 - 5, 7, 9
English Score	test_english	118	3	000 - 999
English Placement Status	english_placement_stat	121	1	9
Reading Test Type	test_type_reading	122	1	0 - 5, 7, 9
Reading Score	test_reading	123	3	000 - 999
Reading Placement Status	reading_placement_stat	126	1	9
High School Graduation Year	(hs_grad_year)	127	4	YYYY
<b>College Student ID (Optional)</b>	<b>college_id</b>	<b>131</b>	<b>10</b>	
<b>Current Legal Residence</b>	<b>resident_state</b>	<b>141</b>	<b>2</b>	<b>See Appendix C</b>

## Trailer Record: (Once per file)

Field Name		Field #	Length	Valid Choices
Record Type		1	2	99
Data Type		3	1	1

Filename: <School Abbreviation><YY><Term Code>.DAT (YY is the two-digit actual year when the term occurs)

# Independent Student File Definitions

Name	#	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter 1 for student record.
Registration Term  term	4	1	Enter the term for this student's on-schedule registration record 0 = Summer 2 On-Schedule 1 = Fall On-Schedule 2 = Spring On-Schedule 3 = Summer 1 On-Schedule 4 = Summer 2 Off-Schedule 5 = Fall Off-Schedule 6 = Spring Off-Schedule 7 = Summer 1 Off-Schedule Note: Report the term when the credit hours were generated and not the term when the hours were submitted.
<b>SISDB Student ID</b>  ssn_id	5	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Student Name  student_name	14	30	Enter student's last name (comma space), first name (space), middle initial (period space), and then enter suffix, if applicable. Example: Brown, William J. Jr.
Geographic Origin – AR or Border Counties  geo_county	44	3	Enter the three-digit county code associated with the student's legal residence at the time of admission to the institution. This entry includes all Arkansas counties and selected border counties in states that are contiguous to Arkansas. See county codes in Appendix B. 000 = Arkansas county is unknown. 999 = out of state and other than approved county. Note: Code 000 may be assigned to no more than 5% of an Institution's students.
Geographic Origin– State or Nation  geo_state	47	2	Enter the two-digit code associated with the student's legal residence at the time of admission to the institution. See Appendix C for a list of state codes. Note that geographic origin may differ from the state of current legal residence. Refer to the definitions of current legal residence and geographic origin in the Glossary (Appendix H).
Gender  gender	49	1	Enter the gender of student. 1 = Male 2 = Female

# Independent Student File Definitions

Name	#	Length	Field Description
Non-resident Alien or Unknown  non_resident_alien	50	2	<p>Enter the appropriate code to indicate the student's race/ethnicity or foreign residency classification.</p> <p>06 = Non-Resident Alien 09 = Unknown or Refused to Answer (for Citizens or Resident Aliens) 00 = Not Applicable</p> <p>NOTE:</p> <ol style="list-style-type: none"> <li>1. No more than 5% of an institution's students may be assigned to code 9.</li> <li>2. Designations are used for cohort reporting purposes only. Refer to the Glossary (Appendix G) for definitions.</li> <li>3. If Not Applicable (Code 0), refer to the race/ethnic fields to report student's specific race/ethnicity.</li> <li>4. Please compare this field to the six race/ethnic fields. If a student has: <ul style="list-style-type: none"> <li>▪ Not answered 'yes' to any of the race/ethnic fields [all 2s (No),</li> <li>▪ Or all 0s (Refused to Report)</li> <li>▪ Or any combination thereof],</li> </ul> the student should be re-coded as 09 above.</li> </ol>
Date of Birth  date_of_birth	52	8	<p>Enter the student's date of birth. If the birth date is known, use the first two positions to designate the month, the second two positions for the day, and the last four positions for the year. If the birth date is unknown, enter eight zeros in this field. (No spaces!)</p> <p>MMDDYYYY</p> <p>where:      M M = month (01 - 12)                 D D = day (01 - 31)                 Y Y Y Y = year (0000 - 9999)</p> <p>Note:</p> <p>A warning is generated when the student's age is younger than 13 years and greater than 80 years as of July 1 of the reporting year.</p>



# Independent Student File Definitions

Name	#	Length	Field Description
Enrollment Status enroll_status	60	2	<p>Enter the student's current status at your institution. See Glossary (Appendix G) for definitions of enrollment status.</p> <p>01 = First-time entering undergraduate (A student attending <i>any</i> institution for the first time at the undergraduate level)  02 = Other first-year continuing student  03 = First-time entering undergraduate transfer student  04 = First-time entering graduate student  05 = First-time entering doctoral student  06 = Continuing undergraduate student  07 = Continuing graduate or doctoral student  08 = Readmitted undergraduate student  09 = Unclassified pre-baccalaureate  10 = Unclassified post-baccalaureate  11 = Graduate transfer  12 = Readmitted graduate student  13 = High school student  14 = First-time entering undergraduate transfer TRANSIENT student</p> <p><b>NOTE:</b></p> <ol style="list-style-type: none"> <li>1. Transfer students must be coded 03 or 11 and have a transfer institutional FICE code reported in field 84. A transfer institutional FICE code also must be reported for students classified as 04 or 05.</li> <li>2. Community and technical colleges must use codes 01, 02, 03, 06, 08, 09, 10, 13, or 14.</li> <li>3. Students currently enrolled in high school must be coded as 13 here and code 13 in the student_level field.</li> <li>4. Students coded as 14 (Transfer Transient) must be a student in which the student has specifically declared that they do not intend to fully transfer to your institution. These students must have a degree intent of 3 and a reason for enrollment of 02. High school GPA's or placement test scores are not required for these students and no more than five (5) percent of your students can use this code. If your institution cannot recognize or track such transient students, you may continue to code these students as 03.</li> </ol>
Transfer Institution Fice Code transfer_fice	62	6	<p>Enter the FICE code from the student's transfer institution. See Definition of transfer student under enrollment status in the Glossary (Appendix G). Leave six blank spaces if student is not reported as a transfer in field 82. If the student is a transfer, but the FICE code is unknown, enter 999999. (See Appendix C for state code list).  Ex: - In state: (See Appendix A for Institutional FICE Code)  - Out of state: State Code + 9999  ex: Alabama = 019999</p> <p>Note:</p> <ol style="list-style-type: none"> <li>1. If enrollment status (field 82) is coded as 03, 04, 05 or 11, a FICE code for the transfer institution must be reported.</li> <li>2. All first-time graduate and first-time first-professional students must have a transfer institution FICE code. If the student completed his/her undergraduate work at the same institution, report the FICE code of the undergraduate institution. Code 999999 should apply to no more than 5% of an institution's transfer students.</li> </ol>

# Independent Student File Definitions

Name	#	Length	Field Description
Student Level  student_level	68	2	<p>Enter the code that describes the level of total requirements the student has finished <b>toward the completion of the certificate or degree program in which the student is enrolled as of census date</b>. The code should describe the student's level at the reporting institution. See the Glossary (Appendix G) for definitions of student level.</p> <p>00 = Unclassified undergraduate (see note 4)  01 = Freshman  02 = Sophomore  03 = Junior  04 = Senior  05 = Master's level  06 = Specialist level  07 = Doctoral level  09 = First professional  06 = Post-Baccalaureate Certificate or Specialist or First-Professional Certificate/Degree  07 = Doctoral - Research/Specialist  08 = Doctoral - Other  09 = Doctoral - Professional Practice  10 = Unclassified post-baccalaureate (see note 3)  11 = Unclassified graduate (see note 5)  13 = High school student</p> <p>NOTE:</p> <p>1. If a student is taking undergraduate coursework and can be classified as a freshman (01), sophomore (02), junior (03), senior (04), high school (13) student level, assign the student to the option most appropriate.</p> <p>2. Students in unclassified categories enroll under circumstances that prevent them from being classified as freshmen, sophomores, etc., so use of the unclassified options should NOT occur frequently and should be used only when a student cannot be assigned to a traditional level. A warning will be generated if the total number of unclassified undergraduates exceeds 5% of the total students reported in this file.</p> <p>3. Regardless of institutional type and degree intent, use code 10 if the student has previously received a baccalaureate degree and is enrolling in undergraduate coursework. Code 10 applies to students pursuing undergraduate courses associated with: second baccalaureate degree teacher certification or additional courses for other purposes (regardless of degree intent).</p> <p>4. These students are counted as undergraduates per instructions from NCES. When a student has previously completed an associate degree or advanced certificate, four-year institutions should classify the student in the appropriate upper division student level. Two-year institutions, however, should assign 00 to a student if s/he has completed an associate degree or advanced certificate and continues to enroll at a two-year institution.</p> <p>5. Students with a baccalaureate degree enrolled in graduate coursework but not admitted into a graduate degree program should be reported as code 11.</p>

# Independent Student File Definitions

Name	#	Length	Field Description
Degree Intent degree_intent	70	1	<p>Enter the code corresponding to the student's degree intent.</p> <p>2 = Degree-seeking, complete baccalaureate level program at reporting institution (universities only)</p> <p>3 = Non-award or non-degree seeking</p> <p>4 = Degree-seeking, complete associate level program</p> <p>6 = Degree-seeking, complete baccalaureate level (or higher) program at another institution after transfer</p> <p>7 = Degree-seeking, complete Certificate of Proficiency</p> <p>8 = Degree-seeking, complete Technical Certificate</p> <p>9 = Degree-seeking, but not an undergraduate student</p> <p>D = <b>Diploma-seeking (to be used by BSN or JSN only)</b></p> <p>Note: A high school student must be reported as non-degree-seeking until the college or the university matriculates the student.</p>
Attendance Status attend_status	71	1	<p>Enter the student's status according to the credit hours reported for this student in this submission.</p> <p>0 = Full-time</p> <p>1 = Part-Time</p> <p>For FALL or SPRING: Full-time : Undergraduate is <math>\geq 12</math> hr; Graduate <math>\geq 9</math> hr Part-time : Undergraduate is <math>&lt; 12</math> hr; Graduate <math>&lt; 9</math> hr</p> <p>For SUMMER I or SUMMER II: Full-time : Undergraduate is <math>\geq 6</math> hr; Graduate <math>\geq 5</math> hr Part-time : Undergraduate is <math>&lt; 6</math> hr; Graduate <math>&lt; 5</math> hr</p> <p>Note: 1. Enter 0 if the student is enrolled only in an interim term. 2. For all First Professional students (ex., law school students), the definition of full-time status is to be determined by the institution.</p>
On-Campus / In-District Credit Hours on_cr_hours	72	2	<p>Enter the number of total credit hours in which the student is enrolled either on-campus and/or within the district for your institution.</p> <p>00 = not enrolled on-campus or in-district</p> <p>## = number of on-campus or in-district credit hours</p>
Non-Traditional Credit Hours off_cr_hours	74	2	<p>Enter the number of total credit hours in which the student is enrolled off-campus, out-of-district for your institution, or via distance learning.</p> <p>00 = not enrolled in non-traditional sites or formats</p> <p>## = number of non-traditional credit hours</p>
Asian [Race]	82	1	<p>1 = Yes    2 = No</p> <p>0 = Refused to report or not applicable</p>
Black [Race]	83	1	<p>1 = Yes    2 = No</p> <p>0 = Refused to report or not applicable</p>
Hispanic [Ethnicity]	84	1	<p>1 = Yes    2 = No</p> <p>0 = Refused to report or not applicable</p>
American Indian [Race]	85	1	<p>1 = Yes    2 = No</p> <p>0 = Refused to report or not applicable</p>

# Independent Student File Definitions

Name	#	Length	Field Description
White [Race]	86	1	1 = Yes    2 = No 0 = Refused to report or not applicable
Native Hawaiian [Race]	87	1	1 = Yes    2 = No 0 = Refused to report or not applicable
<b>THESE FIELDS APPLY TO ALL STUDENTS, NOT JUST FIRST-TIME ENTERING</b>			
Filler	88	43	Pad with spaces.  REPLACES: (field length, field name) 1, Pell 1, BIA 1, Career pathways 1, High School Completion Status 6, High School Code 4, High School GPA 4, GED 1, Lottery RIA 1, Entrance Exam Type 4, Entrance Exam Score 1, Math Test Type 3, Math Test Score 1, Math Placement 1, English Test Type 3, English Test Score 1, English Placement 1, Reading Test Type 3, Reading Test Score 1, Reading Placement 4, High School Graduation Year
College ID, optional	131	10	OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.
Current Legal Residence State  resident_state	141	2	Enter the two-digit state code associated with the student's current legal residence. See Appendix C for a list of state codes. Students should be coded as 04 (Arkansas) only if he/she meets the criteria for current legal residence outlined in Appendix H.

***S T U D E N T***

***E N D***

***O F***

***T E R M***

# Independent End-of-Term Record Layout

## HEADER RECORD: (ONCE PER FILE)

Field Name		Field #	Length	Valid Choices
Record Type		1	2	01
Data Type		3	1	P
College Fice Code		4	6	000001-999999
Academic Year		10	4	YYYY
Spaces		14	2	Pad with 2 spaces

## DATA RECORD: (ONCE FOR EACH STUDENT)

Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	P
Registration Term		4	1	1
SI SDB Student ID	ssn_id	5	9	See Page xvii for valid ID
Filler		14	20	Pad with spaces
Attempted Credit Hours-TERM	att_crhrs_term	14	3	0-999
Earned Credit Hours-TERM	earn_crhrs_term	17	3	0-999
GPA-TERM	gpa_term	20	4	0000-4000
Attempted Credit Hours-CUMULATIVE	att_crhrs_cumu	24	3	0-999
Earned Credit Hours-CUMULATIVE	earn_crhrs_cumu	27	3	0-999
GPA-CUMULATIVE	gpa_cumu	30	4	0000-4000
College Student ID (Optional)	college_id	34	10	
Lottery Release of Information Authorization	lottery_ria	44	1	1-5
High School Completion Status	diploma_ged	45	1	0 - 5, 9
High School Graduation Year	(hs_grad_year)	46	4	YYYY
High School Code	hs_code	50	6	See Appendix D
High School GPA	high_school_gpa	56	4	0000 - 9999
GED test score, if applicable	ged_test_score	60	4	0000 - 9999
Entrance Exam Test Type	ent_exam_type	64	1	0 - 3, 7, 9
Entrance Exam Score	ent_exam_score	65	4	
Math Test Type	test_type_math	69	1	0 - 5, 7, 9
Math Score	test_math	70	3	000 - 999
English Test Type	test_type_english	73	1	0 - 5, 7, 9
English Score	test_english	74	3	000 - 999
Reading Test Type	test_type_reading	77	1	0 - 5, 7, 9
Reading Score	test_reading	78	3	000 - 999
Undergraduate Term, Attemptpted Credit Hours	att_crhr_term_ug	81	3	000 - 999
Undergraduate Term, Earned Credit Hours	earn_crhr_term_ug	84	3	000 - 999
Undergraduate Term, GPA	gpa_term_ug	87	4	0000 - 4000
Undergraduate Cumulative, Attemptpted Credit Hours	att_crhr_cumu_ug	91	3	000 - 999
Undergraduate Cumulative, Earned Credit Hours	earn_crhr_cumu_ug	94	3	000 - 999
Undergraduate Cumulative, GPA	gpa_cumu_ug	97	4	0000 - 4000
Graduate Term, Attemptpted Credit Hours	att_crhr_term_gr	101	3	000 - 999
Graduate Term, Earned Credit Hours	earn_crhr_term_gr	104	3	000 - 999
Graduate Term, GPA	gpa_term_gr	107	4	0000 - 4000
Graduate Cumulative, Attemptpted Credit Hours	att_crhr_cumu_gr	111	3	000 - 999
Graduate Cumulative, Earned Credit Hours	earn_crhr_cumu_gr	114	3	000 - 999
Graduate Cumulative, GPA	gpa_cumu_gr	117	4	0000 - 4000

## Trailer Record: (Once per file)

Field Name		Field #	Length	Valid Choices
Record Type		1	2	99
Data Type		3	1	P

Filename: <School Abbreviation><YY><Term Code>.PEOT (YY is the two-digit actual year when the term occurred)

# Independent Student End-of-Term File Definitions

## [also called Private End-of-Term (PEOT)]

This file is revised for the Academic Year 2011-2012 and is needed to obtain credit hour and GPA information for lottery research purposes. To create this file, take the list of student ssn\_id's from the student file and determine which student(s) authorized the release of information on the Lottery RIA form and received some form of state financial assistance. You must provide data only on those students that received state assistance and authorized the release of information.

This file will be submitted during the next Term. For example, for the Fall Term, the regular student file is due in October. The Student End-of-Term file (or Private End-of-Term file) will be due the next semester in February (since grades cannot be obtained until after the semester is complete).

This file is required for all institutions participating in the private version of the SISDB, including BSN and JSN.

**NOTE:** Earned credit hours (Undergraduate or Graduate) cannot exceed attempted credit hours.

**NOTE:** This file is required for all students receiving state assistance and answered Yes (code 1) on the Lottery Release of Information Authorization.

Name	#	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter P for student record.
Registration Term term	4	1	Enter the term for this student's on-schedule registration record 0 = Summer 2 On-Schedule 1 = Fall On-Schedule 2 = Spring On-Schedule 3 = Summer 1 On-Schedule 4 = Summer 2 Off-Schedule 5 = Fall Off-Schedule 6 = Spring Off-Schedule 7 = Summer 1 Off-Schedule Note: Report the term when the credit hours were generated and not the term when the hours were submitted.
SISDB Student ID ssn_id	5	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Filler	14	20	Pad with spaces.  REPLACES: (field length, field name) 3, Attempted Credit Hours, Term 3, Earned Credit Hours, Term 4, GPA, Term 3, Attempted Credit Hours, Cumulative 3, Earned Credit Hours, Cumulative 4, GPA, Cumulative

# Independent Student End-of-Term File Definitions

## [also called Private End-of-Term (PEOT)]

Name	#	Length	Field Description
College Student ID (Optional)	34	10	OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.



# Independent Student End-of-Term File Definitions [also called Private End-of-Term (PEOT)]

<p>Lottery Release of Information Authorization</p> <p>Lottery RIA</p>	<p>44</p>	<p>1</p>	<p>Did the student complete the Release of Information Authorization (RIA) form authorizing the release of their data to the Bureau of Legislative Research for lottery research purposes? The Lottery Act requires that any student receiving any state-supported student financial assistance must complete the Release of Information Authorization (RIA) form. This must be completed by the student or the student's parents (if the student is under age 18).</p> <p>Please enter one of the following codes:</p> <ul style="list-style-type: none"> <li>1 = Student is a State Assistance Recipient and authorizes the release of information</li> <li>2 = Student is a State Assistance Recipient and does not authorize the release of information</li> <li>3 = Student is not a State Assistance Recipient and is not required to complete the "RIA" form</li> <li>4 = Student is a High School Student enrolled in "concurrent" courses only and is not required to complete the "RIA" form</li> <li>5 = Student attends a private/independent institution (including BSN or JSN) in which this information will be collected by ADHE (this code is to be used by BSN, JSN, or the private institutions only).</li> </ul> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>1. High School Students that are dually enrolled (not 100% concurrent) must be coded as 1-3, not code 4.</li> <li>2. Any institution that uses Code 5 above should receive a list of "consenting students" from ADHE's Financial Aid Office. After you have received this list, you must change code 5 to code 1 based on the list of students provided.</li> <li>3. All public institutions including CRTI and NTI must complete the Release of Information Authorization (consent) form locally.</li> <li>4. ADHE will submit the year-end report to BLR. Data will be provided to BLR only on those students answering as code 1 above (see for Note 2).</li> </ul> <p>State Assistance is defined as: A state-supported scholarship, grant, tuition waiver, or tuition reimbursement funded with state funds or net proceeds from the state lottery awarded by:</p> <ul style="list-style-type: none"> <li>(A) The Department of Higher Education; or</li> <li>(B) A scholarship or grant awarded by an institution of higher education in this state in whole or in part by state funds, including without limitation: <ul style="list-style-type: none"> <li>(i) Scholarships awarded on the basis of entrance exam scores or high school academic achievement;</li> <li>(ii) Tuition waivers based on age, military service, occupation, or other factors;</li> <li>(iii) Out-of-state tuition waivers for undergraduate students from contiguous states in close proximity to a college or university;</li> <li>(iv) Scholarships for transfers from two-year institutions;</li> <li>(v) Performance scholarships for band, musical performing groups, arts, theater, forensics, and similar activities that are not awarded on the basis of entrance exam scores or high school academic achievement; and</li> <li>(vi) Any other publicly funded program under which students are not charged or are reimbursed by the institution of higher education for tuition, fees, books, or other costs of attendance.</li> </ul> </li> </ul>
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# Independent Student End-of-Term File Definitions

## [also called Private End-of-Term (PEOT)]

Name	#	Length	Field Description
High School Completion Status  diploma_ged	45	1	<p>Enter high school completion status for ALL undergraduate students.</p> <p>0 = Student has high school diploma (not home-school credential)</p> <p>1 = Student has GED from Arkansas</p> <p>2 = Student does not have diploma or GED (used for students still in high school)</p> <p>3 = Student does not have diploma or GED (used for students that are <u>not</u> in high school)</p> <p>4 = Student was home-schooled and has the equivalent of a high school diploma/GED</p> <p>5 = Student has GED from a non-Arkansas state</p> <p>9 = Not Applicable, student is not an undergraduate</p> <p><u>Notes:</u> If you do not know where the Diploma/GED is from, you can place XX9999 in the hs_code field where XX is the 2-digit state code (Appendix C.)</p>
High School Graduation Year  hs_grad_year	46	4	<p>Enter the year the student graduated from high school or received a GED.</p> <p>YYYY = year of graduation (0000 - 9999)</p> <p>If the student:</p> <ul style="list-style-type: none"> <li>- is currently in high school, enter the anticipated year of graduation.</li> <li>- is first-time entering AND a high school graduate, enter year of high school graduation</li> <li>- is first-time entering AND high school code = 049999 or 999999 AND high school completion status = 2 or 3, enter 8888</li> <li>- is NOT first-time entering and graduation year is not available, enter 9999.</li> </ul> <p><b>NOTE:</b></p> <p>If the term census date is prior to May of the high school graduation year reported in field 118, then fields 82 and 90 must be coded as a high school student.</p> <p>A warning is generated when the student's graduation year is greater than 65 years prior to or four years beyond the current year.</p>
High School Code  hs_code	50	6	<p>Enter the code representing the high school where the student received his/her high school diploma. See Appendix D for the list of high school codes from the College Entrance Examination Board.</p> <p>Use the StateCode+9999 when the high school is out of state. See Appendix C for the list of State Codes.</p> <p>Examples:</p> <p>041695 (AR State Code + Monticello High School)</p> <p>049999 (AR High School unknown or GED)</p> <p>269999 (MO State Code + 9999)</p> <p>969999 (home-schooled student)</p>

# Independent Student End-of-Term File Definitions

## [also called Private End-of-Term (PEOT)]

Name	#	Length	Field Description
High School GPA  high_school_gpa	56	4	<p>Enter the high school GPA for students under 26 years of age (age 25 or younger) who are first-time, full-time, degree or technical certificate seeking entering freshmen who completed high school, on a 4.0 scale within the last five years (AP courses may exceed 4.0). This is needed to facilitate expansion of the Student Success Report that is prepared annually by ACT as feedback to the high schools and institutions to more fully address college success factors related to college preparation.</p> <p><b>GPA Syntax</b> – please drop the decimal point and use all 4 spaces. Examples: (a) a GPA of 3.50 should be reported as 3500; (b) a GPA of 1.00 should be reported as 1000; (c) a GPA of 2.875 should be reported as 2875; and so forth.</p> <p><b>NOTE:</b></p> <ol style="list-style-type: none"> <li>1. If the student is in this cohort, enter their GPA.</li> <li>2. If the student is in this cohort and you absolutely cannot get their GPA, leave this field blank.</li> <li>3. If the student is not in this cohort and you have GPA's, enter the GPA.</li> <li>4. If the student is not in this cohort and you do not have GPA's, enter zeros.</li> <li>5. Enter zeros for all other (non-first time) students.</li> </ol>
GED Test Score, if applicable  ged_test_Score	60	4	Please provide the student's GED test score if they have a GED. All GED students should have a 1 or 5 on the diploma_ged field.
Entrance Exam Type  ent_exam_type	64	1	<p>Enter the type of entrance exam taken by student.</p> <p>0 = ACT 1 = SAT 2 = ASSET 3 = COMPASS 7 = Test not required</p>
Entrance Exam Score  ent_exam_score	65	4	<p>If the Entrance Exam Type was:</p> <p>ACT – enter the composite test score SAT – enter the total of the verbal and math scores (test_math + test_english) All other tests – enter 0000.</p>
Test Used for Math Placement  test_type_math	69	1	<p>Enter the code corresponding to the test type used to place the student in math. Refer to notes below for specific applications.</p> <p>0 = ACT 1 = SAT 2 = ASSET 3 = COMPASS 4 = EXPLORE (high school students only) 5 = PLAN (high school students only) 7 = Test not required</p> <p><b>NOTES:</b></p> <ol style="list-style-type: none"> <li>1. If test option 0, 1, 2, 3, 4, or 5 is reported, a math score must be reported in the math score field (test_math).</li> </ol>

# Independent Student End-of-Term File Definitions

## [also called Private End-of-Term (PEOT)]

Name	#	Length	Field Description
Math Score test_math	70	3	Enter the student's math test score from the test type indicated in the math placement test (field 69). If the student was assessed using the ASSET or COMPASS, the intermediate algebra test score is used for placement purposes. If the student took any other parts of the ASSET or COMPASS for math, enter 999 in the field. If a score of 999 is entered, a value of 3 must be entered for the math placement status field.
Test Used for English Placement test_type_english	73	1	Enter the code corresponding to the test type used to place the student in English. Refer to notes below for specific applications. 0 = ACT 1 = SAT 2 = ASSET 3 = COMPASS 4 = EXPLORE (high school students only) 5 = PLAN (high school students only) 7 = Test not required  NOTES: 1. If test option 0, 1, 2, 3, 4, or 5 is reported, an English score must be reported in the English score field (test_english).
English Score test_english	74	3	Enter the student's English test score from the test type indicated in the English placement test field. For those students with an SAT test in the test_type_English field (including those with a TSWE score), the verbal score should be entered here. For those students with an ASSET score in the test_type_English field, the Language Usage score should be used. If a score of 999 is entered, a value of 3 must be entered for the English placement status field.
Test Used for Reading Placement test_type_reading	77	1	Enter the code corresponding to the test type used to place the student in reading. Refer to notes below for specific applications. 0 = ACT 1 = SAT 2 = ASSET 3 = COMPASS 4 = EXPLORE (high school students only) 5 = PLAN (high school students only) 7 = Test not required  NOTES: 1. If test option 0, 1, 2, 3, 4, or 5 is reported, a score must be reported in the reading score field (test_reading).
Reading Score test_reading	78	3	Enter the student's reading test score from the test type indicated for the Reading Placement Test field (test_type_reading). For those students with an SAT score shown in the reading placement test field, the same verbal score reported in the English score field should be used. For those students with an ASSET score in reading placement test field, the Reading Skills score should be used. If a student's reading score is 999, a value of 3 must be entered for the reading placement status field.

# Independent Student End-of-Term File Definitions

## [also called Private End-of-Term (PEOT)]

SSN_ID	Attempted CrHrs Term	Earned CrHrs Term	GPA Term	Attempted CrHrs Cumulative	Earned CrHrs Cumulative	GPA Cumulative
111111111	17	17	3500	47	44	2795
222222222	15	15	2750	45	45	2800
333333333	15	12	2125	45	36	2075
444444444	9	6	1750	9	6	1750
555555555	3	3	4000	12	12	3750
Attn: Many fields are left out of this example.						

NOTE: Remedial hours do not have to be excluded, but they may be if your institution excludes them from any of the below calculations. The following fields of attempted credit hours, earned credit hours, and GPA is to be provided based on the local institution's calculation of such data.

### EARNED CREDIT HOURS (UNDERGRADUATE OR GRADUATE) CANNOT EXCEED ATTEMPTED CREDIT HOURS.

Name	#	Length	Field Description
Undergraduate Term, Attempted Credit Hours att_crhr_term_ug	81	3	Enter the total credit hours attempted by the student for the completed term as an undergraduate student. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Undergraduate Term, Earned Credit Hours earn_crhr_term_ug	84	3	Enter the total credit hours earned by the student for the completed term as an undergraduate student. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Undergraduate Term, GPA gpa_term_ug	87	4	Enter the grade point average (GPA) for the completed term for the student as an undergraduate student. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
Undergraduate Cumulative, Attempted Credit Hours att_crhr_cumu_ug	91	3	Enter the total credit hours attempted by the student for the cumulative time period at your institution as an undergraduate student. This is to be cumulative credit hours attempted at your institution only. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Undergraduate Cumulative, Earned Credit Hours earn_crhr_cumu_ug	94	3	Enter the total credit hours earned by the student for the cumulative time period at your institution as an undergraduate student. This is to be cumulative credit hours earned at your institution only. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Undergraduate Cumulative, GPA gpa_cumu_ug	97	4	Enter the grade point average (GPA) for the student's cumulative history at your institution only as an undergraduate student. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
Graduate Term, Attempted Credit Hours att_crhr_term_gr	101	3	Enter the total credit hours attempted by the student for the completed term as a graduate student. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.

# Independent Student End-of-Term File Definitions [also called Private End-of-Term (PEOT)]

Name	#	Length	Field Description
Graduate Term, Earned Credit Hours  earn_crhr_term_gr	104	3	Enter the total credit hours earned by the student for the completed term as a graduate student. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Graduate Term, GPA  gpa_term_gr	107	4	Enter the grade point average (GPA) for the completed term for the student as a graduate student. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
Graduate Cumulative, Attempted Credit Hours  att_crhr_cumu_gr	111	3	Enter the total credit hours attempted by the student for the cumulative time period at your institution as a graduate student. This is to be cumulative credit hours attempted at your institution only. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Graduate Cumulative, Earned Credit Hours  earn_crhr_cumu_gr	114	3	Enter the total credit hours earned by the student for the cumulative time period at your institution as a graduate student. This is to be cumulative credit hours earned at your institution only. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Graduate Cumulative, GPA  gpa_cumu_gr	117	4	Enter the grade point average (GPA) for the student's cumulative history at your institution only as a graduate student. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.

# ***A N N U A L F I L E S***





***F I N A N C I A L***

***A I D***

***F I L E S***

# Financial Aid Record Layout

## HEADER RECORD (one per file)

Field Name	Field #	Length	Valid Choices
Record Type	1	2	01
Data Type	3	1	F
College FICE Code	4	6	000001 - 999999
Financial Aid Year	10	4	YYYY

## DATA RECORD (one for each student)

Field Name	DB Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	F
College Student ID (Optional)	college_id	4	10	
Filler		14	1	
SISDB Student ID	ssn_id	15	9	See page xx for Valid SSNs
Fund Code	fund_code	24	8	
Fund Amount	fund_amount	32	5	00000 - 99999
Amount Reduced by Stacking	reduced_stacking	37	5	00000 - 99999
Amount Reduced by Other	reduced_other	42	5	00000 - 99999

## TRAILER RECORD (one per file)

Field Name	Field #	Length	Valid Choices
Record Header	1	2	99
Data Type	3	1	F

FILENAME: <School Abbreviation ><YY>.FAID (YY is the two-digit academic year of the data)

# Financial Aid File Definitions

## NEW FINANCIAL AID REPORT REQUIREMENTS

All private institutions participating in the AHEIS/SISDB system shall submit financial aid data on all students that (1) receive state-assistance and (2) authorized the release of information via the Lottery RIA form.

Time Period Covered – the period covered by these reports will be for one complete financial aid year. The beginning and ending terms of said year shall be determined by the local institution as their normal financial aid year.

Two financial aid reports are required: (1) a local fund to fund code cross-walk file (FAID\_CROSS\_WALK); and (2) a financial aid data file (FAID\_DATA).

### Financial Aid Crosswalk File and Fields (FAID\_CROSS\_WALK)

The cross-walk file will group all local institutional financial aid funds into the fund codes provided for reporting. This is needed to identify how many possible funds are being used in the fund code. For example, the generic fund code of INGRSC1 identifies need-based institutional grants or scholarships. The local institution may have several funds that comprise this category. All of these local funds would be reported for identification purposes.

The cross-walk report includes these fields:

1. FUND\_CODE – this is the generic fund code field listed in the FUND CODE table below.
2. LOCAL\_FUND\_CODE – this is the fund code or abbreviation used by the local institution to identify the local financial aid fund. **NOTE: Private institutions may use any code desired to protect the identity of donors. ADHE suggests using the same ADHE Fund Code here.**
3. LOCAL\_FUND\_NAME – this is the official name of the local institution financial aid fund. **NOTE: Private institutions may use any name desired to protect the identity of donors.**

**NOTE: Since Private Institutions may use the ADHE generic fund codes, the submission of the FAID Crosswalk file is optional.**

The Financial Aid Cross-Walk File will be submitted annually, due on July 1 of each year, with the first report being due on July 1, 2011.

The Financial Aid Cross-Walk File will be submitted to ADHE as an Excel or Excel-compatible file. Name the file as School Abbreviation – underscore – FAIDCROSSWALK – underscore – 4 digit academic year covered. For example, if Pulaski Technical College submitted their first cross-walk file, it would be called PTC\_ FAIDCROSSWALK\_2011.xls.

SAMPLE CROSS-WALK FILE		
Fund_Code	Local_Fund_Code	Local_Fund_Name
INGRSC1	ABC	ABC Company Scholarship Fund
INGRSC1	XYZ	XYZ Corporate Scholarship
INGRSC1	JDOE	John Doe Memorial Scholarship

### Financial Aid Data File and Fields (FAID\_DATA)

The Financial Aid Data File will be submitted annually, due on September 30 of each year with the first report being due September 30, 2011. The Financial Aid Data File will be submitted as a data file according to the File Specifications section and will contain the .FAID extension.

The data file report will include the following fields and data. This report will be a year-end report to include all final financial aid amounts. The time period covered by the report will be the entire financial aid year as defined by the local institution.

# Financial Aid File Definitions

Field Name	#	Length	Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter F for financial aid record.
College ID college_id	4	10	<b>OPTIONAL:</b> If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.
Filler	14	1	Pad with 1 spaces.
SISDB Student ID ssn_id	15	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below.  a. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Fund Code fund_code	24	8	See the complete listing of authorized fund codes in the FUND CODE table.
Fund Amount fund_amount	32	5	Enter the final year-end total amount of assistance received by the student for the fund and the full academic year. This should be reported as a positive amount and should be the final year-end amount including any and all adjustments.
Reduced Amount by Stacking reduced_stacking	37	5	Enter the amount (if any) that was reduced due to the state stacking requirement. This should be reported as a positive amount. If there was no reduced amount, enter zero (0).
Reduced Amount by Other reduced_other	42	5	Enter the amount (if any) that was reduced due to reasons other than the state stacking requirement. This should be reported as a positive amount. If there was no reduced amount, enter zero (0).

ADHE will use the above to prepare any reports to the legislature and the BLR.

The COA and EFC are required to be submitted for each student reported. If a student does not have an EFC amount, include the complete EFC record but leave the FUND\_AMOUNT empty (BLANK).

The financial aid data report will be submitted annually, due on September 30 of each year with the first report being due September 30, 2011.

# Financial Aid File Definitions

## Sample Datafile For FAID Table

SAMPLE STUDENT 1				
SSN_ID	FUND CODE	FUND AMOUNT	REDUCED_AMOUNT STACKING	REDUCED_AMOUNT OTHER
123456789	COA	2500	0	0
123456789	EFC	1250	0	0
123456789	USPELL	500	0	0
123456789	ARGS	750	0	0

SAMPLE STUDENT 2				
SSN_ID	FUND CODE	FUND AMOUNT	REDUCED_AMOUNT STACKING	REDUCED_AMOUNT OTHER
987654321	COA	2100	0	0
987654321	EFC	575	0	0
987654321	ARMTS	250	0	0
987654321	INGRSC3	500	0	0
987654321	INOTHE1	500	0	0
987654321	PRWORK5	175	0	0
987654321	PRLOAN1	100	0	0

SAMPLE STUDENT 3				
SSN_ID	FUND CODE	FUND AMOUNT	REDUCED_AMOUNT STACKING	REDUCED_AMOUNT OTHER
555555555	COA	5000	0	0
555555555	EFC		0	0
555555555	USPELL	2000	0	0
555555555	ARACS	2000	200	0
555555555	INWORK1	800	0	0
555555555	INOTHER5	200	0	0

In Sample Student 3 above, the student had no EFC, so BLANK was used (not a zero). Also, a reduced amount of \$200 was reported. This means that the student was paid \$5,200 but \$200 was reduced (re-paid) for a final year-end amount of \$5,000. Note that the fund amount totals \$5,000 (the amount after the reduction).

With the data provided in the FAID\_DATA table, ADHE can determine how much each student received along with how many different funds provided assistance. This will enable compliance with the stacking rule.

# Financial Aid File Definitions

## FUND\_CODES – defined by ADHE

The below process generates the fund code (FUND\_CODE) that is used when colleges submit their financial aid data to ADHE.

1. fund\_source
  - a. US – Federal – federal categories specified by ADHE
  - b. AR – State – state fund categories specified by ADHE
  - c. IN – Institutional – generated by using IN and appending the fund type and fund reason below
  - d. PR – Private – generated by using PR and appending the fund type and fund reason below
2. fund\_type
  - a. GRSC – Grant or Scholarship
  - b. LOAN – Loan
  - c. WORK – Work Study Assistance
  - d. TWOS – Tuition Waiver (Out-of-State)
  - e. TWBC – Tuition Waiver (Border County)
  - f. OTHE – Other – other Tuition Waivers (TW), Tuition Discounts (TD), Tuition Reimbursements (TR) or Other Assistance not included in the above, including mandatory tuition waivers and institutional scholarships
3. fund\_reason
  - a. 1 – Need Based Assistance
  - b. 2 – Performance or Merit Based Assistance
  - c. 3 – Combination of Need and Performance Based Assistance
  - d. 4 – Restricted to Applicants from Special Populations
  - e. 5 – Discretionary or Other Assistance

The COA and EFC are required to be submitted for each student reported. If a student does not have an EFC amount, include the complete EFC record but leave the FUND\_AMOUNT empty (BLANK).

## Financial Aid Fund Codes

#	##	Fund Name	Fund Source	Fund Type	Fund Reason	FUND CODE	Length
		<b>Costing Information</b>					
1	1	Cost of Attendance		COA		COA	3
2	2	Expected Family Contribution		EFC		EFC	3

#	##	Federal Financial Assistance	Fund Source	Fund Type	Fund Reason	FUND CODE	Length
3	1	Federal Academic Competitiveness Grant	US	ACG		USACG	5
4	2	Federal Loans - Subsidized	US	FLOANS		USFLOANS	8
5	3	Federal Loans - Un-Subsidized	US	FLOANU		USFLOANU	8
6	4	Federal SEOG	US	FSEOG		USFSEOG	7
7	5	Federal Pell	US	PELL		USPELL	6
8	6	Federal Perkins Loans	US	PLOAN		USPLOAN	7
9	7	Federal Plus Loans	US	PLUSL		USPLUSL	7
10	8	Federal Science & Mathematics Access to Retain Talent Grant	US	SMART		USSMART	7
11	9	Federal Teach Grant	US	TEACH		USTEACH	7
12	10	Federal Work Study	US	WRKST		USWRKST	7
13	11	Federal Other (not included in above categories)	US	OTHE	1	USOTHE1	7
14	12	Federal Other (not included in above categories)	US	OTHE	2	USOTHE2	7
15	13	Federal Other (not included in above categories)	US	OTHE	3	USOTHE3	7
16	14	Federal Other (not included in above categories)	US	OTHE	4	USOTHE4	7
17	15	Federal Other (not included in above categories)	US	OTHE	5	USOTHE5	7
18	16	Federal Career Pathways	US	CPI		USCPI	5
19	17	Federal BIA (Bureau of Indian Affairs)	US	BIA		USBIA	5

# Financial Aid File Definitions

#	##	State Financial Assistance	Fund Source	Fund Type	Fund Reason	FUND CODE	Length
20	1	Academic Challenge Scholarship	AR	ACS		ARACS	5
21	2	Geographical Critical Needs Scholarship	AR	GCN		ARGCN	5
22	3	Governor's Scholarship	AR	GS		ARGS	4
23	4	Guard Tuition Incentive Program	AR	GTIP		ARGTIP	6
24	5	Higher Education Opportunities Grant	AR	HEOG		ARHEOG	6
25	6	Law Enforcement Officer's Dependents Scholarship	AR	LEO		ARLEO	5
26	7	Military Dependents Scholarship	AR	MDS		ARMDS	5
27	8	Minority Masters Fellows Program	AR	MMF		ARMMF	5
28	9	Minority Teachers Scholarship Program	AR	MTS		ARMTS	5
29	10	Nurse Educator Loan	AR	NEL		ARNEL	5
30	11	Second Effort Scholarship	AR	SES		ARSES	5
31	12	State Teachers Resource	AR	STAR		ARSTAR	6
32	13	Student Undergraduate Research Fellowship	AR	SURF		ARSURF	6
33	14	Teacher Opportunity Program	AR	TOP		ARTOP	5
34	15	Washington Center Scholarship	AR	WCS		ARWCS	5
35	16	Workforce Improvement Grant	AR	WIG		ARWIG	5
36	17	State Other (not included in above categories)	AR	OTHE	1	AROTHE1	7
37	18	State Other (not included in above categories)	AR	OTHE	2	AROTHE2	7
38	19	State Other (not included in above categories)	AR	OTHE	3	AROTHE3	7
39	20	State Other (not included in above categories)	AR	OTHE	4	AROTHE4	7
40	21	State Other (not included in above categories)	AR	OTHE	5	AROTHE5	7

#	##	Institutional Financial Assistance	Fund Source	Fund Type	Fund Reason	FUND CODE	Length
41	1	Institutional Grant/Scholarship	IN	GRSC	1	INGRSC1	7
42	2	Institutional Grant/Scholarship	IN	GRSC	2	INGRSC2	7
43	3	Institutional Grant/Scholarship	IN	GRSC	3	INGRSC3	7
44	4	Institutional Grant/Scholarship	IN	GRSC	4	INGRSC4	7
45	5	Institutional Grant/Scholarship	IN	GRSC	5	INGRSC5	7
46	6	Institutional Loan	IN	LOAN	1	INLOAN1	7
47	7	Institutional Loan	IN	LOAN	2	INLOAN2	7
48	8	Institutional Loan	IN	LOAN	3	INLOAN3	7
49	9	Institutional Loan	IN	LOAN	4	INLOAN4	7
50	10	Institutional Loan	IN	LOAN	5	INLOAN5	7
51	11	Institutional Work Study	IN	WORK	1	INWORK1	7
52	12	Institutional Work Study	IN	WORK	2	INWORK2	7
53	13	Institutional Work Study	IN	WORK	3	INWORK3	7
54	14	Institutional Work Study	IN	WORK	4	INWORK4	7
55	15	Institutional Work Study	IN	WORK	5	INWORK5	7
56	16	Institutional Tuition Waiver, Out-of-State	IN	TWOS	1	INTWOS1	7
57	17	Institutional Tuition Waiver, Out-of-State	IN	TWOS	2	INTWOS2	7
58	18	Institutional Tuition Waiver, Out-of-State	IN	TWOS	3	INTWOS3	7
59	19	Institutional Tuition Waiver, Out-of-State	IN	TWOS	4	INTWOS4	7
60	20	Institutional Tuition Waiver, Out-of-State	IN	TWOS	5	INTWOS5	7
61	21	Institutional Tuition Waiver, Border County	IN	TWBC	1	INTWBC1	7
62	22	Institutional Tuition Waiver, Border County	IN	TWBC	2	INTWBC2	7
63	23	Institutional Tuition Waiver, Border County	IN	TWBC	3	INTWBC3	7
64	24	Institutional Tuition Waiver, Border County	IN	TWBC	4	INTWBC4	7
65	25	Institutional Tuition Waiver, Border County	IN	TWBC	5	INTWBC5	7
66	26	Institutional Other, Other Publicly Funded TW/TD/TR, etc.	IN	OTHE	1	INOTHE1	7
67	27	Institutional Other, Other Publicly Funded TW/TD/TR, etc.	IN	OTHE	2	INOTHE2	7
68	28	Institutional Other, Other Publicly Funded TW/TD/TR, etc.	IN	OTHE	3	INOTHE3	7
69	29	Institutional Other, Other Publicly Funded TW/TD/TR, etc.	IN	OTHE	4	INOTHE4	7
70	30	Institutional Other, Other Publicly Funded TW/TD/TR, etc.	IN	OTHE	5	INOTHE5	7

# Financial Aid File Definitions

#	##	Private Financial Assistance	Fund Source	Fund Type	Fund Reason	FUND CODE	Length
71	1	Private Grant/Scholarship	PR	GRSC	1	PRGRSC1	7
72	2	Private Grant/Scholarship	PR	GRSC	2	PRGRSC2	7
73	3	Private Grant/Scholarship	PR	GRSC	3	PRGRSC3	7
74	4	Private Grant/Scholarship	PR	GRSC	4	PRGRSC4	7
75	5	Private Grant/Scholarship	PR	GRSC	5	PRGRSC5	7
76	6	Private Loan	PR	LOAN	1	PRLOAN1	7
77	7	Private Loan	PR	LOAN	2	PRLOAN2	7
78	8	Private Loan	PR	LOAN	3	PRLOAN3	7
79	9	Private Loan	PR	LOAN	4	PRLOAN4	7
80	10	Private Loan	PR	LOAN	5	PRLOAN5	7
81	11	Private Work Study	PR	WORK	1	PRWORK1	7
82	12	Private Work Study	PR	WORK	2	PRWORK2	7
83	13	Private Work Study	PR	WORK	3	PRWORK3	7
84	14	Private Work Study	PR	WORK	4	PRWORK4	7
85	15	Private Work Study	PR	WORK	5	PRWORK5	7
86	16	Private Tuition Waiver, Out-of-State	PR	TWOS	1	PRTWOS1	7
87	17	Private Tuition Waiver, Out-of-State	PR	TWOS	2	PRTWOS2	7
88	18	Private Tuition Waiver, Out-of-State	PR	TWOS	3	PRTWOS3	7
89	19	Private Tuition Waiver, Out-of-State	PR	TWOS	4	PRTWOS4	7
90	20	Private Tuition Waiver, Out-of-State	PR	TWOS	5	PRTWOS5	7
91	21	Private Tuition Waiver, Border County	PR	TWBC	1	PRTWBC1	7
92	22	Private Tuition Waiver, Border County	PR	TWBC	2	PRTWBC2	7
93	23	Private Tuition Waiver, Border County	PR	TWBC	3	PRTWBC3	7
94	24	Private Tuition Waiver, Border County	PR	TWBC	4	PRTWBC4	7
95	25	Private Tuition Waiver, Border County	PR	TWBC	5	PRTWBC5	7
96	26	Private Other, Other Publicly Funded TW/TD/TR, etc.	PR	OTHE	1	PROTHE1	7
97	27	Private Other, Other Publicly Funded TW/TD/TR, etc.	PR	OTHE	2	PROTHE2	7
98	28	Private Other, Other Publicly Funded TW/TD/TR, etc.	PR	OTHE	3	PROTHE3	7
99	29	Private Other, Other Publicly Funded TW/TD/TR, etc.	PR	OTHE	4	PROTHE4	7
100	30	Private Other, Other Publicly Funded TW/TD/TR, etc.	PR	OTHE	5	PROTHE5	7

NOTE: Public institutions may use all four categories of codes – federal, state, institutional, and private.

Private institutions may use only three categories of codes – federal, state, and private. Private institutions should not use the institutional category.



***G R A D U A T E D***  
***S T U D E N T***

# Independent Graduated Student File Layout

## HEADER RECORD: (ONCE PER FILE)

Field Name		Field #	Length	Valid Choices
Record Type		1	2	01
Data Type		3	1	2
College FICE Code		4	6	000001 – 999999
Academic Year		10	4	YYYY
Filler		14	2	pad with 2 spaces

## DATA RECORD: (ONCE FOR EACH GRADUATE)

Field Name	db Name	Field #	Length	Valid Choices
Record Type	N A	1	2	02
Data Type	N A	3	1	2
<b>SISDB Student ID</b>	ssn_id	4	9	See Page xvii for valid ssn's.
Initial Enrollment Status	init_enroll_status	13	1	1, 2, 3, 9
Institutional Admission Date (Month and Year)	init_admit_date	14	6	MMYYYY
Gender	Gender	20	1	1 – 2
Non-resident Alien or Unknown	non_resident_alien	21	2	06, 09, 00
Graduation, Month and Year	graduation_date	23	6	MMYYYY
Degree Type	degree_level	29	2	01 - 08, 17-19
Program CIP Code	cip_code	31	2	01 - 99
Detail CIP Code	cip_detail	33	4	
Asian	asian	37	1	1, 2, 0
Black	black	38	1	1, 2, 0
Hispanic	hispanic	39	1	1, 2, 0
American Indian	amerind	40	1	1, 2, 0
White	white	41	1	1, 2, 0
Native Hawaiian	hawaiian	42	1	1, 2, 0
<b>Credit Hours Completed</b>	<b>(cr_hr_completed)</b>	<b>43</b>	<b>3</b>	<b>(000 - 999)</b>
<b>College Student ID (optional)</b>	<b>college_id</b>	<b>46</b>	<b>10</b>	

## TRAILER RECORD: (ONCE PER FILE)

Field Name		Field #	Length	Valid Choices
Record Type		1	2	99
Data Type		3	1	2

FILENAME: <School Abbreviation><YY>.GRD (YY is the two-digit academic year of the data.)

# Independent Graduated Student File Definitions

The Graduated Student File reports all degrees and certificates awarded between July 1 and June 30 of the previous academic year. 2000 CIP Codes must be used to identify program area of degree or certificates awarded. One record should be completed for each degree and certificate awarded. The validation program will generate a warning for students included in the Graduated Student File who were not enrolled during the academic year of the graduation but for whom a degree/certificate completion is reported. A student must be matriculated by the institution *before* any certificate or degree completion can be reported for that student. This file is the basis for your institution's IPEDS Completions Survey submitted to NCES by ADHE.

In order to include all completers in our graduation rate study during the student's sixth year, thereby being consistent with IPEDS GRS, there are TWO collections of this file.

The 1st collection, due in September, reports awards that are granted in July and August.

The 2nd collection, due in July, includes awards that are granted for the *entire* fiscal year, *including* the July and August completers previously reported. The data for this fiscal year will overlay and replace the July and August data as well as populate the files for the remained of the fiscal year.

We will continue to prepare the IPEDS completions report for the institutions.

Name	#	Length	Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter 2 for graduated student record.
<b>SISDB Student ID</b> (ssn_id)	4	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Initial Enrollment Status (init_enroll_status)	13	1	Enter the description of the location of where the student began coursework for this degree. 1 = Student entered as first-time, degree-seeking at the institution awarding the degree/certificate 2 = Student entered as non-degree-seeking at the institution awarding the degree/certificate 3 = Student entered as first-time, degree-seeking at an institution different from the college/university awarding the degree/certificate (this is a transfer student) 9 = Student entered at the post-baccalaureate or graduate level

# Independent Graduated Student File Definitions

Name	#	Length	Field Description
Institutional Admission  Month and Year (init_admit_date)	14	6	<p>Enter the month and year when the graduate was admitted to the institution awarding the certificate or degree. A student must be matriculated (officially admitted) by the institution before any <u>Technical Certificate or higher credential</u> can be reported for that student.</p> <p>MMYYYY</p> <p>where MM = Month (01 - 12) and YYYY = Year (0000 - 9999)</p> <p>NOTES:</p> <ol style="list-style-type: none"> <li>1. Admission date is the beginning date of the term for which the student is formally admitted for study to the institution as a first-time entering student. Whether a letter of admission is mailed in March for student A, May for student B, or July for student C is irrelevant if all of these students enter in the same fall cohort (which would be reported as 082008 for an August 2008 admission date).</li> <li>2. This entry is the base date for calculating a student's time-to-degree and begins when a student initially enrolls. <ol style="list-style-type: none"> <li>(a) For all undergraduate students, enter the date when the student entered your institution to obtain the degree. This is when the student was considered a first-time entering freshman (enroll status) at your institution. If they are a transfer student, then it would be when they were a first-time entering transfer student. If they received a second bachelor's degree, enter the original first-time entering freshman date. This is not when they entered into a particular program of study.</li> <li>(b) For all graduate students and above, enter the date they first enrolled into any program in the degree level they received. For a master's degree student, enter the date that they entered into any program at the master's level. For a doctoral student, enter the date in which they entered into any program at the doctoral level. For example, if a student entered into a master's history program and later changed to a master's humanities program, enter the original date for the master's history program. For graduate students, this should always be when they entered into the particular degree level, not the particular program.</li> <li>(c) For any students that have previously earned a bachelor's degree or higher and have re-enrolled to seek any credential lower than a bachelor's degree (Certificate of Proficiency, Technical Certificate, Associate Degree, or Advanced Certificate), please use the date in which the student re-enrolled to seek such lower credential. For example, if a student graduated with a bachelor's degree in May 2005 and re-enrolled in August 2005 to obtain a Certificate of Proficiency, please use the August 2005 for the Institutional Admission Date.</li> </ol> </li> </ol>

# Independent Graduated Student File Definitions

Name	#	Length	Field Description
Gender (gender)	20	1	Enter the gender of student. 1 = Male 2 = Female
Non-resident Alien or Unknown (non_resident_alien)	21	2	Enter the appropriate code to indicate the graduate's race/ethnicity or foreign residency classification.  06 = Non-Resident Alien 09 = Unknown 00 = Not Applicable  Note: 1. No more than 5% of an institution's graduates may be assigned to code 09. 2. Designations are used for cohort reporting purposes only. Refer to the Glossary (Appendix K) for definitions. 3. If Not Applicable (Code 00), refer to fields 37 - 42 to report graduate's specific race/ethnicity.
Graduation Month and Year (graduation_date)	23	6	Enter the <b>month</b> and <b>year</b> that the student received the degree or Certificate. MMYYYY where: MM = Month (01 - 12) and YYYY = Year (0000 - 9999)
Degree Type (degree_level)	29	2	Enter the type of degree that the student received from your Institution. You must use your AHECB-approved list of degree programs to determine the degree type. 01 = Certificate of proficiency 02 = Technical certificate 03 = Associate degree 04 = Advanced certificate 05 = Baccalaureate degree 06 = Post-baccalaureate certificate 07 = Master's degree <b>08 = Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree</b> <b>17 = Doctor's Degree – Research/Scholarship</b> <b>18 = Doctor's Degree – Professional Practice</b> <b>19 = Doctor's Degree – Other</b>
Program CIP Code (cip_code)	31	2	Enter the two-digit program-level CIP code that describes the area in which the award was earned. You must use your AHECB-approved list of degree programs to identify CIP code.
Detail CIP Code (cip_detail)	33	4	Enter the four-digit detail-level CIP code that further describes the area in which the award was earned. You must use your AHECB-approved list of degree programs to identify CIP code.

# Independent Graduated Student File Definitions

IF GRADUATE IS NOT NON-RESIDENT ALIEN OR UNKNOWN ( FIELD 21 = 00),  
 MORE THAN ONE RACE CODE (FIELDS 37, 38, 40, 41, 42) MAY APPLY.  
 IF HISPANIC ETHNICITY IS CHOSEN, ONE OR MORE RACE **MUST** ALSO BE CHOSEN

Name	#	Length	Field Description																
Asian [Race]	37	1	1 = Yes    2 = No    0= Refused to report or not applicable																
Black [Race]	38	1	1 = Yes    2 = No    0= Refused to report or not applicable																
Hispanic [Ethnicity]	39	1	1 = Yes    2 = No    0= Refused to report or not applicable																
American Indian [Race]	40	1	1 = Yes    2 = No    0= Refused to report or not applicable																
White [Race]	41	1	1 = Yes    2 = No    0= Refused to report or not applicable																
Native Hawaiian [Race]	42	1	1 = Yes    2 = No    0= Refused to report or not applicable																
Credit Hours Completed  cr_hr_completed	43	3	<p>Enter the total number of college-level credit hours relating to the degree level completed by the graduate upon official graduation, including credit hours earned at other institutions, but excluding all remedial or developmental credit hours. However, if any remedial or developmental credit hours count toward the credential being awarded, you may include these hours in this field.</p> <p><b>NOTES:</b> 1. Regarding the degree level completed, include all hours per the following:</p> <table><tr><td><u>Category</u></td><td><u>Degree Levels</u></td></tr><tr><td>Bachelor's and Lower</td><td>01, 02, 03, 04, 05</td></tr><tr><td>Post-Bacc. Cert</td><td>06</td></tr><tr><td>Masters</td><td>07</td></tr><tr><td>Post Cert./Degrees</td><td>08 (old 11, 12)</td></tr><tr><td>Doctor's – Res/Schol</td><td>17 (old 09)</td></tr><tr><td>Doctor's - Prof</td><td>18 (old 10)</td></tr><tr><td>Doctor's - Other</td><td>19 (not used)</td></tr></table> <p>2. <u>Transfer Hours</u> - The credit hours earned at other institutions would only include hours that your institution accepted in transfer and that your institution included on the student's transcript.</p> <p>3. <u>Examples:</u> (a) If a student is enrolled in a master's level program (07) as a graduate student and takes an undergraduate course, the hours should not be included unless the course is required by the masters level program. (b) If a student is an undergraduate student and is enrolled as in a graduate level course, the hours should not be included unless the course is required by the undergraduate program. (c) Overall, if the course is not at the same degree level in which the student is officially enrolled, do not include it unless it is required by their program of study. If it is at the same degree level, include it whether or not it is required by their program of study.</p>	<u>Category</u>	<u>Degree Levels</u>	Bachelor's and Lower	01, 02, 03, 04, 05	Post-Bacc. Cert	06	Masters	07	Post Cert./Degrees	08 (old 11, 12)	Doctor's – Res/Schol	17 (old 09)	Doctor's - Prof	18 (old 10)	Doctor's - Other	19 (not used)
<u>Category</u>	<u>Degree Levels</u>																		
Bachelor's and Lower	01, 02, 03, 04, 05																		
Post-Bacc. Cert	06																		
Masters	07																		
Post Cert./Degrees	08 (old 11, 12)																		
Doctor's – Res/Schol	17 (old 09)																		
Doctor's - Prof	18 (old 10)																		
Doctor's - Other	19 (not used)																		
College Student ID	46	10	OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.																

# ***A P P E N D I C E S***

# Appendix A. FICE Codes

## ARKANSAS HIGHER EDUCATION FEDERAL INTERAGENCY COMMISSION ON EDUCATION (FICE) CODES AND INSTITUTIONAL ABBREVIATIONS (Codes effective in SIS beginning July 1, 2003)

PUBLIC FOUR-YEAR UNIVERSITIES		<u>FICE Code</u>	<u>IPEDS Code</u>
ASUJ	Arkansas State University - Jonesboro	001090	106458
ATU	Arkansas Tech University	001089	106467
HSU	Henderson State University	001098	107071
SAUM	Southern Arkansas University - Magnolia	001107	107983
UAF	University of Arkansas, Fayetteville	001108	106397
UAFS	University of Arkansas, Fort Smith	001110	108092
UALR	University of Arkansas at Little Rock	001101	106245
UAM	University of Arkansas at Monticello	001085	106485
UAMS	University of Arkansas for Medical Science	001109	106263
UAPB	University of Arkansas at Pine Bluff	001086	106412
UCA	University of Central Arkansas	001092	106704
PUBLIC TWO-YEAR COLLEGES			
ANC	Arkansas Northeastern College	012860	107327
ASUB	Arkansas State University - Beebe	001091	106449
ASUMH	Arkansas State University - Mountain Home	901090	420538
ASUN	Arkansas State University - Newport	011949	440402
BRTC	Black River Technical College	020522	106625
COTO	College of the Ouachitas	009976	107521
CCCUA	Cossatot Community College of the UA	022209	106795
EACC	East Arkansas Community College	012260	106883
MSCC	Mid-South Community College	023482	107318
NAC	North Arkansas College	012261	107460
NPCC	National Park Community College	012105	106980
NWACC	Northwest Arkansas Community College	030633	367459
OZC	Ozarka College	020870	107549
PCCUA	Phillips Community College /UA	001104	107619
PTC	Pulaski Technical College	020753	107664
RMCC	Rich Mountain Community College	021111	107743
SACC	South Arkansas Community College	020746	107974
SAUT	Southern Arkansas University - Tech	007738	107992
SEAC	Southeast Arkansas College	005707	107637
UACCB	UA Community College at Batesville	020735	106999
UACCH	UA Community College at Hope	005732	107725
UACCM	UA Community College - Morrilton	005245	107585



# Appendix A. FICE Codes

## ARKANSAS HIGHER EDUCATION FEDERAL INTERAGENCY COMMISSION ON EDUCATION (FICE) CODES AND INSTITUTIONAL ABBREVIATIONS (Codes effective in SIS beginning July 1, 2003)

INDEPENDENT UNIVERSITIES AND COLLEGES		<u>FICE Code</u>	<u>IPEDS Code</u>
ABC	Arkansas Baptist College	001087	106306
CBC	Central Baptist College	001093	106713
CRC	Crowley`s Ridge College	001095	106810
HC	Hendrix College	001099	107080
HU	Harding University	001097	107044
JBU	John Brown University	001100	107141
LC	Lyon College	001088	106342
OBU	Ouachita Baptist University	001102	107512
PSC	Philander Smith College	001103	107600
UO	University of the Ozarks	001094	107558
WBC	Williams Baptist College	001106	107877
VOCATIONAL INSTITUTIONS			
ASUTC	Arkansas State University Technical Center	007043	
ATUO	Arkansas Tech University - Ozark Campus	005249	
BSN	Baptist School of Nursing	031052	106546
HSN	Har-Ber School of Nursing	666666	
JSN	Jefferson School of Nursing	016498	107123
CBTI	Cotton Boll Technical Institute	005250	
CRTI	Crowley`s Ridge Tech Institute	013583	
FETI	Forest Echo Technical Institute	014004	
FTI	Foothills Technical Institute	005319	
GRTI	Great Rivers Vo - Tech	014043	
NTI	Northwest Tech Institute	014044	
QTI	Quapaw Technical Institute	010848	

# Appendix B. Counties

## Arkansas Department of Higher Education County/Parish Codes for Arkansas and Bordering States

<u>Code</u>	<u>County Name</u>	<u>Code</u>	<u>County Name</u>	<u>Code</u>	<u>County / Parish Name</u>
<b>Arkansas</b>		<b>Arkansas</b>		<b>Louisiana</b>	
000	County Unknown	038	Lawrence	601	Claiborne Parish
001	Arkansas	039	Lee	602	Union Parish
002	Ashley	040	Lincoln	603	Webster Parish
003	Baxter	041	Little River	604	Morehouse
004	Benton	042	Logan		
005	Boone	043	Lonoke	<b>Mississippi</b>	
006	Bradley	044	Madison	501	Coahoma
007	Calhoun	045	Marion	502	Desoto
008	Carroll	046	Miller	503	Tunica
009	Chicot	047	Mississippi	504	Bolivar
010	Clark	048	Monroe		
011	Clay	049	Montgomery	<b>Missouri</b>	
012	Cleburne	050	Nevada	301	Barry
013	Cleveland	051	Newton	302	Dunklin
014	Columbia	052	Ouachita	303	McDonald
015	Conway	053	Perry	304	Oregon
016	Craighead	054	Phillips	305	Ozark
017	Crawford	055	Pike	306	Pemiscot
018	Crittenden	056	Poinsett	307	Ripley
019	Cross	057	Polk	308	Taney
020	Dallas	058	Pope		
021	Desha	059	Prairie	<b>Oklahoma</b>	
022	Drew	060	Pulaski	201	Adair
023	Faulkner	061	Randolph	202	Delaware
024	Franklin	062	Saline	203	Le Flore
025	Fulton	063	Scott	204	McCurtain
026	Garland	064	Searcy	205	Sequoyah
027	Grant	065	Sebastian		
028	Greene	066	Sevier	<b>Tennessee</b>	
029	Hempstead	067	Sharp	401	Dyer
030	Hot Spring	068	St. Francis	402	Lauderdale
031	Howard	069	Stone	403	Shelby
032	Independence	070	Union	404	Tipton
033	Izard	071	Van Buren		
034	Jackson	072	Washington	<b>Texas</b>	
035	Jefferson	073	White	101	Bowie
036	Johnson	074	Woodruff		
037	Lafayette	075	Yell	<b>Out-of-State/ Non-border County</b>	
				999	Out-of-State

# Appendix C. State Codes

## ARKANSAS DEPARTMENT OF HIGHER EDUCATION Codes Used in SIS Validation Software

<u>Code</u>	<u>State</u>	<u>Code</u>	<u>State</u>
01	Alabama	28	Nebraska
02	Alaska	29	Nevada
03	Arizona	30	New Hampshire
04	Arkansas	31	New Jersey
05	California	32	New Mexico
06	Colorado	33	New York
07	Connecticut	34	North Carolina
08	Delaware	35	North Dakota
09	District of Columbia	36	Ohio
10	Florida	37	Oklahoma
11	Georgia	38	Oregon
12	Hawaii	39	Pennsylvania
13	Idaho	40	Rhode Island
14	Illinois	41	South Carolina
15	Indiana	42	South Dakota
16	Iowa	43	Tennessee
17	Kansas	44	Texas
18	Kentucky	45	Utah
19	Louisiana	46	Vermont
20	Maine	47	Virginia
21	Maryland	48	Washington
22	Massachusetts	49	West Virginia
23	Michigan	50	Wisconsin
24	Minnesota	51	Wyoming
25	Mississippi	52	U.S. Territory
26	Missouri	53	Foreign Country
27	Montana	54	Military Posting

## Appendix D. Arkansas High School Codes

City	High School Name	Code
Alma	Alma High School	1701002
Alpena	Alpena High School	0501002
Altheimer	Altheimer-Sherrill High School	3502003
Altus	Altus Denning High School	2404003
Amity	Centerpoint High School	5502010
Arkadelphia	Arkadelphia High School	1002010
Arkansas City	Arkansas City High School	2105002
Armored	Armored High School	4701002
Ashdown	Ashdown High School	4101004
Atkins	Atkins High School	5801002
Augusta	Augusta High School	7401003
Bald Knob	Bald Knob High School	7301003
Barton	Barton High School	5401003
Batesville	Batesville High School	3201005
Batesville	Southside High School - Batesville	3209023
Bauxite	Bauxite High School	6301002
Bay	Bay High School	1601002
Bearden	Bearden High School	5201002
Bee Branch	South Side School - Bee Branch	7105019
Beebe	Badger Academy - Charter School	7302703
Beebe	Beebe High School	7302010
Benton	Alternative Learning Center	5204029
Benton	Benton High School	6302012
Benton	Harmony Grove High School-Saline County	6304030
Bentonville	Bentonville High School	0401003
Bergman	Bergman High School	0502007
Berryville	Berryville High School	0801002
Bigelow	Bigelow High School	5301002
Biggers	Biggers-Reyno High School	1101002
Bismarck	Bismarck High School	3001003
Black Rock	Black Rock High School	3810002
Blevins	Blevins Jr-Sr High School	2901002
Blytheville	Blytheville Charter School & Alc	4702703
Blytheville	Blytheville High School	4702013
Booneville	Booneville High School	4201002
Bradford	Bradford High School	7303015
Bradley	Bradley High School	3701002
Branch	County Line High School	2403012
Briggsville	Fourche Valley High School	7510017
Brinkley	Brinkley High School	4801003
Brockwell	Izard County Consolidated School	3306015
Brookland	Brookland High School	1603007
Bryant	Bryant High School	6303022
Cabot	Academic Center Of	4304703

City	High School Name	Code
	Excellence-Charter	
Cabot	Cabot High School	4304005
Calico Rock	Calico Rock High School	3301002
Camden	Camden Fairview High School	5204023
Camden	Harmony Grove High School-Ouachita County	5205029
Carlisle	Carlisle High School	4303013
Carthage	Carthage High School	3004002
Casa	Perry-Casa High School	7510007
Cave City	Cave City High School	6802002
Cedarville	Cedarville High School	1702009
Center Ridge	Nemo Vista High School	1503017
Charleston	Charleston High School	2402007
Charlotte	Cord Charlotte High School	3212011
Cherry Valley	Cross County High School	1901004
Clarendon	Clarendon High School	4802010
Clarksville	Clarksville High School	3601005
Clinton	Alread School	7102002
Clinton	Clinton High School	7102006
Coal Hill	Westside High School-Coal Hill	3606026
Concord	Concord High School	1201002
Conway	Conway High School East	2301005
Conway	Conway High School West	2301006
Corning	Corning High School	1101004
Cotter	Cotter High School	0302007
Cove	Van Cove High School	5704018
Crawfordsville	Crawfordsville High School	1804003
Crawfordville	Crawfordville H S	1804003
Crossett	Crossett High School	0201006
Cushman	Cushman High School	3203015
Danville	Danville High School	7503006
Dardanelle	Dardanelle High School	7504011
De Queen	DeQueen High School	6701003
De Valls Bluff	DeValls Bluff High School	5903007
De Witt	De Witt High School	0101004
Decatur	Decatur High School	0402009
Deer	Deer High School	5106002
Delaplaine	Delaplaine High School	2807002
Delight	Delight High School	5501002
Dermott	Dermott High School	0901003
Des Arc	Des Arc High School	5901002
Dierks	Dierks High School	3102002
Doddridge	Bright Star High School	4603002
Donaldson	Ouachita High School	3005030
Dover	Dover Public School	5802006
Dumas	Dumas High School	2104021
Earle	Earle High School	1802007
El Dorado	El Dorado High School	7001012
El Dorado	Parkers Chapel High School	7007040

## Appendix D. Arkansas High School Codes

City	High School Name	Code
El Dorado	Union School	7001057
Elaine	Elaine High School	5404008
Elkins	Elkins High School	7201002
Emerson	Emerson High School	1408002
Emmet	Emmet High School	2901014
England	England High School	4302018
Eudora	Eudora High School	0903010
Eureka Springs	Eureka Springs High School	0802007
Evening Shade	Evening Shade High School	6802006
Everton	Bruno-Pyatt School	6505011
Farmington	Farmington High School	7202006
Farmington	Haas Hall Academy-Charter School	7240703
Fayetteville	Fayetteville High School East	7203020
Flippin	Flippin High School	4501002
Fordyce	Fordyce High School	2002007
Foreman	Foreman High School	4102010
Forrest City	Forrest City High School	6201011
Fouke	Fouke High School	4603010
Fountain Hill	Fountain Hill High School	0203012
Fox	Rural Special High School	6901012
Ft Smith	Belle Point Alternative Center	6601005
Ft Smith	Northside High School	6601024
Ft Smith	Southside High School - Ft Smith	6601025
Gentry	Gentry High School	0403014
Gillett	Gillett High School	0101009
Gosnell	Gosnell High School	4708031
Gould	Gould High School	2104006
Grady	Grady High School	4003011
Gravette	Gravette High School	0404022
Green Forest	Green Forest High School	0803012
Greenbrier	Greenbrier High School	2303017
Greenland	Greenland High School	7204028
Greenwood	Greenwood High School	6602043
Greers Ferry	West Side High School - Greers Ferry	1204015
Gurdon	Gurdon High School	1003018
Guy	Guy-Perkins High School	2304022
Hackett	Hackett High School	6603048
Hamburg	Hamburg High School	0203018
Hampton	Hampton High School	0701002
Hardy	Highland High School	6804010
Harrisburg	Harrisburg High School	5602007
Harrison	Harrison High School	0503016
Hartford	Hartford High School	6604052
Hatfield	Hatfield School	5703006
Hattieville	Wonderview High School	1505026
Havana	Western Yell County High School	7509033

City	High School Name	Code
Hazen	Hazen High School	5903012
Heber Springs	Heber Springs High School	1202006
Hector	Hector High School	5803010
Helena	C V White High School	5401037
Helena	Kipp Delta Collegiate High School	5440703
Hermitage	Hermitage High School	0601007
Holly Grove	Holly Grove High School	4802015
Holly Grove	Holly Grove High School	4803015
Hope	Garland Learning Center	2903013
Hope	Hope High School	2903012
Hope	Spring Hill High School	2906026
Hope	Yerger Jr. High School	2903011
Horatio	Horatio High School	6703013
Hot Springs	Arkansas School Math & Sciences	8099001
Hot Springs	Hot Springs High School	2603021
Hot Springs	Summit School	2603013
Hot Springs National Park	Cutter-Morning Star High School	2601002
Hot Springs National Park	Fountain Lake High School	2602006
Hot Springs National Park	Lakeside High School-Garland County	2606041
Hoxie	Hoxie High School	3804010
Hughes	Hughes High School	6202024
Humphrey	Humphrey High School	0101018
Huntsville	Huntsville High School	4401003
Imboden	Sloan Hendrix High School	3806019
Jacksonville	Jacksonville High School	6003123
Jacksonville	North Pulaski High School	6003136
Jasper	Jasper High School	5102006
Jessieville	Jessieville High School	2604030
Jonesboro	Jonesboro High School	1608025
Jonesboro	Nettleton High School	1611042
Jonesboro	Valley View High School	1612048
Jonesboro	Westside High School-Jonesboro	1602055
Judsonia	White County Central High School	7304019
Junction City	Junction City High School	7003028
Kingsland	Kingsland High School	1305002
Kingston	Kingston High School-Newton County	5102008
Kirby	Kirby High School	5503011
Lake City	Riverside High School	1613032
Lake Village	Lakeside High School-Chicot County	0903018
Lamar	Lamar High School	3604019
Lavaca	Lavaca High School	6605057
Lead Hill	Lead Hill High School	0506032

## Appendix D. Arkansas High School Codes

City	High School Name	Code
Lepanto	East Poinsett County High School	5608037
Leslie	Leslie High School	6502002
Lewisville	Lafayette High School	3704013
Lincoln	Lincoln Acad Ctr Of Excellence	7205703
Lincoln	Lincoln High School	7205032
Little Rock	Alternative Agencies	6001067
Little Rock	Arkansas School For The Blind	6091002
Little Rock	Arkansas School For The Deaf	6092002
Little Rock	Covenant Keepers Charter	6044702
Little Rock	eStem High Public Charter School	6047703
Little Rock	Felder Alternative Academy	6001703
Little Rock	Hall High School	6001002
Little Rock	J A Fair High School	6001063
Little Rock	Joe T. Robinson High School	6003127
Little Rock	Lisa Academy	6041702
Little Rock	Lisa Academy High	6041703
Little Rock	Little Rock Central High School	6001001
Little Rock	LRSD Accelerated Learning Ctr	6001068
Little Rock	Mc McClellan Magnet High School	6001064
Little Rock	Metropolitan Vo-Tech School	6001004
Little Rock	Parkview Magnet High School	6001005
Little Rock	W.D. Hamilton Learning Academy	6001070
Little Rock	Wilbur D Mills Univ Studies Hs	6003125
Lockesburg	Lockesburg High School	6701017
Lonoke	Lonoke High School	4301029
Magazine	J D Leftwich High School	4202008
Magnolia	Magnolia High School	1402009
Magnolia	Walker High School	1402032
Malvern	Glen Rose High School	3002009
Malvern	Magnet Cove School	3003014
Malvern	Malvern High School	3004023
Mammoth Spring	Mammoth Spring High School	2501002
Manila	Manila High School	4712044
Mansfield	Mansfield High School	6606062
Marianna	Lee High School	3904008
Marion	Marion High School	1804015
Marked Tree	Marked Tree High School	5604017
Marmaduke	Marmaduke High School	2803017
Marshall	Marshall High School	6502006
Marvell	Marvell High School	5404032
Maumelle	Academics Plus Charter School	6040703
Mayflower	Mayflower High School	2305026
Maynard	Maynard High School	6102006
Mc Crory	Mc Crory High School	7403013
Mc Gehee	McGehee High School	2105028
Mc Neil	Mc Neil High School	5206015

City	High School Name	Code
Mc Neil	Southside High School - Mc Neil	3209039
Mc Rae	Mc Rae High School	7302035
Melbourne	Melbourne High School	3302006
Mena	Acorn High School	5706002
Mena	Mena High School	5703012
Mineral Springs	Mineral Springs High School	3104006
Monette	Buffalo Island Central High School	1605063
Monticello	Drew Central High School	2202005
Monticello	Drew High School	2202005
Monticello	Monticello High School	2203012
Morrilton	Morrilton High School	1507036
Mount Judea	Mount Judea High School	5106010
Mountain Home	Mountain Home High Career Academics	0303703
Mountain Pine	Mountain Pine High School	2607047
Mountain View	Mountain View High School	6901007
Mountainburg	Mountainburg High School	1703013
Mt Holly	Mc Rae High School	7008032
Mt Ida	Mount Ida High School	4902007
Mt Pleasant	Mount Pleasant High School	3302011
Mt Vernon	Mount Vernon-Enola High School	2306030
Mulberry	Mulberry High School	1704017
Murfreesboro	Murfreesboro High School	5504015
Nashville	Nashville High School	3105011
Newark	Cedar Ridge High School	3212027
Newport	Newport High School	3403013
No Little Rock	NLR Hs-East Camp	6002075
No Little Rock	Nor Hs-West Campus (Gr 06-12)	6002076
No Little Rock	Oak Grove High School	6003126
Norfolk	Norfolk High School	0304022
Norman	Caddo Hills High School	4901003
Norphlet	Norphlet High School	7006036
Oark	Oark High School	5102024
Oden	Oden High School	5706011
Ola	Ola High School	7510025
Omaha	Omaha High School	0504023
Osceola	Osceola (OCABS) Comm Arts-Business Charter School	4740703
Osceola	Osceola High School	4713051
Ozark	Ozark High School	2404017
Ozark	Pleasant View High School	1704023
Ozark	Pleasant View Jr. High School	1704018
Palestine	Palestine-Wheatley High School	6205028
Pangburn	Pangburn High School	7309039
Paragould	Greene County Technical High School	2807008

## Appendix D. Arkansas High School Codes

City	High School Name	Code
Paragould	Oak Grove Middle School	2808028
Paragould	Paragould High School	2808043
Paris	Paris High School	4203012
Parkin	Parkin High School	1905010
Paron	Paron High School	6303037
Pea Ridge	Pea Ridge Public School	0407027
Pearcy	Lake Hamilton High School	2605034
Perryville	Perryville High School	5303011
Piggott	Piggott High School	1104018
Pine Bluff	Dollarway High School	3502010
Pine Bluff	Pine Bluff High School	3505042
Pine Bluff	Watson Chapel High School	3509067
Plainview	Plainview-Rover High School	7510029
Pleasant Plains	Midland High School	3211035
Pocahontas	Pocahontas High School	6103010
Pottsville	Pottsville High School	5804014
Poyen	Poyen High School	2703010
Prairie Grove	Prairie Grove High School	7206036
Prescott	Prescott High School	5006024
Quitman	Quitman High School	1203011
Ravenden Springs	Oak Ridge Central High School	6806014
Rector	Rector High School	1106023
Rison	Rison High School	1305010
Rison	Woodlawn High School	1304015
Rogers	Northwest Arkansas Academy Of Fine Arts	0440701
Rogers	Northwest Arkansas Academy Of Fine Arts	0441703
Rogers	Rogers High School	0405048
Rogers	Rogers High School Sophomore Campus	0405038
Rohwer	Delta High School	2102007
Rose Bud	Rose Bud High School	7310043
Rosston	Nevada High School	5008014
Russellville	Russellville High School	5805024
Salem	Salem High School	2502006
Saratoga	Saratoga High School	3104022
Scranton	Scranton High School	4204019
Searcy	Riverview High School	7307032
Searcy	Searcy High School	7311052
Sheridan	Sheridan Freshman Academy	2705025
Sheridan	Sheridan High School	2705021
Sherwood	Lisa Academy North	6041702
Sherwood	Sylvan Hills High School	6003128
Shirley	Shirley High School	7104015
Siloam Springs	Siloam Springs High School	0406050
Smackover	Smackover High School	7008045

City	High School Name	Code
Sparkman	Sparkman High School	5205012
Springdale	Har-Ber High School	7207062
Springdale	Springdale High School	7207049
St Joe	St. Joe High School	6505010
St Paul	St. Paul High School	4401012
Stamps	Stamps High School	3704013
Star City	Star City High School	4003016
Stephens	Stephens High School	5206033
Strawberry	Hillcrest High School	3809023
Strawberry	Strawberry High School (closed)	3809023
Strong	Strong High School	7009049
Stuttgart	Stuttgart High School	0104025
Sulphur Rock	Sulphur Rock High School	3201043
Swifton	Swifton High School	3405020
Taylor	Taylor High School	1408019
Texarkana	Arkansas High School	4605026
Texarkana	Genoa Central High School	4602006
Thornton	Thornton High School	5201000
Timbo	Timbo High School	6901016
Trumann	Trumann High School	5605023
Tuckerman	Tuckerman High School	3405025
Turrell	Turrell High School	1805021
Umpire	Umpire High School	5707017
Valley Springs	Valley Springs High School	0505027
Van Buren	Van Buren High School	1705027
Vilonia	Vilonia High School	2307034
Viola	Viola High School	2503010
Waldo	Waldo High School	1402028
Waldron	Waldron High School	6401003
Walnut Ridge	Walnut Ridge High School	3810027
Warren	Warren High School	0602014
Weiner	Weiner High School	5602032
West Fork	West Fork High School	7208062
West Helena	Central High School-PhillipsCounty	5403019
West Memphis	West Memphis High School	1803036
Western Grove	Western Grove High School	6505014
White Hall	White Hall High School	3510076
Wickes	Wickes High School	5707022
Williford	Williford High School	6806019
Wilson	Rivercrest High School	4706066
Witts Springs	Witts Springs High School	6502016
Wynne	Wynne High School	1905017
Yellville	Yellville-Summit High School	4502006

## Appendix E. Secondary Area Centers

**Area Technical Center**  
Jonesboro, AR 72401

**Area Vocational Technical Center**  
Russellville, AR 72811

**Arkansas Northeastern College Tech. Ctr.**  
Burdette, AR 72321

**Arkansas State University Area Career Ctr .**  
Bald Knob, AR 72010

**Arkansas State University-Searcy**  
Searcy, AR 72145

**Conway Area Career Center**  
Conway, AR 72032

**Cossatot Comm. College of the Univ. of Ark.**  
De Queen, AR 71832

**Cossatot Comm. College of the Univ. of Ark.**  
Nashville, AR 71852

**DeQueen/Mena Cooperative Tech. Ed. Ctr.**  
Gillham, AR 71841

**East Arkansas Career Center**  
Forrest City, AR 72335-9598

**Jefferson Area Vocational Center**  
Pine Bluff, AR 71601

**Metropolitan Career and Technical Center**  
Little Rock, AR 72209

**Mid-South Community College Technical Ctr.**  
West Memphis, AR 72301

**Monticello Occupational Education Center**  
Monticello, AR 71665

**National Park Technology Center**  
Hot Springs, AR 71913

**North Central Career Center**  
Leslie, AR 72645

**Northark Technical Center**  
Harrison, AR 72675

**NW Ark. Comm. College Regional Tech. Ctr.**  
Fayetteville, AR 72701

**Ouachita Career Center**  
Malvern, AR 72104

**Phillips Comm. College Career and Tech. Ctr.**  
Stuttgart, AR 72160-2408

**Phillips Comm. Coll. Career & Tech. - Helena**  
Helena, AR 72342

**Phillips Comm. Coll. Career & Tech. - DeWitt**  
DeWitt, AR 72042

**Rich Mountain Comm. College Career Center**  
Mena, AR 72145

**River Valley Technical Center**  
Morrilton, AR 72110

**Saline County Career Center**  
Bauxite, AR 72011

**Southeast Ark. Community Based Ed. Ctr**  
Warren, AR 71671

**SouthArk Career Center**  
El Dorado, AR 71730-7010

**Southern Ark. University Tech. Career Acad.**  
Camden, AR 71711-1599

**Texarkana Area Vocational Center**  
Texarkana, AR 71854

**Western Arkansas Technical Center**  
Fort Smith, AR 72913-3649



# Appendix F. Freshman Assessment

## REVISION OF FRESHMAN ASSESSMENT AND PLACEMENT PROGRAM

Act 1052 of 1987 mandated a program of student assessment and placement at Arkansas state institutions of higher education beginning with the fall semester of 1988. The mandate for that program was renewed under the provisions of Act 1011 of 1991.

The placement score of a 19 on the ACT sections of reading, math and English composition have been aligned with concordant scores on the Scholastic Aptitude Test (SAT) and two other exams published by American College Testing, Assessment of Skills for Entry and Transfer (ASSET) and Computerized Adaptive Placement and Support System (COMPASS). The last time the concordant scores had been set was in October 1995. Since then ACT has revised the concordances of scores for the ACT and the sections of the COMPASS and ASSET exams.

This agenda item proposes to update the policy in order that the placement scores on the ASSET and COMPASS exams are aligned to the placement score of 19 on the respective ACT sections. There are no changes proposed for the placement scores on the ACT sections of reading, math, or English Composition.

On April 19, 2002, the Higher Education Coordinating Board approved the following resolution (Agenda Item No. 22):

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the revisions to the policy in this agenda item for the Freshman Assessment and placement Program beginning with the fall semester 2002.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents and chancellors of all Arkansas public institutions of higher education of this approval.

## FRESHMAN ASSESSMENT AND PLACEMENT PROGRAM AT STATE COLLEGES AND UNIVERSITIES IN ARKANSAS

**The full text of Section 23 of Act 1101 of 1991 (A.C.A. 6-61-110) follows:**

All first-time entering freshmen at all state-supported colleges and universities in Arkansas who are admitted to enroll in all associate or bachelor's degree programs shall be tested by the admitting institution for purposes of placement in either college-level credit courses in English and mathematics or remedial courses in English composition, reading, and mathematics. Remedial courses shall not provide credit toward a degree. The State Board of Higher Education shall determine the tests to be used, the testing procedures and exemptions, and minimum scores below which students at all institutions must take remedial courses. The State Board of Higher Education shall base these decisions on consultation with representatives of the institutions of higher education, analysis of the placement procedures presently used by institutions in Arkansas, statewide placement testing programs in other states, and pilot projects involving testing of entering freshmen at selected institutions in Arkansas.

The mathematics, English composition, and reading placement standards contained in this document implement section 23 of Act 1101 of 1991. These standards apply to all first-time-entering undergraduate students, as defined in the Arkansas Higher Education Information System Manual, who enroll in associate or baccalaureate degree programs at state colleges and universities.

### MATH

No math course less sophisticated than college algebra may be applied toward a baccalaureate degree from a public university in Arkansas. Students scoring 19 or above on the mathematics section of the Enhanced ACT\*, 460 or above on the quantitative portion of recentered SAT\*\*, 39 or above on the ASSET\*\*\*, Intermediate Algebra, or 41 percent or above on the COMPASS\*\*\*\* algebra test may enroll in college-level mathematics courses. Students not meeting the standard must successfully complete a developmental (pre-college level) mathematics program or programs, demonstrating achievement at least as sophisticated as intermediate algebra, in order to be placed in college-level mathematics courses.

# Appendix F. Freshman Assessment

## ENGLISH COMPOSITION

Students scoring 19 or above on the English section of the Enhanced ACT, 470 or above on verbal SAT, 45 or above on the ASSET Writing Skills test, or 75 percent or above on the COMPASS. Writing test may enroll in college-level English courses. Students not meeting the standard shall successfully complete a developmental program or programs in English composition before being awarded credit for freshman English. Freshman English may be taken concurrent with or subsequent to any required developmental composition program

## READING

Students scoring 19 or above on the Reading Section of the Enhanced ACT, 470 or above on the verbal section of the recentered SAT, 43 or above on the ASSET Reading skills test or 82 percent or above on COMPASS Reading Skills will be considered to have met minimal reading skill requirements. Students not meeting the standard shall enroll in a developmental program in reading during their first or second semester in college and each subsequent semester, if necessary, until the program is successfully completed

**Note:** The above designated scores are statewide minimum scores. The board and administration of any campus may elect to set higher minimum scores.

- \* American College Testing Program's Enhanced ACT Assessment Test
- \*\* College Board's Recentered Scholastic Aptitude Test
- \*\*\* American College Testing Program's Assessment of Skills for Successful Entry and Transfer
- \*\*\*\* American College Testing Program's COMPASS Placement and Diagnostic Tests.

Adopted:	Agenda Item No. 9	October 13, 1989
Revised:	Agenda Item No. 27	October 20, 1995
Revised:	Agenda Item No. 22	April 19, 2002

Test Type	Test	Math	English	Reading
0	ACT	> 18	> 18	> 18
1	SAT	> 459	> 469	> 469
2	ASSET	> 38	> 44	> 42
3	COMPASS	> 40	> 74	> 81

# Appendix F. Conditional Admission

## Conditional Admission for High School Graduates (Revised)

Act 1290 of 1997 (A.C.A. §6-60-208), as amended by Act 520 of 1999, requires the Arkansas Higher Education Coordinating Board to develop procedures for implementing certain admission requirements as defined in the act. The proposed policy was developed in consultation with a committee of college and university personnel including registrars, admission officers, academic and student services administrators, and high school counselors. The proposed policy has also been reviewed by all chief academic officers.

Act 1290 requires students who are public high school graduates and did not complete the core curriculum to be admitted conditionally to state-supported colleges and universities. The act further requires that these students successfully complete 12 hours from a designated list of courses. Successful completion is defined as achieving a minimum of a 2.0 grade point average. The required courses are to be designated by each institution, usually drawn from the college's general education requirements and, when applicable, technical education requirements.

The proposed policy defines the action required by each institution to comply with the act. Institutions must submit a plan by October 1, 1998, for review and approval of the Coordinating Board. The act, as amended, is effective for students graduating after May 1, 2002.

The present policy will be amended through this agenda item. The revised policy was presented for Board consideration during a public hearing at the July 24, 1998, AHECB meeting. Legal notice of this hearing was published in the *Arkansas Democrat-Gazette* more than thirty days prior to July 24.

The following resolution was approved by the Board on July 24, 1998.  
(Agenda Item No. 53):

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the policy regarding conditional admission requirements for high school graduates who did not complete the core curriculum, effective fall semester 1997.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the president and chancellor of each state-supported college and university of this policy.

### I. General Information and Definitions

Act 1290 of 1997(A.C.A. §6-60-208), as amended by Act 520 of 1999, requires students graduating from high school in 2002 and after **to have completed the core curriculum for unconditional admission to public colleges and universities**. The following definitions and regulations apply to the implementation of this act. Nothing in the act or these procedures prevents an institution from setting higher admission standards for first-time full- and part-time enrolling students.

**All students graduating after May 1, 2002**, from Arkansas public high schools, out-of-state high schools, home schooling, private high schools and GED recipients **shall be evaluated for the purpose of being granted conditional or unconditional admission status**.

A student admitted conditionally is a student admitted to an institution with certain requirements, conditions, or restrictions placed on initial and/or future enrollment status.

A student admitted unconditionally is a student admitted to the institution without requirements, conditions, or restrictions placed on initial enrollment status.

For students seeking unconditional admission to a public **four-year** college or university, a student must have completed the core requirements *and* have a cumulative grade point average of 2.0 on a 4.0 scale.

For students seeking unconditional admission to a public **two-year** college, students must have completed the core requirements; there is no grade point average requirement.

In computing an enrolling student's high school grade point average, the grade point average as computed by the high school (converted to a four-point scale) shall be used.

#### **Exempt from these requirements:**

- Students enrolling in Certificate of Proficiency programs *or* noncredit courses
- Students who are **not seeking a degree** *or other award above the Certificate of Proficiency* **and** are enrolled part-time

# Appendix F. Conditional Admission

These requirements apply to all other award-seeking students and to students who must follow course placement guidelines as required by Act 1290 of 1997.

## II. Procedures

Each institution shall develop a plan for the implementation of this act using the following guidelines. Each plan must be approved by the Arkansas Higher Education Coordinating Board. Implementation of the approved plan is a condition for receiving state funds.

1. Each institution will designate an office of responsibility for implementation and define the method of informing incoming students of their admission status.
2. Core academic courses, as required in Section 1 (c)(1)(A) and (B) of Act 1290 (see below) will be designated by each institution. Such courses will be regular, non-remedial credit courses as listed in the college catalog. These courses will be listed in the institution's implementation plan. The implementation plan will also include a listing of appropriate technical courses as required in Section 1 (c) (1)(B).

### Section 1 (c)

(1) At a minimum, these **conditional admissions standards** shall require the following:

- (A) For a student seeking an associate of arts degree or a baccalaureate degree and who failed to successfully complete the core curriculum, completion of twelve (12) hours of core academic courses, and any necessary remedial courses with a cumulative grade point average of 2.0.
  - (B) For a student seeking a **diploma, technical certificate** or an **associate of applied science** degree and who failed to successfully complete the core curriculum, completion of six (6) hours of core academics courses and six (6) hours of technical courses required for the diploma, technical certificate or an associate of applied science degree and any necessary remedial courses with a cumulative grade point average of 2.0." (Act 1290 of 1997)
3. Students must successfully complete (defined as a 2.0 GPA) the required hours of core academic subjects and technical courses (as defined in number 2 above) and any remedial courses within the first 30 semester hours, excluding developmental courses. The institution must develop, define, and implement enrollment consequences (i.e., suspension, expulsion, limited course enrollment, etc.) for students who do not successfully complete (2.0 GPA) the required core academic subjects, technical, or remedial courses within the first 30 semester hours, excluding developmental courses.  
  
The institution's regular definition of cumulative grade point average will be used in defining the attainment of a 2.0 grade point average.
  4. Transcripts of **out-of-state** high school students will be evaluated for meeting the core curriculum. Students not meeting either the core curriculum requirement and relevant grade point average requirement will be admitted conditionally.
  5. Students who receive a **GED** or are graduates of **home schooling** or **private high schools** after May 1, 2002, must make a composite score of 19 on the American College Test (ACT) or the equivalent score on the SAT, ASSET, or COMPASS in order to be unconditionally admitted.

If the GED student tests at the college level in Math and English, they may also be unconditionally admitted. As with all other students, these students must meet the admission requirements of the college or university where they seek to enroll.

Each college and university will submit a plan for the implementation of the guidelines. Plans must be submitted by October 1, 1998.

Approved: Agenda Item No. 28  
October 20, 1995

Amended: Agenda Item No. 53  
July 24, 1998

# Appendix F. Conditional Admission

## Core Curriculum Requirements For Unconditional Admission

<b>English</b>	Four units with emphasis on writing skills, not to include courses in oral communications, journalism, drama or debate.
<b>Natural Science</b>	Three units, with laboratories, chosen from Physical Science, Biology, Chemistry, or Physics. Only one unit may come from a Life Science.
<b>Mathematics</b>	Four units, including Algebra I and II, Geometry, and an advanced math course. It is strongly recommended that students take a math course during their senior year. (Three units of math will be required for graduating seniors in 2002 and 2003. Four units will be required starting with the graduating class of 2004).
<b>Social Studies</b>	Three units, including one of American History (does not include Contemporary American History), one of World History (not to include World Cultures, World Geography, or Global Studies), and at least one-half unit of Civics or American Government (not to include courses in practical arts).

Note: These requirements differ slightly from the core curriculum requirements for the Arkansas Challenge Scholarship.

# Appendix G. Glossary

## Definitions for Arkansas Higher Education Information System (AHEIS)

**Audit:** not enrolled in any credit-bearing courses. If the student has a combination of credit and audit coursework, include a record for the student (with hours based on the credit-bearing registrations) and report only the for-credit registrations in the Course and Registration Files.

**Census date:** the end of the eleventh day of classes in a regular term and the end of the fifth day during each summer term.

**Concurrent credit course:** a course for which both high school and college/university credit is awarded to a high school student.

**Contact hour:** A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

**Course levels:** the level of instructional offering, based on expected level of student comprehension rather than student level of those enrolled in the course. Course levels should be classified according to the following categories:

- **Remedial:** all instructional offerings below college level provided for students with deficiencies in specific subject areas. (English, mathematics and reading)
- **Lower or Upper:** student semester credit hours should be reported at the appropriate level of the class taken. Students who possess baccalaureate degrees and who are taking classes at the undergraduate level to develop another specialty, to update old knowledge or for other purposes shall be reported as undergraduate hours at the appropriate level of the classes taken.
- **Master's:** all hours taken by students formally recognized by the institution as working toward a master's degree and which are applicable to the coursework plans of the student's degree program will be regarded as master's level hours. In addition, all hours taken by unclassified students who are taking graduate classes but who are not formally recognized by the institution as working toward a master's, specialist, or doctoral degree shall be regarded as master's level hours.
- **Specialist:** all hours taken by students formally recognized by the institution as working toward a specialist degree and which are applicable to the coursework plan of the student's degree program shall be regarded as specialist level hours.
- **Doctoral:** all hours taken by students formally recognized by the institution as working toward a doctoral degree and which are applicable to the coursework plan of the student's degree program will be regarded as doctoral level hours.
- **First Professional:** all hours taken by students formally recognized by the institution as working toward a first professional degree and which are applicable to the coursework plan of the student's degree program will be regarded as first professional level hours.
- **Concurrent General Education Course:** an endorsed undergraduate general education course listed in ACTS for high school students for which students receive both high school and college credit.
- **Merged Concurrent/AP Course:** an endorsed undergraduate general education course listed in ACTS taught at a high school for high school students that have been carefully constructed to meet AP requirements and college requirements. Students receive both high school and college credit. See Act 936 of 2007 and AHECB Concurrent Enrollment Policy (Policy 5-16) approved April 27, 2007.
- **Concurrent Career-Technical Education (CTE) course:** an undergraduate career, technical, or vocational course intended for high school students for which students receive both high school and college credit.
- **Non-Remedial, non-college level courses:** credit courses that do not count toward any credential (certificate or degree) and are not truly a remedial or developmental education course in the subjects of math, English, or reading.

**Credit:** Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

# Appendix G. Glossary

**Credit course:** courses for which, upon successful completion, students are given credit that can be applied to meet the requirements for a degree, certificate, or similar academic award at the granting institution. Additionally, courses that can be transferred to meet requirements for a degree or certificate at another Arkansas institution and developmental courses for which credit equivalency is granted may also apply.

**Credit hour:** A unit of measure representing an hour (50 minutes) of (classroom) instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

**Current legal residence:** a student's current legal residence in accordance with the Residency Policy of the Arkansas Higher Education Coordinating Board and used as the basis for institutional fee assessment policies (see current policy in Appendix G). Current legal residence may differ from geographic origin.

- **In-district** (state community colleges only): a student who had legal residence, at the time of admission, within the district of the institution he or she attends.
- **In-state:** a student who attends a postsecondary education institution in the state in which he or she had legal residence at the time of original admission. If the institution also tabulates in-district student data, care should be exercised to avoid double counting; in such a case, this category means out-of-district but in-state.
- **Out-of-district:** a student who had legal residence, at the time of admission, outside the district of the institution he or she attends but within the state.
- **Out-of-state:** a student who attends a postsecondary education institution outside of the state in which he or she had legal residence at the time of original admission.

**Degree/Diploma/Certificate:** an award or title conferred upon an individual for the completion of a program or courses of study. Additionally, an honorary degree/diploma/certificate may be awarded to an individual in recognition of his or her public service and/or distinguished career-related endeavors. The following mutually exclusive categories are used:

- **Certificate of proficiency or diploma (less than one year):** an award for completion of a program designed for less than one year (7-18 semester credit hours). It is awarded to students demonstrating mastery of skills and knowledge against specified performance standards in a specific area or discipline and not normally part of programs leading to a technical certificate or associate degree.
- **Technical certificate or diploma (at least one, but less than two, years):** an award for completion of a program designed for at least one, but less than two, full academic years (24- 42 semester credit hours). It recognizes completion of competency in an occupational field and may be part of an A.A.S. curriculum or a stand-alone program.
- **Associate degree (two years or more):** a degree granted upon completion of a program that requires at least two, but fewer than four, academic years of postsecondary education. It includes a level of general education necessary for growth as a lifelong learner and is comprised of 60-72 semester credit hours. There are four types of associate degrees:
  - **Associate of Arts (A.A.):** degree awarded for completion of collegiate level coursework, which is transferable toward a baccalaureate degree. The range of hours is 60 to 64 semester credit hours.
  - **Associate of Science (A.S.):** degree awarded for completion of collegiate level coursework with an occupational objective of which the majority of occupational courses and all general education courses are transferable toward a baccalaureate degree. The range of hours is 60 to 72 semester credit hours.
  - **Associate of Applied Science (A.A.S.):** degree awarded for completion of collegiate level coursework that is primarily designed for direct employment. A minimum of 50% of all semester hours is in the technical area, and the occupational field may be specified in the title of the degree (e.g., Associate of Applied Science in Electronics Technology). The range of hours is 60 to 72 semester credit hours.
  - **Associate of General Studies (A.G.S.):** degree awarded for completion of collegiate level work of transfer and/or occupational courses. The degree is intended as a flexible program option for students whose needs cannot be met by other programs. Individual courses may fulfill

# Appendix G. Glossary

requirements for transfer toward a baccalaureate degree, direct employment, or educational enrichment. The range of hours is 60 to 64 semester credit hours.

- **Advanced certificate:** an award for completion of a program of advanced technical courses in a technical specialty. It requires an associate degree or higher, and/or national certification in the technical specialty, and/or other specifically defined postsecondary education requirements. The range of hours is 24 to 42 semester hours.
- **Baccalaureate (bachelor's) degree:** a degree granted upon completion of a program that requires four to five years of full-time college work and carries the title of bachelor.
- **Post-baccalaureate certificate:** requires completion of a program of study requiring 12-18 credit hours beyond the bachelor's degree but does not meet the requirements of a master's degree.
- **Master's degree:** a degree, which requires at least one, but no more than two, full-time equivalent years of study beyond the bachelor's degree. (Master's – minimum 30 semester credit hours; Graduate certificate – 12-18 semester credit hours)
- **Post-master's certificate:** An award that requires completion of an organized program of study equivalent to 24 semester credit hours beyond the master's degree, but does not meet the requirements of academic degrees at the doctor's level.
- **Specialist degree/certificate:** a degree or certificate carrying the title of specialist, which requires completion of a program or study beyond the master's degree but does not meet the academic requirements of a doctor's degree. Also called a post-master's certificate. (Specialist – minimum 30 graduate credit hours)
- **First-professional degree:** An award that requires completion of a program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work prior to entering the program; and (3) a total of at least 6 academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself. First-professional degrees may be awarded in the following 10 fields:
  - Chiropractic (D.C. or D.C.M.)
  - Dentistry (D.D.S. or D.M.D.)
  - Law (L.L.B., J.D.)
  - Medicine (M.D.)
  - Optometry (O.D.)
  - Osteopathic Medicine (D.O.)
  - Pharmacy (Pharm.D.)
  - Podiatry (D.P.M., D.P., or Pod.D.)
  - Theology (M.Div., M.H.L., B.D., or Ordination)
  - Veterinary Medicine (D.V.M.)
- **First-professional certificate (post-degree):** An award that requires completion of an organized program of study designed for persons who have completed the first-professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty.
- **Doctor's degree - research/scholarship:** A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.
- **Doctor's degree - professional practice:** A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional" and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.
- **Doctor's degree – other:** A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.



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**Distance learning:** An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.

**Dually enrolled student:** a student enrolled in two or more colleges or universities in a single term; also applies to a high school student who also is enrolled in a college or university where the student is awarded only post-secondary academic credit.

**Enrollment:** a student counted on a headcount basis as registered on the final census date for the reporting term (e.g., fall/winter/spring).

**Enrollment status:** a student's current attendance status in a postsecondary education institution. The following mutually exclusive categories are used:

- **First-time entering undergraduate student:** a student entering any college for the first time ever. For reporting purposes, this category includes students enrolled in the fall term who entered college for the first time in the prior summer term and students who entered with advanced standing and may actually be classified beyond the freshmen level at entry. A student will report in this category only once. This term should not be confused with entering undergraduate transfer student.  
  
High school students should be reported as first-time entering only after the student has received a high school diploma or its equivalency been matriculated by the institution. Those students who have not received a diploma or its equivalency should be reported as such in the enrollment status and student level fields. Upon graduation from high school, if a student enrolls in summer courses at an institution, and transfers to another institution for the fall term of the same calendar year in which the student graduated from high school, the student should be reported as first-time entering at the institution where (s)he enrolls in the fall term. If the student enrolls in summer at one institution and remains at that institution in the fall, (s)he is reported as first-time entering in the fall term.
- **Other first year student:** student who entered college prior to the fall reporting period and who is not classified as a sophomore or as a first-time entering undergraduate student.
- **First-time entering undergraduate transfer student:** an undergraduate student entering the institution for the first time with academic credit attempted or earned at another institution (whether or not the credit is accepted by the institution to which the student transfers). For reporting purposes, this category includes students enrolled in the fall term, who first enrolled as transfer students in the prior summer term.
- **First-time entering graduate student:** a student who has been awarded an earned baccalaureate or first professional degree and who is entering any institution classified as a graduate level student for the first time. "Graduate student" includes students enrolled at any level of graduate study--master's specialist, or doctoral (see student level). For reporting purposes, this category includes students enrolled in the fall term who enrolled as graduate students for the first time in the prior summer term. The student may have been enrolled previously as an undergraduate or first professional student at the reporting institution.
- **First-time entering first professional student:** a student entering any institution classified for the first time as a first professional student (see student level). The student may have been enrolled as an undergraduate or graduate student at the reporting institution. For reporting purposes, this category includes students enrolled in the fall term who enrolled as first professional students for the first time in the prior summer term.
- **Continuing student:** a student previously enrolled at the same general student level (i.e., undergraduate, first professional, graduate) during the previous regular academic term at the reporting institution. Disregard summer session and other special sessions not considered to be part of the academic year.
- **Readmitted student:** a student previously enrolled at the same general student level at the institution but not enrolled during the regular academic term immediately preceding the current term. Disregard summer session and other special sessions not considered to be part of the academic year.
- **High School Student:** A high school student who has not received a high school diploma or its equivalent but is enrolled in college-level courses.
- **First-time entering undergraduate transfer TRANSIENT student:** a student who transfers to your institution for the first-time and specifically states that they are not seeking a credential from your institution and is enrolling at your institution for the purpose of transferring the earned credit hours back

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to the institution in which they are regularly enrolled. These students have not submitted a transcript for evaluation purposes and are typically for students enrolled in summer courses.

**Equal Employment Opportunity Commission (EEOC) classification:** classification of employees based on the nature of the primary work assignment and compensation received. Within the Arkansas Student Information System, the seven EEOC categories have been grouped according to the Fair Labor Standards Act differentiation between exempt vs. non-exempt status:

**Exempt** (employee not subject to provision of Fair Labor Standards Act, as amended: "any employee employed in a bona fide executive, administrative, or professional capacity . . ." Exempt employees are not eligible for overtime payment.)

- **Executive/Administrative/Managerial Professional:** Individual employed for the primary purposes of managing the institution or a customarily recognized department or subdivision thereof. This category includes individuals whose assignment requires: a) reporting either to the chief executive officer or the governing board; b) administration of a group of programs or a major operational unit; c) administration of an operational unit or program, or shares responsibility for a major unit with an administrator at a higher level; or d) administrative support above the clerical level to a manager at a higher level, engages directly in specific administrative activities within a unit, or has first line supervisory responsibilities. It is assumed that individuals in this category customarily and regularly exercise discretion and independent judgment and direct the work of others. Inclusion in this category requires the individual to have supervisory responsibilities. Examples include presidents, chancellors, provosts, vice chancellors, controllers, deans, directors, assistants to the president, associate or assistant deans, associate or assistant directors, and coordinators. Report chairs of academic departments in the Arkansas SIS as instruction/research professionals (category 2).
- **Instruction/Research Professional:** Individual employed for the primary purposes of performing instruction, research, and community or public service activities. In most institutions, these employees are "the faculty," but may also include certain exempt administrative staff, librarians, research staff, etc. as well as graduate students with titles such as teaching assistant/associate. For the Arkansas SIS, department chairs should be reported in this group, since their classification and assignments are still primarily instruction, research, or service. Even though a president, vice president, dean, etc. may hold an academic rank, these individuals should not be included in this category unless they normally spend 50% or more of their time in instruction and research activities.
- **Specialist/Support Professional:** Exempt employee employed for the primary purposes of performing (typically) academic support, student service, and institutional support activities. This category excludes individuals who have executive or managerial (supervisory) responsibilities in these areas (e.g., librarians, accountants, systems analysts and computer programmers, student personnel workers, counselors, tutors, advisors, recruiters, purchasing agents, staff architects and engineers, institutional researchers, athletics staff, etc.).

**Non-exempt** (employee subject to provision of Fair Labor Standards Act, as amended. Exempt employees must be provided additional compensation (given overtime pay) when the number of hours worked exceeds the limits established by the Act.)

- **Technical Employee:** Individual employed for the primary purpose of performing technical activities (i.e., activities pertaining to the mechanical or industrial arts or the applied sciences). This category includes individuals with specialized knowledge and skills such as electrical and mechanical technicians, computer operators, engineering technologists, radiologic and other medical field technicians, etc. Category includes only nonexempt employees.
- **Office/Clerical Employee:** Individual employed for the primary purpose of performing clerical activities. As defined in the *Standard Occupational Classification Manual*, clerical employees "prepare, transcribe, transfer, systemize, and preserve written communications, collect accounts, gather and distribute information, operate office machines and electronic data processing equipment . . . operate telephone switchboards, distribute mail," and so forth. This category includes only nonexempt employees, such as secretaries, typists, bookkeepers, and file clerks.
- **Crafts/Trades Employee:** Individual employed for the primary purpose of performing manually skilled activities in a craft or trade. This category includes employees such as carpenters, plumbers, auto mechanics, painters, electricians, etc. at all levels (apprentice, journeyman, and master). Category includes only nonexempt employees.

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- **Service Employee:** Individual employed for the primary purpose of performing service (often noncertified or noncredentialed) activities. This category includes employees such as custodians, groundskeepers, security guards, food service workers, etc. Category includes only nonexempt employees.

**FICE Code:** a 6-digit identification code originally created by the Federal Interagency Committee on Education (FICE). The code was used to identify all schools doing business with the Office of Education during the early sixties; it is now used in IPEDS to identify institutions that are accredited at the college level by an agency recognized by the Secretary, U.S. Department of Education. These are the traditional institutions of higher education, formerly surveyed under the Higher Education General Information Surveys (HEGIS), plus any schools that are newly accredited institutions of higher education. IPEDS uses FICE codes to track these institutions in order to maintain historical trends that began in the mid-sixties.

**Full-time equivalent (FTE):** A statistic derived from the student credit hour production of an institution. The number of undergraduate FTE students for an academic term is obtained by dividing the total number of undergraduate student semester credit hours by 15. Graduate FTE students are calculated by dividing the total number of graduate student credit hours for the term by 12. When computing an annual FTE, the student credit hours for all terms is summed and then divided by 30 for undergraduate courses or 24 for graduate hours.

**Geographic origin:** the state or country of a student at the time of original admission to the institution. This may differ from current legal residence.

**Integrated Postsecondary Education (IPEDS):** series of surveys collected for the National Center for Education Statistics.

**Non-credit courses:** courses, seminars, workshops and other instructional activities or experiences offered by a higher education institution which may not be applied to meet requirements of the institution's formal degree/diploma/certificate programs. This type of coursework should not be confused with zero credit academic coursework (e.g., labs associated with science lecture courses).

**On-campus:** refers to courses taking place in the facilities or on the grounds of an institution, excluding community colleges, or to students or faculty engaged in such activities. Community college courses offered inside the legal taxing district of the community college are considered on-campus.

## Course /ethnicity

Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.

Individuals are asked to first designate ethnicity as:

- Hispanic or Latino or
- Not Hispanic or Latino

Second, individuals are asked to indicate all races that apply among the following:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

### Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

### American Indian or Alaska Native

A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

### Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

### Black or African American

A person having origins in any of the black racial groups of Africa.

### Native Hawaiian or Other Pacific Islander

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A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

## Race/ethnicity unknown

The category used to report students or employees whose race/ethnicity is not known.

## White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Non-Resident Alien and Race/Ethnicity Fields** – Clarifying information only is being provided on how ADHE calculates race/ethnicity to help with this problem. *[Problem: The Student File codes for race/ethnicity (and the related Non-Resident Alien code) are difficult to reconcile with our data system. It's as if they have "too many moving parts," for despite repeated efforts to correct our multiple entries, we still did not achieve an accurate profile of our student population in your summary.]*

The below are our queries for counting races. These queries use SQL. If your institution uses SQL, then this will help you in determining the correct race/ethnicity counts. The same queries will work for the instructor file provided you change the reference from the student\_table to the instructor\_table.

NOTE: Please correct all students falling in the "second unknown" explanation below – they should be converted to "unknown" (the first unknown).

<b>Non-Resident Alien</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS nra FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '06'	<b>Unknown</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS uk FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '9'
<b>Asian Only</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS asian FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.asian = '1' AND s.black IN ('0', '2') AND s.hispanic IN ('0', '2') AND s.amerind IN ('0', '2') AND s.white IN ('0', '2') AND s.hawaiian IN ('0', '2')	<b>Black Only</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS black FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.black = '1' AND s.asian IN ('0', '2') AND s.hispanic IN ('0', '2') AND s.amerind IN ('0', '2') AND s.white IN ('0', '2') AND s.hawaiian IN ('0', '2')
<b>Hispanic Any</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS hispanic FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.hispanic = '1'  NOTE: This looks for <u>any</u> Hispanic student. This is the only "any" in the group, per IPEDS.	<b>American Indian/Alaskan Only</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS amerind FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.amerind = '1' AND s.asian IN ('0', '2') AND s.hispanic IN ('0', '2') AND s.black IN ('0', '2') AND s.white IN ('0', '2') AND s.hawaiian IN ('0', '2')
<b>White Only</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS white FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.white = '1' AND s.asian IN ('0', '2') AND s.hispanic IN ('0', '2') AND s.black IN ('0', '2') AND s.amerind IN ('0', '2') AND s.hawaiian IN ('0', '2')	<b>Hawaiian Only</b> SELECT COUNT(DISTINCT(s.ssn_id)) AS hawaiian FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.hawaiian = '1' AND s.asian IN ('0', '2') AND s.hispanic IN ('0', '2') AND s.black IN ('0', '2') AND s.amerind IN ('0', '2') AND s.white IN ('0', '2')

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<p><b>Second Unknown</b></p> <pre>SELECT g.non_resident_alien, g.hispanic, g.asian, g.amerind, g.black, g.white, g.hawaiian FROM sisdb.dbo.graduated_student_table g WHERE g.academic_year = '2010' AND g.non_resident_alien = '0' AND g.hispanic IN ('0', '2') AND g.asian IN ('0', '2') AND g.amerind IN ('0', '2') AND g.black IN ('0', '2') AND g.white IN ('0', '2') AND g.hawaiian IN ('0', '2') ORDER BY g.non_resident_alien, g.hispanic, g.asian, g.amerind, g.black, g.white, g.hawaiian</pre> <p>NOTE: The result of the above should be a listing of students with only 0's and 2's in the race fields. These are the second unknown race/ethnicity. The non_resident_alien field should be changed from 0 to 9 for all such students to eliminate all of the "second unknowns."</p>	<p><b>Two or More Races</b></p> <p>We do not have a query for this. What we do is prepare a query that concatenates (strings together) all of the race fields except for Hispanic (including a filter for g.non_resident_alien = '0'). You can then use a counting function to count the number of 1's in the resulting string. Then any counts &gt;= 2 would be "two or more races."</p> <p>We use the PHP function of substr_count to count the 1's along with an "if statement" to count the number &gt;= 2.</p> <p>Another way to do this is to count the total number of students and then to subtract all of the other possibilities.</p> <p>For example:  <math>\\$two\_or\_more = \\$total - (\\$nra + \\$unknown + \\$asian + \\$black + \\$hispanic + \\$amerind + \\$white + \\$hawaiian);</math></p> <p>NOTE: Be sure to eliminate all of the "second unknowns" before using either of these methods.</p>
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**Regular academic term:** refers to the calendar periods established by an institution for the conduct of educational activities and corresponds to the basic periods of the institution's predominant calendar system.

## State-supported student financial assistance per act 605/6

Acts 605/606:

- (a)(1)(A) A student receiving any state-supported student financial assistance for which an institution of higher education is required to provide information under this section shall complete and **sign a consent form** authorizing the release of the student's individual personal information to the Bureau of Legislative Research and authorizing:
- (i) The institution of higher education to provide the bureau with academic progress information for the scholarship recipient; and
  - (ii) The department to release the student's individual personal information to the bureau.
- (2)(A) The student may opt out of the release of information.

**Student count:** a measure of student enrollment. The following two types of statistics are used:

- **Headcount:** an unduplicated tally of students by a characteristic, such as full-time/part-time, geographic origin, or age.
- **Full-time equivalent (FTE):** a measure calculated by dividing the total number of credit hours generated at a given enrollment level by the applicable student load.

**Student level:** refers to the proportion of total requirements a student has obtained, as of the census date, toward the completion of the degree/diploma/certificate program in which the student is enrolled. The following mutually exclusive student level categories will be used:

- **First-year student (Freshman):** A student who has completed less than the equivalent of 1 full year of undergraduate work, that is, less than 30 semester hours (in a 120-hour degree program).
- **Second-year student (Sophomore):** A student who has completed the equivalent of 1 year of full-time undergraduate work, that is, at least 30 semester hours but less than 60 semester hours (in a 120-hour program).
- **Third-year student (Junior):** A student who has completed the equivalent of 2 years of full-time undergraduate work, that is, at least 60 semester hours but less 90 semester hours (in a 120-hour program).

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- **Fourth year student (Senior):** An undergraduate student who has completed the equivalent of 3 years of full-time undergraduate work, that is, at least 90 semester hours (in a 120-hour program).
- **Master's: a student who has received an earned baccalaureate degree, has been accepted for** graduate-level study, and 1) is enrolled in a master's degree program, or 2) is enrolled in a doctoral program but has earned less than 30 semester credit hours in graduate course work.
- **Specialist:** a student who has received an earned master's degree and is enrolled in a specialist degree program.
- **Doctoral:** a student who has received a master's or specialist degree, or has earned at least 30 semester credit hours in graduate course work, and is enrolled in a doctoral degree program.
- **First professional:** a student who is enrolled in a first professional degree program (law, medicine, pharmacy). A student enrolled in an undergraduate pre-professional curriculum or a student in one of the first two years corresponding to the undergraduate freshman or sophomore year of an integrated graduate professional degree program(s) should be classified as a lower division student. Students enrolled in the Pharm.D. program at UAMS should be reported as first professional students.
- **Unclassified undergraduate:** a student who cannot be classified into one of the lower or upper division categories (i.e., freshman, sophomore, junior, senior) but he or she is enrolled in undergraduate coursework.
- **Unclassified post-baccalaureate:** a student who cannot be classified in one of the undergraduate categories (i.e., freshman, sophomore, junior, senior) because he or she has an earned baccalaureate degree but now is pursuing additional undergraduate coursework.
- **Unclassified graduate:** a student who has completed a baccalaureate degree and is enrolled in graduate coursework but cannot be classified in one of the graduate categories (i.e., master's, specialist, doctoral) because he or she has not been admitted into a graduate degree program.
- **High School Student:** A high school student who has not received a high school diploma or its equivalent but is enrolled in college-level courses.

**Student load:** the number of program, course-of-study, and/or activity units (e.g., courses, credits, imputed credits, contact hours, semester credits, semester credit equivalents, etc.) for which a student is enrolled at a particular point in time.

- **Full-time:** a student who is enrolled for twelve or more credit hours in a semester or quarter, or a graduate student enrolled for nine or more credit hours in a semester or quarter. A semester credit hour is equivalent to 750 clock minutes of instruction; a quarter credit hour equates to 500 clock minutes. The hours of instruction must be spread over no more than sixteen weeks.
- **Part-time:** a student who is enrolled for fewer than twelve credit hours in a semester or quarter, or a graduate student enrolled for eight or fewer credit hours in a semester or quarter. A semester credit hour is equivalent to 750 clock minutes of instruction; a quarter credit hour equates to 500 clock minutes. The hours of instruction must be spread over no more than sixteen weeks.

**Technology Types:** For all courses that use telecommunications to deliver 50% or more of the course content, please use the following codes to designate the type of technology used. Note that this is not the technology used to support instruction in the classroom but is technology used to deliver the course content.

- **Web-Based (WB)** – courses delivered over the Internet (Web delivery).
- **Site-to-Site (SS)** – courses delivered through special facilities for site-to-site two-way audio-video (compressed video).
- **Other (OT)** – courses delivered via satellite, cable TV, broadcast TV/radio, closed-circuit, video tape, CD ROMs, DVDs, e-mail, etc.

**UNITID code:** Unique identification number assigned to postsecondary education institutions surveyed through the Integrated Postsecondary Education Data System (IPEDS).

# Appendix H. Residency

## ADHE Residency Classification for Tuition Purposes for Public Colleges and Universities

1. A student should be classified as an instate resident for tuition purposes only if his or her legal residence is located in Arkansas. This means that Arkansas is the legal place of residence of the student for all purposes and that the student demonstrates by good faith acts the intent to make Arkansas his or her permanent home. Legal residence in Arkansas is required for at least six continuous months prior to the classification decision in order to be classified as a resident for tuition purposes. Mere physical presence in Arkansas is not sufficient to establish residency or demonstrate future intent.
2. In those situations where the student's residency status is dependent on the place of residence of the parent(s), the definition in (1) should govern the determination of parental residency. For parents, neither mere physical presence in Arkansas with children nor mere ownership of property in Arkansas is sufficient to establish residency but should be taken into consideration along with other relevant factors.
3. The legal residence of a minor student (as defined in 5 below) is the same as that of the parent(s)
  - the parent to whom custody has been awarded by judicial decree
  - the parent with whom the minor resides if there has been a separation without a judicial decree
  - the legal adoptive parent
  - the natural guardian with whom the minor resides. Act 692 of 1997 (A.C.A. 6-60-210) provides, in part, that for the purpose of admission and enrollment in a public institution of higher education any minor child (defined as "a child under twenty-one (21) years of age") of a legal resident of Arkansas shall be considered a legal resident of Arkansas.
4. Appointment of a guardian by a state other than Arkansas will establish the legal residence of a minor student as that of the out-of-state guardian. Establishment of guardianship or adoption to evade tuition or fees will not be recognized.
5. Act 892 of 1975 states that all persons eighteen (18) years of age and above shall be considered to have reached the age of majority. Until the age eighteen (18) is reached, they are considered to be minors. "Any law of the State of Arkansas which presently requires a person to be of a minimum age of twenty-one (21) years to enjoy any privilege or right... shall be deemed to require that person to be of a minimum age of eighteen (18) years."
6. Minors who have been emancipated by the laws of their legal state of residence, or who have reached the legal age of majority, have the power to acquire a different legal place of residence, but the previously established legal residence continues in force until a new legal residence is clearly established. Marriage constitutes emancipation for all minors.
7. To acquire a legal residence in Arkansas, an individual must have established a legal home of permanent character, resided in Arkansas for six continuous months and have no present intention of changing residence to a location outside Arkansas.
8. Determination of legal residence for tuition purposes shall be based on review by institutional officials of all relevant circumstances, which together may reasonably demonstrate legal residence and state of mind regarding residency intent.
9. Students who are otherwise not residents of Arkansas may not establish legal residence in Arkansas by the mere fact of receiving mail at an Arkansas address or postal box.
10. Members of the armed forces who are stationed in Arkansas pursuant to military orders, along with their unemancipated dependents, are entitled to classification as in-state residents for tuition purposes.

It is the responsibility of each student, at the time of registration, to seek the proper residency classification for tuition purposes. Any residency classification which is made by the institution may be appealed to the Registrar or other designated officer. This individual shall conduct hearings, receive evidence and take other appropriate steps to render a decision and provide notice of that decision to the student. Each student who raises the question of his or her residency status shall be provided written notice of the appeals process.

A student whose geographic origin is outside the state of Arkansas has the burden of establishing proof that he or she should be classified a resident of Arkansas for tuition purposes. Evidence must be provided in writing and verified under oath by the student. Anyone who knowingly gives erroneous information in order to evade payment of out-of-state tuition or fees shall be subject to dismissal by the college or university. Initial classification as an out-of-state student shall not limit the right of any student to be reclassified later as a resident of Arkansas for tuition purposes, provided that the student can establish proof of legal residence in Arkansas.

# Appendix I. IPEDS

## Overview of NCES' Integrated Postsecondary Education Data System (IPEDS)

### Introduction

NCES has established the Integrated Postsecondary Education Data System (IPEDS) as its core postsecondary education data collection program. It is a single, comprehensive system that encompasses all identified institutions whose primary purpose is to provide postsecondary education. In 1992, Congress required all institutions participating in Title IV programs to complete the IPEDS surveys. In the Higher Education Reauthorization Act of 1998, Congress underscored the importance of submitting IPEDS data in a timely manner by giving the Department of Education specific authority to fine institutions that did not submit their IPEDS surveys in a timely manner.

IPEDS consists of institutional-level data that can be used to describe trends in higher education at the institutional, state and/or national levels. For example, researchers can use IPEDS to analyze information on: 1) enrollments of students, undergraduate, first-time freshmen, graduate and first-professional students by race/ethnicity and sex; 2) institutional revenue and expenditure patterns by source of income and type of expense; 3) salaries of full-time faculty by academic rank and tenure; 4) completions (awards) by type of program, level of award, race/ethnicity, and sex; 5) characteristics of postsecondary institutions, including tuition, room and board charges, calendar systems, etc.; 6) status of postsecondary vocational education programs; 7) characteristics of faculty/staff; and 8) other issues of interest.

### IPEDS Design and Structure

Postsecondary education is defined within IPEDS as the provision of formal instructional programs, the curriculum of which is designed primarily for students who have completed the requirements for a high school diploma or its equivalent. This includes academic, vocational, and continuing professional education programs, and excludes a vocational and adult basic education programs.

The following types of institutions are included within IPEDS: baccalaureate or higher degree granting institutions, 2-year award institutions, and less-than-2-year institutions (i.e., institutions whose awards usually result in terminal occupational awards or are creditable toward a formal 2-year or higher award). Each of these three categories is further disaggregated by control (public,

private nonprofit, private for-profit) resulting in nine institutional categories or sectors.

Specialized, but compatible, reporting formats have been developed for these nine sectors of postsecondary education providers. In general, reports developed for postsecondary institutions granting baccalaureate and higher degrees are the most extensive; forms for 2-year and less-than-2-year award-granting sectors request less data. This design feature accommodates the varied operating characteristics, program offerings, and reporting capabilities that differentiate postsecondary institutional sectors while yielding comparable statistics for all sectors. Data are collected from approximately 10,000 postsecondary institutions. IPEDS has been designed to produce national-, state-, and institutional-level data for most postsecondary institutions. However, prior to 1993, only national-level estimates from a sample of institutions are available for private, less-than-2-year institutions.

### **Through 1999-2000, IPEDS was comprised of a series of paper questionnaires:**

Institutional Characteristics  
Fall Enrollment  
Fall Enrollment in Occupationally Specific Programs (alternating years)  
Completions  
Salaries, Tenure, and Fringe Benefits of Full-time Instructional Faculty  
Finance  
College and University Libraries (alternating years)  
Fall Staff  
Graduation Rate  
Institutional Price and Student Financial Aid (1999 only; web-based)

### **Current IPEDS Structure**

Beginning in 2000 - 2001, NCES moved all IPEDS data collection to be web-based.



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The following changes have been requested from the Office of Management and Budget (OMB), to be effective with the 2007-08 IPEDS data collection. Most of these changes, if approved, will be optional for 2007-08 IPEDS, and mandatory for 2008-09 IPEDS; see specific items for exceptions.

IPEDS will continue to collect race/ethnicity data using the current aggregate categories during the 2007-08 collections.

## **Institutional Identification (annual update in Fall collection)**

Collect website addresses for admissions and financial aid offices, instead of phone numbers.

## **Institutional Characteristics (Fall collection)**

### **Part B. Estimated Fall Enrollment:**

Add item to collect an estimate of the number of full-time and part-time students enrolled exclusively in online or distance education, by level.

### **Part C. Admissions Requirements and Services:**

Eliminate the option to choose SAT/ACT test score reporting year; institutions will report test score information for the current academic year only. (Please NOTE: This reporting change, if approved by OMB, will be mandatory in 2007-08.)

Add the following question: Does your institution have an online application? If yes, provide URL. This link will be added to COOL.

Add the following question: Does your institution have its transfer of credit policy posted online? If yes, provide URL. This link will be added to COOL,

### **Add New Accountability Part:**

Does your institution use the National Survey of Student Engagement (NSSE), Community College Survey of Student Engagement (CCSSE), Collegiate Learning Assessment (CLA), National Measure of Academic Proficiency and Progress (MAPP), or Other assessment tools (please specify)? Yes/No for each. If yes, and if your institution makes the results available on your website, provide URL/s. These links will be added to COOL.

Does your institution have a Fact Book online? If yes, provide URL. This link will be added to COOL.

Does your institution post information on its website regarding assessment and/or student outcomes? If yes, provide URL. This link will be added to COOL.

Item in matrix format to collect information on accountability measures used by the institution, and scores. The matrix will have 3 columns: a column in which to write in the name of the accountability measures used by the institution, a column for the institution's score on that item, and a column for the data year for the score. Note: Once an institution adds a measure, the name of that measure will be added to a list which other institutions will be able to choose from, rather than having to write it in again.

**Completions (Fall collection)** - No changes.

## **NEW Fall collection Component - 12-month Enrollment (E12)**

From the Enrollment component: Part E, 12-month Unduplicated Count, and Part F, Instructional Activity:

Remove these sections from the Enrollment component collected in Winter and Spring, and create a new component to collect these data in the Fall. No changes will be made to the data collected, only to the collection in which they appear. (Please NOTE: This reporting change, if approved by OMB, will be mandatory in 2007-08.)

**Human Resources (Winter collection)** - No changes.

## **Fall Enrollment (Winter and Spring collections)**

Part A. Fall Enrollment by Race/ethnicity and Gender:

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For 4-year institutions only, add the collection of undergraduate enrollment in Science and Mathematics Access to Retain Talent (SMART) Grant fields of study by race/ethnicity and gender, every other year, in odd years (alternating with the collection of enrollment by CIP-specific programs, currently done in even years).

Part E. 12-month Unduplicated Count, and Part F, Instructional Activity:

Remove these sections from the Enrollment survey collected in Winter and Spring, and create a new component to collect these data in the Fall. No changes will be made to the data collected, only to the collection in which they appear. (Please NOTE: This reporting change, if approved by OMB, will be mandatory in 2007-08.)

Part G. Retention Rates (will become Part E):

Rather than collect only the rates for full-time and part-time students, collect the numerator and denominator and have the system calculate the rates; also add an item to collect the numerator and denominator to calculate first-year retention rates for Pell Grant recipients.

## Finance (Winter and Spring collections)

For degree-granting institutions only, but excluding graduate-only institutions, add a field to collect undergraduate instructional expenses per undergraduate FTE.

## Student Financial Aid (Spring collection)

Collect more detailed student financial aid data. Currently, the number of full-time, first-time, degree/certificate-seeking undergraduate students receiving aid (fall or full-year cohort) and the average amount of aid received are collected for 4 aid categories: Federal grants, State grants, Institutional grants, and Loans. These categories will be expanded to the following list, and the number of full-time, first-time degree/certificate-seeking undergraduate students receiving aid (fall or full-year cohort) and the average amount of aid received will be collected for each:

- Pell grants
- Academic Competitiveness grants
- Other federal grants
- State grants
- Institutional grants
- Federal loans - subsidized (Perkins, FFEL, direct)
- Federal loans - unsubsidized
- Other loans

**Please note:** The number of full-time, first-time degree/certificate-seeking undergraduates who received any financial aid during the full academic year will continue to be collected.

Collect additional information on aid recipients: 9-cell grid to collect numbers of students by dependency status (dependent, independent with dependents, independent without dependents) crossed by living arrangement (living on campus, living off campus without family, living off campus with family). For public institutions, this will be collected by in-district, in-state, and out-of-state status. This information will be posted on COOL.

## Graduation Rates (Spring collection)

Eliminate Sections V and VI that collect data on students receiving athletically-related student aid. Institutions will no longer be required to report these data to IPEDS, but WILL still be required to disclose these data, as specified in the Student Assistance General Provision Regulations (34 CFR 668) implementing the Student Right-to-Know Act. Add an item for institutions to report the URL used for disclosure.

For institutions that report transfers out, add an item that asks how transfers are verified: National Clearinghouse, State student unit record system, Other (please specify).

**Registration:** All institutions will be required to register for the **2008-09** data collection cycle.

**August 1, 2008 IDs and passwords** for the upcoming collection cycle will be distributed to all institutions. Those with designated keyholders will receive information via email. All institutions for which there is no designated keyholder will receive a letter directed to the CEO containing registration information.

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**August 1, 2008** Registration opens

**August 29, 2008** NCES will review the registration status of each institution. If an institution has not registered as of this date, a **letter will be sent** to the CEO requesting appointment of a new keyholder.

**Fall Collection** includes Institutional Characteristics and Completions.

**September 3, 2008** Fall Collection Opens

**October 15, 2008** Collection Closes for Institutions

**Winter Collection** includes the combined Human Resources component (Employees by Assigned Position, Salaries, and Fall Staff), Enrollment, and Finance. Institutions will be able to lock both the Enrollment and Finance components in the winter or the spring.

**December 3, 2008** Winter Collection Opens

**January 21, 2009** Collection Closes for Institutions

**Spring Collection** includes Enrollment and Finance (for those institutions that did not **lock** in the winter), Student Financial Aid, and Graduation Rates

**March 4, 2009** Spring Collection Opens

**April 15, 2009** Collection Closes for Institutions

**Compliance Notice:** **Mandatory** Reporting Requirements for Institutions with Program Participation Agreements. Section 490 of the Higher Education Amendments of 1992 (P.L. 102-325) requires that "institutions will complete surveys conducted as part of the Integrated Postsecondary Education Data System (IPEDS)...in a timely manner and to the satisfaction of the Secretary".

Thus, reporting to IPEDS is **Mandatory** for institutions that participate in or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094(a)(17)).

The following changes are being requested from the Office of Management and Budget (OMB), to be effective beginning with the 2008-09 IPEDS data collection. Unless otherwise indicated, following IPEDS policy, the changes or additions would be optional in the first year (2008-09) and mandatory in subsequent years; see specific items for exceptions.

## ***(1) Collect more detailed student financial aid data***

(IPEDS component affected: Student Financial Aid)

Institutions now report all federal student grants provided to full-time, first-time students to IPEDS rather than distinguishing between Pell grants and other grants. It is important for the Office of Postsecondary Education (OPE) to be able to differentiate how students at different institutions are using particular federal grant programs. Likewise, all loans are now reported together in IPEDS, regardless of source. Given the substantial expansion of private loans, OPE requests more categories of loans to those awarded by the federal government from those from outside sources. These changes to how student financial aid data are collected in IPEDS also address recommendations made by the Secretary's Commission on the Future of Higher Education to improve financial transparency by institutions and provide more information on college costs to consumers. The data will be displayed on College Navigator to help accomplish this goal. The proposed changes in categories are detailed on the following page:

<b>Data collected for full-time, first-time cohort</b>
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Current SFA Categories	Proposed SFA Categories	Number of recipients	Amount Received
Any aid	Any aid	X	
	Any grant	X	X
	Any loan	X	X
Federal grants	Pell grants Other federal grants	X	X
State/local grants	State/local grants	X	X
Institutional grants	Institutional grants	X	X
Loans	Federal loans Other loans	X	X

## (2) Eliminate first-professional degree category

(IPEDS components affected: Institutional Characteristics, Completions, 12-Month Enrollment, and Fall Enrollment)

NCES has received with increasing frequency questions from the higher education community about the first-professional degree classification. Specifically, concerns were raised that due to changes in graduate education, the category of a first-professional degree has become outmoded. In addition, it has become increasingly important to be able to distinguish research-focused doctoral degrees from professionally focused doctoral degrees, such as a Doctor of Physical Education or a Doctor of Fine Arts.

Based on the suggestions from the IPEDS Technical Review Panel and comments from additional members of the higher education community, the revised categories for degrees are outlined in the table below:

Current Award Categories (Baccalaureate and above)	New Award Categories (Baccalaureate and above)
Bachelor's degree	Bachelor's degree
Postbaccalaureate certificate	Postbaccalaureate certificate
Master's degree	Master's degree
Post-master's certificate First-professional certificate (Post-degree)	Post-master's certificate (Combines current post-master's and first-professional certificates into one category.)
Doctor's degree	Doctor's degree – research/scholarship Doctor's degree – professional practice Doctor's degree – other
First-professional degree	Eliminated

The new degree categories will be defined as follows:

**Doctor's degree - research/scholarship** - A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

**Doctor's degree - professional practice** - A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional" and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

**Doctor's degree - other** - A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.

**Master's degree** - An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more than two full-time equivalent academic years of work.

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Four components of the IPEDS collection will be affected by these changes: Institutional Characteristics, Completions, 12-Month Enrollment and the Fall Enrollment components. NCES will implement the new definitions and categories for reporting Institutional Characteristics and Fall Enrollment information with the 2008-09 data collection year. As with all changes to IPEDS, the first collection year would be optional, and the second year use of the new definition would be mandatory. For Completions and 12-Month Enrollment data, implementation of the new categories would begin in the 2009-10 data collection year (reporting on awards granted between July 1, 2008 and June 30, 2009) as optional, becoming mandatory the following year. For any data collections prior to the implementation date, institutions should continue to report data on first-professional degree programs under the existing definition.

## **(3) Revise IPEDS Finance**

(IPEDS components affected: Finance)

**Note: Changes to the IPEDS Finance forms will be optional for two data collection years (2008-09 and 2009-10 and mandatory in subsequent years. However, institutions are encouraged to make the change to the new forms as soon as possible.**

On January 17-18, 2007, RTI International, the contractor for the IPEDS web-based data collection system, convened a meeting of the IPEDS Technical Review Panel (TRP) in Washington, DC, to discuss future enhancements to IPEDS finance forms to increase commonality and comparability of the data collected. The panel members included 46 individuals representing institutions, national associations, state governments, the federal government, and others.

The TRP members reviewed the IPEDS Finance component forms and reviewed all of the data elements currently being collected. The participants agreed that in order to increase the comparability across the IPEDS finance forms, it would be necessary to modify the forms and redefine some of the data elements being collected. The resulting data would have greater usefulness and would improve financial transparency of the institutional finance data being reported.

Based on the panel members' suggestions, NCES proposes the following changes to IPEDS Finance forms:

### **IPEDS Finance form for institutions that use FASB:**

Add the following categories to Part A – Statement of Financial Position:

Assets:

Property, Plant, and Equipment

Accumulated Depreciation

Intangible assets, net of accumulated amortization

Debt related to Property, Plant, and Equipment

Change the categories of net assets on Part A to the following:

Unrestricted net assets

Temporarily restricted net assets

Permanently restricted net assets

Add the following categories to the Property, Plant and Equipment section (page 2) of Part A:

Construction in progress

Other

Accumulated depreciation

Delete "Property obtained under capital leases (if not included in equipment)" and clarify in the instructions to include property obtained under capital leases in the categories that best describe the property, such as equipment, buildings, etc.

Add a caveats box on Part B.

Pre-populate net assets at the beginning of the year (line 5 of Part B) with previous year's collection of net assets at end of year. However, the keyholder would have the ability to overwrite it.

Change the title of Part C from "Student Grants" to "Scholarships and Fellowships" in order to be consistent with the form for GASB institutions.

Change the format of Part D (Revenues) so that they are reported in 3 columns:

Unrestricted

Temporarily restricted

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Permanently restricted

However, sales and services of auxiliary enterprises and hospitals will be reported

only in unrestricted revenues.

Add a revenue line for "net assets released from restriction" that can allow both positive and negative amounts.

Separate "Private gifts, grants, and contracts" to allow gifts to be reported separately from private grants and contracts.

Add an instruction to the screen clarifying that the endowment assets of foundations and affiliated entities should be included in reporting of Part H – Details of Endowment Assets.

## **IPEDS Finance form for institutions that use GASB:**

Change line 2 of Part A – Statement of Net Assets to read "Capital Assets, net of depreciation" and delete the line for accumulated depreciation.

Change the second page of Part A as follows:

Change title to "Part A – Capital Assets"

Report only ending balance (discontinue beginning balance, additions, and retirements)

Combine "Equipment" and "art and library collections"

Delete "Property obtained under capital leases (if not included in equipment)" and clarify instructions to include property obtained under capital leases in the categories that best describe the property, such as equipment, buildings, etc.

Add a line for Other capital assets

Add a line for "intangible assets, net of accumulated amortization" after the line for accumulated depreciation

On Part B, report local operating grants and contracts separately from private operating grants and contracts

Add a line for sales and services of educational activities

Change Part C (Expenses and Other Deductions) to resemble the form for FASB institutions, adding columns for operation and maintenance of plant and interest, and removing the functional classification of depreciation. Operation and maintenance (O&M) of plant as a function will be used to allocate O&M to natural classes as it is in the form for FASB institutions. In addition, removing the functional classification of depreciation will require public institutions to allocate depreciation to appropriate functional categories – as independent institutions do.

Parts F and G, used for reporting component units using FASB and GASB standards, will be discontinued.

Add an instruction to the screen clarifying that the endowment assets of foundations and affiliated entities should be included in reporting of Part H – Details of Endowment Assets.

## **IPEDS Finance form for for-profit institutions:**

No changes at this time

### ***(4) Change race/ethnicity***

(IPEDS components affected: Completions, 12-Month Enrollment, Fall Enrollment, Human Resources, and Graduation Rates)

On October 19, 2007, the U.S. Department of Education posted to the Federal Register the "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education." (See the Federal Register, Volume 72, Number 202, pp. 59266-59279: <http://a257.g.akamaitech.net/7/257/2422/01jan20071800/edocket.access.gpo.gov/2007/pdf/E7-20613.pdf>).

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The proposed changes are necessary for the Department to implement the Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting and Presenting Federal Data on Race and Ethnicity. IPEDS will adopt new aggregate categories for reporting R/E data in accordance with the final guidance.

The guidance issued by the Department covers two separate issues: (1) the collection of R/E data by institutions and (2) the reporting of aggregate data to the Department. For collecting R/E data, institutions must use a two-question format, and the Department encourages institutions to re-survey students and staff (the two-question format is as follows: The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White). For further details on the guidance for collecting data, please see the full Federal Register notice.

For reporting aggregate data to the Department, the guidance identifies nine categories that will be used for IPEDS. ED's final guidance requires separating the category "Asian or Pacific Islander" into two separate categories, one for "Asian" and one for "Native Hawaiian or Other Pacific Islander." Additionally, a category will be provided for reporting two or more races. This results in seven categories for reporting aggregate racial/ethnic data: Hispanics of any race, American Indian or Alaska Native, Asian, Black not-Hispanic, Native Hawaiian or Other Pacific Islander, White not-Hispanic, and two or more races. ED's final guidance also allows IPEDS to continue to use the two categories for reporting non-resident aliens and for reporting counts when race/ethnicity is unknown, for the reasons given below.

Non-resident aliens – IPEDS has traditionally collected data on non-resident aliens separately from U.S. citizens and resident aliens (no race data will be available for non-resident aliens); and Race/ethnicity unknown – this category has been used in IPEDS since 1990 to provide a mechanism for reporting U.S. citizens and resident aliens who do not designate a racial/ethnic category.

The current and new race/ethnicity categories for reporting data to IPEDS are outlined on the following page:

Current IPEDS Reporting Categories	New IPEDS Reporting Categories
Non-resident alien	Nonresident aliens
Race and ethnicity unknown	Race and ethnicity unknown
Black, non-Hispanic	Hispanics of any race
American Indian/Alaska Native	<b>For non-Hispanics only:</b>
Asian/Pacific Islander	American Indian or Alaska Native
Hispanic,	Asian
White, non-Hispanic	Black or African American
	Native Hawaiian or Other Pacific Islander
	White
	Two or more races

Educational institutions will be required to implement this guidance in order to report data for the 2010–2011 school year. Under the guidance, although not required to do so, educational institutions already collecting individual-level data in the manner specified by the notice are encouraged to immediately begin reporting aggregate data to the Department. However, because the 2007-08 IPEDS data collection year is already underway, the new R/E reporting categories will not be available for reporting in IPEDS until the 2008-09 collection year, which begins in Fall 2008.

The IPEDS Technical Review Panel (TRP) discussed the implementation of changes to race/ethnicity reporting in IPEDS in November 2006 after the Department issued preliminary guidance on August 6, 2006. Based on suggestions from that meeting of the TRP, changes to reporting race/ethnicity in IPEDS will be fully implemented as outlined below.

## 2008-09 and 2009-10 Collection Years

Optional years for all components: Reporting using new race/ethnic categories will be voluntary: All five relevant IPEDS components (Fall Enrollment, Human Resources, Completions, 12-Month Enrollment, and Graduation Rates) will allow a combination of current and new race/ethnic submissions, and therefore IPEDS components would have five current race/ethnic categories plus seven new race/ethnic categories plus two remaining categories ("Race and

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Ethnicity Unknown” and “Non-resident alien”) — a combined “5+7+2 format”. Although the desire is that institutions will be able to collect and report the new race/ethnic data at this time, institutions would have the option to submit data using any of the following approaches:

Exclusively use seven new race/ethnic categories for everyone at the institution

Exclusively current five race/ethnic categories for everyone at the institution

Use “mixed reporting” - current categories for some individuals and new categories for others. The anticipation is that few institutions would select this option since it will be the most complex.

## 2010-11 Collection Year

Mandatory year for Fall Enrollment and Human Resources: Reporting using new race/ethnicity categories will be required.

Optional year for Completions, 12-Month Enrollment, and Graduation Rates: Reporting using the new categories will remain optional; data in these components will be collected using the 5+7+2 format.

## 2011-12 and Beyond Collection Years

Mandatory years for all IPEDS components: Institutions will be required to report using only the new race/ethnicity categories.

In the years with components that have optional reporting, institutions can report one way for one IPEDS component and another for other IPEDS components. The expectation is that most will report using new race/ethnic categories for Completions, 12-Month Enrollment, and Graduation Rates the year after they report using new race/ethnic categories for Fall Enrollment and Human Resources. The following table summarizes the proposed reporting timeline.

**Proposed Timeline for Reporting Race/Ethnicity Data to IPEDS**

IPEDS Collection Year	Fall Enrollment and Human Resources	Completions, 12-Month Enrollment, and Graduation Rates
2008-09 and 2009-10	mixed format (5+7+2)	mixed format (5+7+2)
2010-11	new format (7+2) only	mixed format (5+7+2)
2011-12 and beyond	new format (7+2) only	new format (7+2) only
“5” includes: Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; White, non-Hispanic		
“7” includes: Hispanics of any race; For non-Hispanics only: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races		
“2” includes: Race and Ethnicity Unknown and Nonresident Alien		

## Proposed Changes to IPEDS 2009-10 and beyond

The following changes are being requested from the Office of Management and Budget (OMB), to be effective beginning with the 2009-10 IPEDS data collection. There are two types of changes:

### Changes to comply with requirements in the Higher Education Opportunity Act (HEOA) of 2008 (PL 110-315), and

### Changes to simplify IPEDS reporting and reduce reporting burden for nondegree-granting institutions

Please see the February 24 Federal Register posting (Volume 74, Number 35, Page 8239) regarding a 60-day comment period on these changes at: <http://edocket.access.gpo.gov/2009/pdf/E9-3924.pdf> (42 KB).

#### (1) Changes to comply with requirements in HEOA

##### a) Collect data to calculate various net prices of attendance and multi-year tuition rates

HEOA requires the U.S. Department of Education to add to the College Navigator website:

three years of average institutional net price of attendance for first-time, full-time aided students;

the institutional net price of attendance for Title IV aid recipients by income category; and,

a multi-year tuition calculator.

Not all of the data needed to meet these requirements are currently collected in IPEDS. If approved, the following data items will be collected beginning in the 2009-10 data collection. These changes were developed based on input



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from the IPEDS Technical Review Panel and comments received from the community over a 30-day comment period:

## Changes to Institutional Characteristics Survey

Institutions will continue to report price of attendance for full-time, first-time undergraduate students as currently reported to IPEDS **except**:

Tuition and required fees will be reported separately. This will be used in the multi-year tuition calculator.

**Four** years of data rather than three will be reported, to align the price of attendance data with the SFA data, which lags one year. This will be used to calculate net price of attendance. For example, in Fall 2009, IC will collect price of attendance data for the following academic years:

2009-10

2008-09 (preloaded from prior year)

2007-08 (preloaded from prior year)

2006-07 (**new** – preloaded from prior year)

For the most recent year of tuition data and required fees data, institutions will report if the amounts reported are guaranteed under a tuition guarantee plan. This will be used in the multi-year tuition calculator.

## Changes to the Student Financial Aid (SFA) Survey

A number of additions will need to be made to the IPEDS SFA forms in order to collect the data necessary to calculate net prices of attendance required by HEOA. The changes are based on suggestions from an IPEDS Technical Review Panel that met to discuss how best to meet the HEOA requirements. These changes are summarized below.

Additions to 2009-10 SFA Forms to Calculate and Report Three Years of Average Institutional Net Price of Attendance			
	2008-09	2007-08	2006-07
Number of full-time, first-time degree/certificate-seeking undergraduates receiving grant aid from federal, state, and institutional sources.  (Carried forward from screen #3 – number of students receiving any grant aid)	Carried forward	Preloaded from prior year, updatable	Report this value
Of these, what are their living arrangements?			
On-campus	Report this value	Report this value	Report this value
Off-campus with family	Report this value	Report this value	Report this value
Off-campus not with family	Report this value	Report this value	Report this value
Unknown	Calculated value	Calculated value	Calculated value
Total grant aid received by all full-time, first-time degree/certificate-seeking undergraduates from federal, state, and institutional sources.  (Calculated and carried forward from screen #3 – number of students receiving any grant aid multiplied by average amount of grant aid received)	Calculated value, carried forward	Preloaded from prior year, updatable	Report this value
Additions to 2009-10 SFA Forms to Calculate and Report Average Institutional Net Price of Attendance by Income Categories			
	This column available in	This column available	This column available

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	Spring 2010		beginning in Spring 2011		beginning in Spring 2012	
	2008-09		Prior year data, collected in future years, preloaded		Prior year data, collected in future years, preloaded	
Income Level	Number of students receiving aid	Total grant aid received by these students	Number of students receiving aid	Total grant aid received by these students	Number of students receiving aid	Total grant aid received by these students
\$0-30,000	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
\$30,001-48,000	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
\$48,001-75,000	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
\$75,001-110,000	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
\$110,001 and more	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
NOTE: In Spring 2010, data for 2008-09 will be reported. In Spring 2011, data for 2009-10 will be reported, and data for 2008-09 will be preloaded. In Spring 2012, data for 2010-11 will be reported, and data for 2008-09 and 2009-10 will be preloaded. Institutions will be able to revise the preloaded data.						

## b) Revise collection of data for calculating student-to-faculty ratios

Changes were made to the Fall Enrollment survey in 2008-09 to meet the HEOA requirement to display institutions' student-to-faculty ratios on the College Navigator website by August 2009. During the collection of these data in 2008-09, the IPEDS Help Desk received comments from many institutional representatives suggesting ways to improve the methodology for calculating this measure. In addition, due to the timing of the two surveys that collect data needed to calculate the ratio, Human Resources and Fall Enrollment, some institutions were forced to revise, re-edit, and relock their Fall Enrollment survey after they had already completed and "locked" their data.

In response to this feedback, the following changes will be made to the methodology used in 2009-10:

A single line item asking for the institution's student-to-faculty ratio will comprise Part F, with an accompanying worksheet to assist in calculating the ratio.

Instead of reporting each of the components necessary to calculate the ratio, or having those components pre-populated from the Human Resources survey and prior sections of the Fall Enrollment survey as was done in the 2008-09 collection, institutions will now be asked to provide only their student-to-faculty ratio. A worksheet will be available to provide guidance on how to calculate the ratio. This will resolve issues involved with the "locking order" of the Human Resources and Enrollment components.

The worksheet provided will allow institutions to subtract instructional staff teaching exclusively non-credit courses from their full- and part-time numbers of instructional staff. For institutions that have a large amount of non-credit activity (most often public two-year institutions), this will better align the student data with the instructional staff data being used in the ratio, thus improving data quality.

The worksheet provided will allow institutions to add administrators and other professionals on campus who teach courses but who are not reported to IPEDS as instructors (since it is not their "primary function") to the instructional staff number used in their ratio. For many institutions, administrators and other professionals on staff teach courses throughout the year, and allowing those instructors to be included in the instructional staff number would improve data quality.

## c) Incorporate Spring Supplement 2009 items into IPEDS beginning in 2009-10

Beginning in 2009-10, the items that were included in the one-time Spring Supplement 2009 (SS09) survey will be collected in IPEDS as indicated below:

New Location of SS09 Items Starting 2009-10	
Spring Supplement 2009 Item	New location in IPEDS components
A) Please indicate the percent of all undergraduates enrolled in Fall 20XX who are formally registered with the	<b>Institutional Characteristics</b> form beginning in 2009-10

# Appendix I. IPEDS

office of disability services (or the equivalent office) at your institution as students with disabilities: 3 percent or less If more than 3 percent: _____%	
B)(i) <b>For 4-year institutions</b> , for the 20XX cohort of bachelor's degree-seeking, full-time, first-time undergraduate students:  Number of students in the cohort who completed their program within 200% of normal time (8 yrs)	A new survey component will be permanently added to the spring collection called <b>Graduation Rates 200 (GR200)</b> ; it will be separate from the regular GRS component so not to confuse the two different cohorts that are being reported on.
B)(ii) <b>For less than 4-year institutions</b> , for the 20XX cohort of full-time, first-time undergraduate students:  a. Number of students in the cohort who completed their program within 100% of normal time	Beginning in 2009-10, <b>GRS</b> forms for less than 4-year institutions will be aligned with the 4-year GRS forms to include reporting on the GRS for 100 percent of normal time in addition to 150 of normal time.
b. Number of students in the cohort who completed their program within 200% of normal time	A new survey component will be permanently added to the spring collection called <b>Graduation Rates 200 (GR200)</b> ; it will be separate from the regular GRS component so not to confuse the two different cohorts that are being reported on. For 2009-10, this form will also collect the number of students who completed within 100% of normal time to make up for the one-year gap of adding the 100% data to the regular GRS form for <4-year institutions.

## (2) Changes to Reduce Reporting Burden for Nondegree-granting Institutions

The following changes will be effective with the 2009-10 IPEDS data collection, if approved. This list is based on suggestions from the IPEDS Technical Review Panel and comments from members of the higher education community, and will improve data quality and comparability, and decrease institutional reporting burden.

Changes to IPEDS Forms for Nondegree-Granting Institutions		
Survey Form		Changes
<b>Institutional Characteristics</b>	Part D – Student Charges	For Academic reporters, eliminate Student Charges and Room and Board, leaving only Student Charges Questions and Price of Attendance
	Part E – Additional Information	Eliminate Athletic Association
<b>Human Resources</b>	Parts A,B,C – Employees by Assigned Position	Consolidate the following categories—primarily instruction, instruction/research/public service, primarily research, and primarily public service—into one category: "Staff whose primary responsibility is instruction, research, and/or public service."
	All Parts	Combine the EAP and Fall Staff sections into one section: for odd-numbered years, require the reporting of data by race/ethnicity and gender, and for even-numbered years, make the reporting of race/ethnicity and gender optional.
<b>Fall Enrollment</b>	Part A – Enrollment by Race/Ethnicity and Gender	Eliminate column 2 (transfers-in) and column 5 (non-degree/certificate seeking)
<b>Finance (FASB, for-profit)</b>	Part A – Balance Sheet Information	Eliminate
	Part B – Summary of Changes in Equity	Eliminate Note that Total revenues (Line 01) will be collected in Part D, Line 09; and Total expenses (Line 02) will be collected in Part E, Line 07.
	Part D – Revenues	Eliminate Line 07 – Sales and services of auxiliary activities

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Changes to IPEDS Forms for Nondegree-Granting Institutions		
Survey Form		Changes
	and Investment Return	
	Part E – Expenses by Function	Eliminate Line 04 – Auxiliary enterprises
<b>Finance (FASB, Not-for-Profit)</b>	Screening questions	Eliminate the endowment assets screening question (SQ3) Eliminate the intercollegiate athletic expenses screening question (SQ4)
	Part A – Statement of Financial Position, Pages 1 and 2	Eliminate
	Part B – Summary of Changes in Net Assets	Eliminate Note that Total revenues and investment return (Line 01) will be collected in Part D (Line 16), and Total expenses (Line 02) will be collected in Part E, Line 13.
	Part D – Revenues and Investment Return	Eliminate Line 12, Sales and services of auxiliary activities Eliminate Line 13, Hospital revenue Eliminate Line 14, Independent operations
	Part E – Expenses by Functional and Natural Classification	Eliminate Line 07, Auxiliary enterprises Eliminate Line 09, Hospital services Eliminate Line 10, Independent operations
	Part H – Value of Endowment Asset	Eliminate
<b>Finance (GASB, Public)</b>	Screening questions	Eliminate the reporting models for special-purpose governments screening question (SQ3) Eliminate the intercollegiate athletic expenses screening question (SQ4) Eliminate the endowment assets screening question (SQ5) Eliminate the screening question on the number of component units using GASB and FASB standards (SQ6)
	Part A – Statement of Net Assets	Eliminate
	Part B – Revenues and Other Additions	Eliminate Line 05, Sales and services of educational activities Eliminate Line 06, Sales and services of hospitals Eliminate Line 07, Independent operations Eliminate Line 20, Capital appropriations Eliminate Line 21, Capital grants & gifts Eliminate Line 22, Additions to permanent endowments
	Part C – Expenses and Other Deductions	Continue to collect operating and nonoperating expenses by function, but eliminate the following: Line 11, Auxiliary enterprises Line 12, Hospital services Line 13, Independent operations Line 16, Interest
	Part D – Summary of Changes in Net Assets	Eliminate Note: Line 01 (Total revenues and other additions) is already collected in Part B (Line 25), and Line 02 (Total expenses and deductions) is already

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Changes to IPEDS Forms for Nondegree-Granting Institutions		
Survey Form		Changes
		collected in Part C (Line 19).
	Part F – Component Unit That Uses FASB Standards	Eliminate
	Part G – Component Unit That Uses GASB Standards	Eliminate
	Part H – Details of Endowment Assets	Eliminate

Note: The average institutional net price of attendance also forms the basis for three of six "College Affordability and Transparency Lists" related to institutional prices in HEOA. Under HEOA there are several proposed transparency lists that will compare net price in nine institutional categories. For example, the 5 percent of institutions with the highest net price in the most recent academic year and the highest percentage increase over a three-year period, and the 10 percent of institutions with the lowest net price in each institutional category will be listed on College Navigator. (Sec. 132(c)(1))

IPEDS Collection Schedule 2009-10			
Collection:	Fall 2009	Winter 09-10	Spring 2010
Opens:	September 2	December 2	March 3
KH Closing Date:	October 14	January 20	April 14
Surveys:	IC Completions E12	HR EF* Finance* SFA* GRS* GR200*	EF Finance SFA GRS GR200

## Notes:

\* denotes that the survey is optional during the Winter Collection, but required during the Spring.  
 Winter surveys (except for HR) will remain open during the period between the Winter and Spring collections.  
 Note that SFA, GRS, and GR200 will be offered during Winter, which has not historically been the case  
 GR200 is the second question from the current SS09 survey.  
 Registration will open August 5, 2009.

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## Changes to IPEDS Data Collection, 2010-11

### Institutional Characteristics

#### IC Header

Several items will be moved from the Institutional Characteristics component to a separate component called IC Header. IC Header will be available for institutions to complete starting with the opening of the Registration period, 8/4/10, through the end of the Fall collection. The IC Header must be completed and locked before the Fall surveys can be started.

**The following items comprise IC Header:**

- A1 - Educational Offerings
- B1 - Institutional Control
- B2 - Award Levels Offered
- B3 - Calendar System
- B4 - Enrollment Levels Offered (excluding Estimated Fall Enrollment)
- B5 - Graduation Rate Cohort

These items determine applicability and version for the remaining IPEDS survey components, and it is helpful to have that information in the data collection system as early as possible.

#### Selected Professional Tuitions

The screen that collected selected professional tuitions was inadvertently omitted from the IC component for 2009-10, but will be reinstated for 2010-11. In-state and out-of-state tuition and fees will be collected for the following professional programs:

- Chiropractic (D.C. or D.C.M.)
- Dentistry (D.D.S. or D.M.D.)
- Medicine (M.D.)
- Optometry (O.D.)
- Osteopathic Medicine (D.O.)
- Pharmacy (Pharm.D.)
- Podiatry (Pod.D., D.P., or D.P.M.)
- Veterinary Medicine (D.V.M.)
- Law (L.L.B. or J.D.)

#### Fall Enrollment

In Part A, Fall Enrollment by Race/Ethnicity and Gender, for public 2-year and less than 2-year nondegree-granting institutions only, the column for non-certificate-seeking students will be reinstated. This is necessary in order to distinguish between certificate-seeking students and the large numbers of dual enrolled students (non-certificate-seeking students) reported by these sectors.

#### Reminders:

- Use of the new CIP 2010 will be mandatory for all IPEDS reporting in 2010-11 as follows:
- Completions, awarded between July 1, 2009 and June 30, 2010
- 2010 Fall Enrollment for Selected Fields of Study (4-yr institutions only)
- 2010 Price of Attendance by Program (for program reporters only)

Additional information can be found at the CIP user site.

Reporting using the new race and ethnicity categories will be mandatory in 2010-11 for the following components:

- Fall Enrollment
- Human Resources (the Fall Staff section collecting race and ethnicity is optional in 2010-11)

# Appendix I. IPEDS

Old and mixed categories may be used for one additional year of reporting for Completions, 12-month Enrollment, and Graduation Rates.

Additional information can be found at the race/ethnicity information center and here, see (4) Change race/ethnicity

## **Use of the new post baccalaureate degree categories will be mandatory in 2010-11.**

This means that the First-professional Degree and Certificate categories will disappear completely from IPEDS reporting. This affects the following components, for 4-year institutions only:

- Institutional Characteristics
- Completions
- 12-month Enrollment
- Fall Enrollment

Additional information can be found here, see (2) Eliminate first-professional degree category.

Use of the aligned Finance forms for GASB and FASB reporters will be mandatory in 2010-11 for reporting on the 2010 fiscal year. Additional information can be found here, see (3) Revise IPEDS Finance.

## **Schedule of IPEDS Data Collection, 2010-11**

**REGISTRATION: All institutions will be required to register for the 2010-11 data collection cycle.**

### **August 4, 2010**

IDs and passwords for the upcoming collection cycle will be distributed to all institutions. Those with designated keyholders will receive information via email. All institutions for which there is no designated keyholder will receive a letter directed to the CEO containing registration information.

### **August 4, 2010**

Registration opens. Includes:

Registration  
Institution Identification  
IC Header

IC Header questions are the following questions from the Institutional Characteristics (IC) component:

A1 Educational Offerings;  
B1 Institutional Control;  
B2 Award Levels Offered;  
B3 Calendar System;  
B4 Enrollment Levels Offered (excluding Estimated Fall Enrollment); and  
B5 Graduation Rate Cohort question.

These items determine applicability and version for the remaining IPEDS survey components, and it is helpful to have that information in the data collection system as early as possible.

Institutions will have the opportunity to complete the Institution Identification page and the IC Header questions before the Fall data collection starts. Institutions are encouraged BUT NOT REQUIRED to complete these during the Registration period.

Institution Identification must be completed and IC Header must be locked before the Fall surveys can be started. The IC Header is available until the end of the Fall collection. Institution Identification is available through Spring.

### **August 25, 2010**

NCES will review the registration status of each institution. If an institution has not registered as of this date, a letter will be sent to the CEO requesting appointment of a new keyholder.

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## 2010-11 IPEDS Collection Schedule

	Fall	Winter	Spring
Collection Opens	September 8	December 8	December 8
Collection Closes for Keyholders	October 20	January 26	April 13
Collection Closes for Coordinators	November 3	February 9	April 27
Components included	Institutional Characteristics, Completions, and 12-month Enrollment	Human Resources	Fall Enrollment, Finance, Student Financial Aid, Graduation Rates, and 200% Graduation Rates

**Deadline Extensions:** There are no deadline extensions available for the IPEDS surveys.

**Compliance Notice:** Mandatory Reporting Requirements for Institutions with Program Participation Agreements.

Section 490 of the Higher Education Amendments of 1992 (P.L. 102-325) requires that "institutions will complete surveys conducted as part of the Integrated Postsecondary Education Data System (IPEDS)...in a timely manner and to the satisfaction of the Secretary". Thus, reporting to IPEDS is mandatory for institutions that participate in or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094, Section 487(a)(17)).

### IPEDS Prior Year (2009-10) Revision System

Keyholders and coordinators can revise data submitted the previous year to IPEDS using the Prior Year Revision System.

**Please note:** The availability of the Prior Year Revision System **does not** imply that institutions are no longer required to report data according to the current data collection schedule. It is **NOT** an extension of the due date and the Office of Federal Student Aid will continue to take appropriate action against schools that do not meet their IPEDS reporting requirements.

Opens: September 8, 2010  
 Closes for keyholders: April 13, 2011  
 Closes for coordinators: April 27, 2011  
 Components Included: All IPEDS Components

### IPEDS Custom Comparison Group Upload

Keyholders may upload custom comparison groups for use in the **2011** IPEDS Data Feedback Report between September 8, 2010 and July 15, 2011.

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### Proposed 2011-12 IPEDS Data Collection Calendar

NCES has submitted a request for clearance to the Office for Management and Budget for the 2011-12 IPEDS Data Collection that includes moving the Student Financial Aid survey component to the Winter collection, and extending that collection by 2 weeks. If approved, this will be the 2011-12 IPEDS Data Collection Calendar:



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2011-12	Registration	Fall 6 weeks	Winter 9 weeks	Spring 18 weeks
Collection Opens	August 3	September 7	December 7	December 7
Collection Closes for Keyholders		October 19	February 8	April 11
Collection Closes for Coordinators		November 2	February 22	April 25
Components included	Registration; Institution ID; IC- Header	Institutional Characteristics; Completions; 12-month Enrollment	Human Resources; Student Financial Aid	Fall Enrollment; Graduation Rates; 200% Graduation Rates; Finance

All institutions will be required to register for the 2011-12 data collection cycle.

UserIDs and passwords for 2011-12 will be distributed to all institutions on August 4. Those with designated keyholders will receive information via email. All institutions for which there is no designated keyholder will receive a letter directed to the CEO containing registration information.

Institutions are encouraged but not required to complete Institution Identification and IC Header during the Registration period.

Institution Identification must be completed and IC Header must be locked before the Fall surveys can be started. IC Header is available until the end of the Fall collection. Institution Identification is available through Spring.

On August 24, NCES will review the registration status of each institution. If an institution has not registered as of this date, a letter will be sent to the CEO requesting appointment of a new keyholder.

**Deadline Extensions:** There are no deadline extensions available for the IPEDS survey components.

**Compliance Notice:** Mandatory Reporting Requirements for Institutions with Program Participation Agreements.

Section 490 of the Higher Education Amendments of 1992 (P.L. 102-325) requires that "institutions will complete surveys conducted as part of the Integrated Postsecondary Education Data System (IPEDS)...in a timely manner and to the satisfaction of the Secretary". Thus, reporting to IPEDS is mandatory for institutions that participate in or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094, Section 487(a)(17)).

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## Proposed Changes to 2011-12 IPEDS Data Collection

### Pending approval from the Office of Management and Budget

This document outlines the proposed changes to the IPEDS data collection for 2011-12. These changes are pending approval from the Office of Management and Budget. However, institutions should begin to prepare to report them so to be ready if they are approved. Most of the proposed changes are suggestions from the IPEDS Technical Review Panel (TRP). Meetings of the IPEDS TRP are convened by RTI International, the contractor for the IPEDS web-based data collection system; subject areas for the meetings are determined by legislation, emerging areas of concern in postsecondary education, and an ongoing goal of decreasing reporting burden while retaining the federal data necessary for use by policy makers and education analysts. Detailed summaries of each meeting are posted ([https://edsurveys.rti.org/IPEDS\\_TRP/TRP.aspx](https://edsurveys.rti.org/IPEDS_TRP/TRP.aspx)) and comments on panel suggestions are solicited. Four meetings of the TRP resulted in changes included in this clearance package, as summarized in the table below.

IPEDS TRP Meetings Relevant to Proposed Changes		
Topic (Date)	Summary	Survey Components Affected
<b>Distance Education (April 2008)</b>	The IPEDS TRP met to discuss evolving delivery modes for postsecondary education and increased availability of "distance education" course and programs. Topics ranged from the definition of distance education to the challenges that institutions would face in providing distance education data. The panel discussed how the reporting of distance education data might be incorporated into the existing IPEDS reporting structure in order to collect data that would help NCES better describe postsecondary education in the nation, part of NCES' mission; allow institutions to compare their distance education activities to those of their peers; and provide valuable consumer information on College Navigator to students and parents.	Institutional Characteristics; Completions; Fall Enrollment
<b>Completions (December 2009)</b>	A common question NCES receives from policymakers asks for the number of postsecondary graduates in a given year who would likely be entering the workforce. Because IPEDS currently collects data on the number of completions (certificates and degrees awarded) rather than completers (graduates), it cannot accurately answer this question. Graduates may receive, for example, two degrees in a given year or a degree and certificate, and then they would be reported twice, over counting the number of persons completing programs and feasibly entering the workforce. The TRP met to discuss whether and how data on completers could be collected through the IPEDS Completions survey.	Completions
<b>Human Resources (June 2010)</b>	The TRP examined the reporting burden for degree-granting institutions completing the Human Resources component and discussed strategies for simplifying the collection forms and eliminating potentially duplicative or unnecessary data in order to reduce institutional burden and improve the usefulness and quality of the data being reported.	Human Resources
<b>Net Price, Student Financial Aid, and Program Reporting Issues (September 2010)</b>	The IPEDS TRP met to discuss improving the IPEDS data items that were added to meet Higher Education Opportunity Act (HEOA) requirement for reporting net price, particularly for those institutions that currently report pricing data to IPEDS by program, rather than by academic year. The TRP discussed ways of improving the SFA component, through which most of the net price data are collected, by further clarifying definitions and reporting elements and better aligning the SFA component for program reporters with the data reported by these institutions in other IPEDS components.	Institutional Characteristics (and Pricing); Student Financial Aid; 12-month Enrollment

Below are the proposed changes organized by survey component. Please note that these changes, if approved by OMB, will be implemented for 2011-12, with no optional reporting.

NCES has also proposed changes to IPEDS that would not take effect until the 2012-13 data collection. These changes are under review and will be posted when the 2011-12 data collection opens. 2011-12 will serve as a "preview year" for those changes, and details about how they will appear on survey screens in 2012-13 will also be made available.

# Appendix I. IPEDS

2011-12 Proposed Changes to IPEDS Data Collection	
Change	Source
<b>Institutional Characteristics (all institutions)</b>	
Add an item to collect information on whether institutions are completely online.	Distance Education TRP
Add an item to collect the institution's URL for the Net Price Calculator, to be posted to College Navigator.  Note: Institutions must post a Net Price Calculator on their website by 10/29/2011, as required by the HEOA.	Legislation (HEOA)
Revise IPEDS definition of distance education, to align with that specified in HEOA, which specifically distinguishes distance education from correspondence education.  Current IPEDS definition: An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.  Proposed IPEDS definition: Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.  Note: This definition will apply across IPEDS components wherever distance education is referenced.	Distance Education TRP
Clarify IPEDS instructions to specify that requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.  Note: These clarifications will apply across IPEDS components wherever data on distance education are collected.	Distance Education TRP
<b>Institutional Characteristics (program reporters)</b>	
Add items to collect prorated academic year price for largest program (in addition to the currently collected program price).  Note: Institutions already must calculate this number for purposes of awarding Pell grants.	Net Price/SFA TRP and Legislation (HEOA)
<b>Completions (all institutions)</b>	
Clarify instructions to specify that only credit awards are to be reported.	Completions TRP
<b>12-month Enrollment (all institutions)</b>	
Eliminate the choice of reporting periods, so that all institutions report for the July 1–June 30 period.	Net Price/SFA TRP

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Human Resources (degree-granting institutions with 15+ FT staff)	
Eliminate the nine salary class interval screens from the Fall Staff section of the component. This includes all of Part H and all but the last screen in Part I (the headcount of full-time non-IRPS staff by primary function, race/ethnicity and gender, which is not captured anywhere else in the component).	Human Resources TRP
Eliminate the two fringe benefits screens (Part F) from the Salaries section.	Human Resources TRP
Human Resources (degree-granting institutions with <15 FT staff)	
Eliminate the two fringe benefits screens (Part F) from the Salaries section of the component.	Human Resources TRP
Eliminate the collection of data by faculty status from the EAP and Salaries sections (Parts A, B, and D), since degree-granting institutions with <15 full-time staff report most of their staff in the "Not on tenure track/no tenure system" category or in the "Without faculty status" category.	Human Resources TRP
Combine the EAP and Fall Staff sections into a single section since both sections collect data on the number of full-time and part-time staff. In odd-numbered years, the reporting of data by race/ethnicity and gender will be required, and in even-numbered years, the reporting of race/ethnicity and gender will be optional.	Human Resources TRP
Graduation Rates and 200% Graduation Rates (all institutions)	
Return a past IPEDS data collection item to capture the number of students who are still enrolled at the time of the graduate rate calculations, to get a better idea of how many students are still on a path toward a degree or certificate program (rather than have dropped out).	NPEC Graduation Rates Working Group
Student Financial Aid (all institutions)	
<p>Move SFA from the Spring collection to the Winter collection to improve calculation of the Net Price data displayed on College Navigator, per HEOA. Average institutional net prices are calculated on SFA, using data submitted on SFA and IC. Currently, no revisions to IC pricing data can be accepted during most of the time when SFA is open. NCES would like to be able to accept IC pricing data revisions once institutions see the net price calculations on the SFA worksheets; this will be possible if SFA is a Winter survey.</p> <p>Extend Winter collection by two weeks. In November 2007, the IPEDS TRP suggested that SFA be collected in a "late winter" collection that would run from approximately 11/15 through 2/1 for keyholders. Extending the Winter collection by two weeks would come close to the end date suggested by the TRP.</p>	NCES initiated and Collection Calendar TRP (Nov 2007)
Add an additional column to Part E to collect the number of students in Group 4 (see Figure 1 for a description of the SFA groups) receiving any Title IV grant aid, by income categories.	Net Price/SFA TRP
Clarify SFA instructions so that institutions are directed to report "aid awarded," rather than "aid received" or "aid awarded and accepted," as the instructions currently read.	Net Price/SFA TRP

# Appendix I. IPEDS

Student Financial Aid (program reporters)	
Change the 12-month full aid year reporting period and cohort definition period to July 1–June 30. This is the 12-month period that the institutionally-defined academic year must fall within.	Net Price/SFA TRP and Legislation (HEOA)
Collect data for Groups 1 and 2 (see Figure 1 below) for an academic year, as defined by the institution, rather than a 12-month period.	Net Price/SFA TRP and Legislation (HEOA)
Modify Group 3 and 4 sections to collect data for an academic year, for ONLY students in the institution's largest program. The institution will determine its own definition of academic year, so long as it falls within the 12-month reporting period. Please note that since HEOA requires three years' worth of data on net price, if an institution's largest program changes, the institution will need to report three years' worth of data for the new largest program.	Net Price/SFA TRP and Legislation (HEOA)
Figure 1. SFA Student Reporting Groups	
<p><b>Group 1.</b> All undergraduate students</p> <p><b>Group 2.</b> Of the students in Group 1, those who are full-time, first-time degree/certificate-seeking students</p> <p><b>Group 3.</b> Of the students in Group 2, those who received grant or scholarship aid from the federal government, state/local government, or the institution</p> <p><b>Group 4.</b> Of the students in Group 2, those who received Title IV federal student aid</p>	

# Appendix J. TRANSFER REPORT INSTRUCTIONS

## Roger Phillips Transfer Act Report

A new report, called the Transfer Act Report, will be required as a result of Act 182 of 2009 (The Roger Phillips Transfer Policy Act). This report should be completed for all transfer-in students that received the designated AA, AS, or AAT degree in January 2010 or later. Report each such transfer student on one row of the report.

NOTE: ACT 182 compliance is only required for 4-year public institutions.

No.	Field/Column	Description
1	Receiving Institution's FICE Code	Same FICE Code as used in AHEIS/SISDB. This is the institution completing the report in which the student has transferred to.
2	Sending Institution's FICE Code	Same FICE Code as used in AHEIS/SISDB. This is the institution the student is transferring from. This FICE code should match the TRANSFER_FICE code used in the student table.
3	Academic Year	Same as used in AHEIS/SISDB.
4	Term	Same as used in AHEIS/SISDB.
5	Student SSN	Same as used in AHEIS/SISDB.
6	Transfer Degree	List the type of associate degree that transferred (AA, AS, or AAT) using the codes below. AA = Associate of Arts <sup>1</sup> AS = Associate of Science <sup>1</sup> AAT = Associate of Arts in Teaching No other degrees should be listed.
7	Total Transfer Hours Accepted	How many total credit hours were accepted as part of the transfer from the college referenced in the TRANSFER_FICE field? This is the total number of credit hours that the receiving institution would report on the student's transcript. (This number should not be less than 60.)
8	Degree Code of Major at Receiving Institution	Enter the degree code of the student's new major at the receiving institution. The degree code is a 4-digit number assigned by ADHE.
9	Total General Education Lower Division Credit Hours Added and <u>Required</u> by the Receiving Institution	How many <u>general education lower division credit hours</u> are required to be taken by the student in addition to those transferred with the AA, AS, or AAT degree for the student's proposed major?
10	Total General Education Lower Division Credit Hours Added Reason	State the reason additional credit hours were added. (According to the Act, these are the only acceptable reasons for requiring a student to take additional general education lower division courses.) 1. A prerequisite for courses in the transfer student's baccalaureate degree program; 2. A discipline-specific course that is required by the transfer student's baccalaureate degree program and the student has not completed a course at the two-year public institution of higher education that is comparable to the discipline-specific course at the four-year public institution of higher education in the Arkansas Course Transfer System; 3. A requirement of an independent licensing or accrediting body; 4. A grade of "D" was recorded and is not accepted by the receiving institution; or 5. A combination of 2 or more of the above reasons

NOTE: This report will be cross-referenced to the CRHRS\_COMPLETED field (a new field in the graduate report) and the MIN\_CR\_HRS and MAX\_CR\_HRS fields (both new fields in the Degree FICE Year Table) in order to compare the total hours completed against the hours required for each credential.

<sup>1</sup> Please see the Approved Transfer Program List for AA and AS degrees at [www.adhe.edu](http://www.adhe.edu).

# Appendix J. TRANSFER REPORT INSTRUCTIONS

- As part of this effort, the Academic Affairs Division of ADHE will be working with all colleges to update the Degree Inventory to update the Degree Fice Year Table with the MIN\_CR\_HRS (minimum credit hours) and MAX\_CR\_HRS (maximum credit hours) data for degree and certificate programs.
- In addition, CRHRS\_COMPLETED (credit hours completed) will be a new field required as part of the graduate file.

File Name – The report should be named "RPTA\_CollegeAbbr\_AYXXXX.xls" where CollegeAbbr is the 3-5 letter institution abbreviation used in Appendix A and the AY is the Academic Year – all as used in the AHEIS/SISDB manual.

For example: RPTA\_UALR\_AY2010.xls.

Blank Files – All 4-year public institutions should usually have students to report, therefore, there should be no blank files submitted. However, in case this does happen, simply include a statement such as "NO STUDENTS TO REPORT" in the Receiving Institution's FICE Code column. This will indicate that you reviewed the situation and have no data to report as opposed to "we forgot to complete this report."

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**All reporting institutions are to use the report template as prescribed by ADHE.**

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# Appendix J. TRANSFER REPORT INSTRUCTIONS

## ACTS Transfer Report

According to Act 672 of 2005, all public institutions of higher education and any participating private institutions of higher education shall file a report annually within the Department of Higher Education identifying the number of students who requested transfer credit for a completed course in the State Minimum Core Curriculum (Arkansas Course Transfer System) but were not given credit. Therefore, only report those students that did not receive credit for a transferred ACTS course.

**NOTE: ACT 672 compliance is required for all public and private institutions that participate in the Arkansas Course Transfer System.**

Therefore, the Act requires that all institutions of higher education (public and private including both 2-year and 4-year) must file an annual report to the Arkansas Department of Higher Education listing any and all students that did not receive transfer credit on an ACTS course.

No.	Field/Column	Description
1	Receiving Institution's FICE Code	Same FICE Code as used in AHEIS/SISDB. This is the institution completing the report in which the student has transferred to.
2	Sending Institution's FICE Code	Same FICE Code as used in AHEIS/SISDB. This is the institution the student is transferring from. This FICE code should match the TRANSFER_FICE code used in the student table.
3	Academic Year	Same as used in AHEIS/SISDB.
4	Term	Same as used in AHEIS/SISDB.
5	Student SSN	Same as used in AHEIS/SISDB.
6	ACTS Course Not Accepted	List the course index number(s) from the ACTS for the course that was not accepted by the receiving institution.
7	Reason the ACTS Course was NOT Accepted	List the reason(s) that the ACTS course was not accepted by the receiving institution.

**File Name** – The report should be named "ACTS\_CollegeAbbr\_AYXXXX.xls" where CollegeAbbr is the 3-5 letter institution abbreviation used in Appendix A and the AY is the Academic Year – all as used in the AHEIS/SISDB manual. For example: ACTS\_SEAC\_AY2010.xls

**Blank Files** – If an institution has no students to report, then they should submit a blank report file simply showing the identification of their institution and the date – simply include a statement such as "NO STUDENTS TO REPORT" in the Receiving Institution's FICE Code column. This will indicate that you reviewed the situation and have no data to report as opposed to "we forgot to complete this report."

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All reporting institutions are to use the report template as prescribed by ADHE.



# Appendix J. TRANSFER REPORT INSTRUCTIONS

## The Roger Phillips Transfer Act Report – ACT 182 of 2009 and The ACTS Transfer Report – ACT 672 of 2005

### **SPECIAL NOTES:**

1. Time Frames and Due Dates for Reports: Both reports will be an annual report beginning with the Summer 2 term (term code 0) and ending with the Summer 1 Off-Schedule term (term code 7). Both reports should be due in August of each year. Specific dates will be provided in the AHEIS/SISDB manual.
  - a. RPTA: The first RPTA report will be due in August 2011 and will cover the entire academic year of 2010-2011.
  - b. ACTS: The first ACTS report will cover the time period from January 2010 through June 2010 (term codes 2, 3, 6, and 7) and will be due in August 2010. All reports thereafter will be for the entire academic year.
2. Special Situations: When special circumstances arise that call for an interpretation of reporting practice please contact the Planning and Accountability Division of ADHE for guidance. We will consult with the relevant officials and respond with appropriate guidance as soon as possible. Such clarifications will be included here for future reference.
  - a. Special Situation Relating to the Roger Phillips Transfer Act (RPTA)
    - (1) Special Situation – Transferring D Grades: The receiving four-year institution shall determine whether to accept a grade of "D" for academic course credit for a student transferring from any 2-year or 4-year public institution of higher education.
    - (2) Special Situation – Junior Status and D Grades: The RPTA requires that the transferring student be considered as a junior (defined as a minimum of 60 credit hours). However, the receiving institution can require an additional course (repeating the same or equivalent course) to make up any grade of D provided that the additional course is reported (the reason cited would be "4. A grade of D was recorded and is not accepted by the receiving institution").
    - (3) Special Situation – Student Course Elections: A student electing, but not required, to take additional lower level general education courses does not have to be reported or the institution may report this and refer to it as a "student elects to take additional course" (for the added course reason). The RPTA requires the institution to report the additional courses that the institution "requires" the student to take due to their bachelors program. This does not include courses that the student voluntarily elects to take.
    - (4) Special Situation – Seeking Baccalaureate Degree: Act 182 states that the transfer student must have received the designated AA, AS, or AAT degree and are transferring into "...a baccalaureate degree program..." Therefore, the students to be reported in the RPTA report shall include those students that are degree-seekers (not certificate-seekers) in a baccalaureate program having a degree level of 05.
    - (5) Special Situation – Undeclared Majors: If a transfer student (with the designated AA, AS, or AAT degree) has not declared a major but has declared as a degree-seeker (not certificate-seeker) in a baccalaureate program having a degree level of 05, then the student should be reviewed and reported on the RPTA transfer report.
    - (6) However, if a transfer student (with the designated AA, AS, or AAT degree) has not declared a major and has not declared as a degree-seeker (not certificate-seeker) in a baccalaureate program having a degree level of 05, then the student should not be reviewed nor reported on the RPTA transfer report.
    - (7) For the student [part (a) above] that has not declared a major but has declared as a degree-seeker in a baccalaureate program having a degree level of 05, it would be expected that zero (0) additional hours would be required. It is suggested that the institution wait until the next semester before reviewing this student in order to give the student an opportunity to declare a major degree program.
  - b. Special Situations Relating to Arkansas Course Transfer System (ACTS)
    - (1) Special Situation – Effective Date: The Arkansas Course Transfer System went into effect on December 1, 2006. Therefore, all general education courses listed in the ACTS since Dec. 1, 2006 would definitely apply to the reporting requirements.
    - (2) Special Situation – Applicable Institutions: Act 672 of 2005 stated that "...Private institutions of higher education in Arkansas may participate in the State Minimum Core Curriculum..." Therefore, please check the ACTS web site to determine what institutions participate. All Arkansas public institutions of high education are required to participate.
    - (3) Special Situation – Applicable Grades: The only transfer courses that are applicable to the ACTS transfer report are those general education courses in which the student received credit from another institution. Therefore, grades such as F, W, U, and other such grades in which the student did not receive credit for the course are not applicable to this report. Courses with successful grades (such as A, B, C, D, S, CR, etc.) are applicable to this report.

# Appendix J. TRANSFER REPORT INSTRUCTIONS

- (4) Special Situation – Students Requesting Transfer Credit: Act 672 states that the college is to report "...the number of students who requested transfer credit..." Therefore, students that do not request the transfer of credit do not have to be reported on the ACTS transfer report. However, the institution must have a process that documents explicitly whether or not the student requested transfer credit. If such a documented process is not present, then the institution should report all transfer students. It is strongly recommended that all degree- or certificate-seeking students automatically receive a review of their transcript for transferrable credit.
- 

## **FILE SUBMISSIONS NOTE:**

All institutions **must** use the <https://ft.adhe.edu> secure website for submitting this file to ADHE. Files may **not** be uploaded to <http://sis.adhe.edu>.

If you do not yet have access to <https://ft.adhe.edu>, please contact Paul Nations at [Paul.Nations@adhe.edu](mailto:Paul.Nations@adhe.edu). (Only institutional research staff should have access to this site.)

When you have transferred the file, please notify Sharon Butler via email at [Sharon.Butler@adhe.edu](mailto:Sharon.Butler@adhe.edu).

In addition, before submitting the file, IR staff should compare the report against the student file to ensure that the report is complete and correct.

# Roger Phillips Transfer Act Report

## Act 182 of 2009 (The Roger Phillips Transfer Policy Act)

Name this file: RPTA\_CollegeAbbr\_AYXXXX.xls, such as RPTA\_XYZ\_AY2010.xls

COLLEGE: \_\_\_\_\_

REPORT IS FOR ACADEMIC YEAR : \_\_\_\_\_

	1	2	3	4	5	6	7	8	9	10
No.	Receiving Institution FICE Code	Sending Institution FICE Code	Academic Year	Term (use term codes below)	Student SSN	Transfer Degree (AA, AAT, or AS Only)	Total Transfer Hours Accepted	Degree Code of Major at Receiving Institution	Total General Education Lower Division Credit Hours Added and <u>Required</u> by Receiving Institution	General Education Lower Division Credit Hours Added Reason (see below)
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

*Insert additional rows as needed.*

Codes for Term:

0 = Summer 2 On-Schedule  
 1 = Fall On-Schedule  
 2 = Spring On-Schedule  
 3 = Summer 1 On-Schedule  
 4 = Summer 2 Off-Schedule  
 5 = Fall Off-Schedule  
 6 = Spring Off-Schedule  
 7 = Summer 1 Off-Schedule

Codes for Transfer Degree:

AA = Associate of Arts  
 AS = Associated of Science  
 AAT = Associate of Arts in Teaching

Codes for Acceptable Transfer Credit Hours Reason:

1. A prerequisite for courses in the transfer student's baccalaureate degree program;  
 2. A discipline-specific course that is required by the transfer student's baccalaureate degree program and the student has not completed a course at the two-year public institution of higher education that is comparable to the discipline-specific course at the four-year public institution of higher education in the Arkansas Course Transfer System;  
 3. A requirement of an independent licensing or accrediting body;  
 4. A grade of D was recorded and is not accepted by the receiving institution; or  
 5. A combination of 2 or more of the above reasons

# ACTS Transfer Report

Act 672 of 2005

Name this file: ACTS\_CollegeAbbr\_AYXXXX.xls, such as ACTS\_XYZ\_AY2010.xls

Act 672 of 2005 requires that all public institutions file a report annually with ADHE concerning students who transfer from and to their institutions. In keeping with that requirement, please provide the following information. INSTRUCTIONS: Identify the student who requested a transfer credit for a completed ACTS course who were NOT given credit. Provide the student's SSN, the ACTS course, and the reason why the ACTS was not accepted.

COLLEGE: \_\_\_\_\_

REPORT IS FOR ACADEMIC YEAR : \_\_\_\_\_

No.	1 Receiving Institution FICE Code	2 Sending Institution FICE Code	3 Academic Year	4 Term (use term codes below)	5 Student SSN	6 ACTS Course Not Accepted	7 Reason the ACTS Course was NOT Accepted
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							

*Insert additional rows as needed.*

Codes for Term:

0 = Summer 2 On-Schedule  
 1 = Fall On-Schedule  
 2 = Spring On-Schedule  
 3 = Summer 1 On-Schedule

4 = Summer 2 Off-Schedule  
 5 = Fall Off-Schedule  
 6 = Spring Off-Schedule  
 7 = Summer 1 Off-Schedule

# APPENDIX J.

## Arkansas Course Transfer System (ACTS), Course Index

<u>Index #</u>	<u>Course Name</u>	<u>Index #</u>	<u>Course Name</u>
ACCT 2003	Principles Of Accounting I	GEOG 2103	World Regional Geography
ACCT 2013	Principles Of Accounting II	GEOG 2113	Cultural Geography
ANTH 1013	Introduction To Anthropology	GEOG 2223	Physical Geography
ANTH 2013	Cultural Anthropology	GEOL 1114	Physical Geology
ARTA 1003	Art Appreciation	GEOL 1124	Environmental Geology
ARTA 2003	Art History Survey I	GEOL 1134	Historical Geology
ARTA 2103	Art History Survey II	GERM 1013	German I
BIOL 1004	Biology For Non-Majors	GERM 1023	German II
BIOL 1014	Biology For Majors	GERM 2013	German III
BIOL 1024	Botany For Non-Majors	GERM 2023	German IV
BIOL 1034	Botany For Majors	HEAL 1003	Personal Health
BIOL 1054	Zoology	HIST 1113	World Civilizations I
BIOL 2004	Introductory Microbiology	HIST 1123	World Civilizations II
BIOL 2404	Human Anatomy And Physiology I	HIST 1213	Western Civilization I
BIOL 2414	Human Anatomy And Physiology II	HIST 1223	Western Civilization II
BLAW 2003	Legal Environment Of Business	HIST 2113	United States History I
BUS 1013	Introduction To Business	HIST 2123	United States History II
BUS 1103	Keyboarding	MATH 1003	College Math
BUS 2013	Business Communications	MATH 1103	College Algebra
BUS 2103	Business Statistics	MATH 1203	Plane Trigonometry
CHEM 1004	Chemistry I For General Education	MATH 1305	Pre-Calculus
CHEM 1214	Chemistry I For Health Related Professions	MATH 2103	Introduction To Statistics
CHEM 1224	Chemistry II For Health Related Professions	MATH 2203	Survey Of Calculus
CHEM 1414	Chemistry I For Science Majors	MATH 2405	Calculus I
CHEM 1424	Chemistry II For Science Majors	MATH 2505	Calculus II
CPSI 1003	Introduction To Computers	MATH 2603	Calculus III
CRJU 1023	Introduction To Criminal Justice	MKTG 2003	Principles Of Marketing
DRAM 1003	Theatre Appreciation	MUSC 1003	Music Appreciation
ECON 2103	Principles Of Macroeconomics	PHIL 1003	Introduction To Critical Thinking
ECON 2203	Principles Of Microeconomics	PHIL 1103	Philosophy
ENGL 1013	Composition I	PHSC 1004	Physical Science
ENGL 1023	Composition II	PHSC 1104	Earth Science
ENGL 2013	Introduction To Creative Writing	PHSC 1204	Introduction To Astronomy
ENGL 2023	Introduction To Technical Writing	PHYS 2014	Algebra/Trigonometry-Based Physics I
ENGL 2113	World Literature I	PHYS 2024	Algebra/Trigonometry-Based Physics II
ENGL 2123	World Literature II	PHYS 2034	Calculus-Based Physics I
ENGL 2213	Western Literature I	PHYS 2044	Calculus-Based Physics II
ENGL 2223	Western Literature II	PLSC 2003	American National Government
ENGL 2653	American Literature I	PLSC 2103	State And Local Government
ENGL 2663	American Literature II	PSYC 1103	General Psychology
ENGL 2673	British Literature I	PSYC 2103	Developmental Psychology
ENGL 2683	British Literature II	SOCI 1013	Introduction To Sociology
FREN 1013	French I	SOCI 2013	Social Problems
FREN 1023	French II	SPAN 1013	Spanish I
FREN 2013	French III	SPAN 1023	Spanish II
FREN 2023	French IV	SPAN 2013	Spanish III
GEOG 1103	Introduction To Geography	SPAN 2023	Spanish IV
GEOG 1113	Human Geography	SPCH 1003	Introduction To Oral Communication

# Appendix L.

## Selected Higher Education Acts of 2011

Act No.	Bill No.	Sponsor	Title
207	HB1302	Hyde	To amend the Arkansas Scholarship Lottery Act and laws related to the Arkansas Scholarship Lottery Act and to declare an emergency
208	SB384	Fletcher	To rename Ouachita Technical College to College of the Ouachitas
635	HB1875	J. Roebuck	To require institutions of higher education to make a good faith effort to obtain the student consent form and collect and report the data required under the Arkansas Scholarship Lottery Act
696	HB1454	J. Roebuck	To clarify what information specific Higher Education related reports should contain; to require some Higher Education related reports to be updated annually
742	HB1498	Lick	To provide for the electronic filing of reports to entities of the state by state agencies
743	HB1620	Cheatham	To establish Arkansas college and career readiness standards; to develop criteria to evaluate, support, promote, and fund Arkansas career and technical education programs
747	HB1772	J. Roebuck	To expand the Roger Phillips Transfer Policy; to strengthen the Course Transfer System and establish a statewide common course numbering system for postsecondary courses
879	HB1617	J. Roebuck	To increase public school student access to postsecondary preparatory programs and to declare an emergency
899	HB2032	J. Roebuck	To improve the teaching techniques of remedial education courses
1163	HB1017	Garner	Concerning websites to ascertain the expenditure data of state-supported institutions of higher education
1180	HB1947	Perry	To amend provisions of the Arkansas Scholarship Lottery Act concerning lottery proceeds, scholarship award amounts, and management of certain capital assets of the Arkansas Lottery Commission; to declare an emergency
1184	HB2050	J. Roebuck	Concerning admission standards for state-supported institutions of higher education; and for other purposes
1195	HB2142	Hyde	To provide for the research and analysis of postsecondary student data to inform the general assembly for its deliberations concerning scholarships for higher education; to declare an emergency
1203	SB766	Baker	To clarify funding formula calculations for state-supported institutions of higher education and to declare an emergency

# Appendix M. Military Compensation



## Arkansas Department of Higher Education

114 East Capital • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001  
Mike Beebe Governor

Linda Beene  
Director

### MEMORANDUM

DATE: May 27, 2007

TO: Institutional Research Officers, Public Institutions

FROM: Ron Harrell

SUBJECT: Mandatory Report of Type and Amount of Compensatory Options Awarded to those Called to Military Service:

- The Student who is called into military service, per Act 85 of 2005
- The Student whose spouse is called into military service and the student or the student's spouse who has dependent children residing in the household, per Act 16 of 2007 (report beginning Sept. 1, 2008)

Act 85 of 2005 established an annual fiscal year reporting requirement for public institutions of higher education and the Department of Higher Education concerning the type and amount of compensatory options awarded to the student called to military service. Act 16 of 2007 expands this reporting requirement beginning in September, 2009 to the student whose spouse is called into military service and either the student or the student's spouse has dependent children residing in the household.

The Department is required to report to several legislative committees by October 1 of each year and each year thereafter. Accordingly, we call on each public institution to report the necessary information by September 1 of each year. We are asking the institutional research officer to coordinate this report for their campus.

In addition to reading Act 16 of 2007, please review the attached draft form that has been designed for this reporting requirement. Please share this information with others on your campus that are or will be involved in completing this report in an accurate and timely manner. In the event the necessary information is not currently collected on your campus, with this advance notice, there should be adequate time to establish a mechanism for collecting and reporting this information.

We plan to make the reporting form available to you as an electronic spreadsheet so that the data can be typed into the spreadsheet and the spreadsheet e-mailed to this office.

Thanks for all that you do!

## Appendix M. Military Compensation

[illegible]



## Appendix M. Military Compensation

[illegible]

# Appendix O. Clarifying Memos

## Revision of Freshman Assessment and Placement Program

Act 1052 of 1987 mandated a program of student assessment and placement at Arkansas state institutions of higher education beginning with the fall semester of 1988. The mandate for that program was renewed under the provisions of Act 1011 of 1991. The placement score of a 19 on the ACT sections of reading, math and English composition have been aligned with concordant scores on the Scholastic Aptitude Test (SAT) and two other exams published by American College Testing, Assessment of Skills for Entry and Transfer (ASSET) and Computerized Adaptive Placement and Support System (COMPASS). The last time the concordant scores had been set was in October 1995. Since then ACT has revised the concordances of scores for the ACT and the sections of the COMPASS and ASSET exams.

This agenda item proposes to update the policy in order that the placement scores on the ASSET and COMPASS exams are aligned to the placement score of 19 on the respective ACT sections. There are no changes proposed for the placement scores on the ACT sections of reading, math, or English Composition. On April 19, 2002, the Higher Education Coordinating Board approved the following resolution (Agenda Item No. 22):

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the revisions to the policy in this agenda item for the Freshman Assessment and Placement Program beginning with the fall semester 2002.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents and chancellors of all Arkansas public institutions of higher education of this approval.

## FRESHMAN ASSESSMENT AND PLACEMENT PROGRAM AT STATE COLLEGES AND UNIVERSITIES IN ARKANSAS

The full text of Section 23 of Act 1101 of 1991 (A.C.A. 6-61-110) follows:

All first-time entering freshmen at all state-supported colleges and universities in Arkansas who are admitted to enroll in all associate or bachelor's degree programs shall be tested by the admitting institution for purposes of placement in either college-level credit courses in English and mathematics or remedial courses in English composition, reading, and mathematics. Remedial courses shall not provide credit toward a degree. The State Board of Higher Education shall determine the tests to be used, the testing procedures and exemptions, and minimum scores below which students at all institutions must take remedial courses. The State Board of Higher Education shall base these decisions on consultation with representatives of the institutions of higher education, analysis of the placement procedures presently used by institutions in Arkansas, statewide placement testing programs in other states, and pilot projects involving testing of entering freshmen at selected institutions in Arkansas. The mathematics, English composition, and reading placement standards contained in this document implement section 23 of Act 1101 of 1991. These standards apply to all first-time-entering undergraduate students, as defined in the Arkansas Higher Education Information System Manual, who enroll in associate or baccalaureate degree programs at state colleges and universities.

## Revision of Freshman Assessment and Placement Program

### MATH

No math course less sophisticated than college algebra may be applied toward a baccalaureate degree from a public university in Arkansas. Students scoring 19 or above on the mathematics section of the Enhanced ACT\*, 460 or above on the quantitative portion of recentered SAT\*\*, 39 or above on the ASSET\*\*\*, Intermediate Algebra, or 41 percent or above on the COMPASS\*\*\*\*, algebra test may enroll in college-level mathematics courses. Students not meeting the standard must successfully complete a developmental (precollege level) mathematics program or programs, demonstrating achievement at least as sophisticated as intermediate algebra, in order to be placed in college-level mathematics courses.

### ENGLISH COMPOSITION

Students scoring 19 or above on the English section of the Enhanced ACT, 470 or above on verbal SAT, 45 or above on the ASSET Writing Skills test, or 75 percent or above on the COMPASS Writing test may enroll in college-level English courses. Students not meeting the standard shall successfully complete a developmental program or programs in English composition before being awarded credit for freshman English. Freshman English may be taken concurrent with or subsequent to any required developmental composition program.

### READING

Students scoring 19 or above on the Reading Section of the Enhanced ACT, 470 or above on the verbal section of the recentered SAT, 43 or above on the ASSET Reading skills test or 82 percent or above on COMPASS Reading Skills will be considered to have met minimal reading skill requirements. Students not meeting the standard shall enroll in a developmental program in reading during their first or second semester in college and each subsequent

# Appendix O. Clarifying Memos

semester, if necessary, until the program is successfully completed. Note: The above designated scores are statewide minimum scores. The board and administration of any campus may elect to set higher minimum scores.

- \* American College Testing Program's Enhanced ACT Assessment Test
- \*\* College Board's Recentered Scholastic Aptitude Test
- \*\*\* American College Testing Program's Assessment of Skills for Successful Entry and Transfer
- \*\*\*\* American College Testing Program's COMPASS Placement and Diagnostic Tests.

Adopted: Agenda Item No. 9, October 13, 1989  
 Revised: Agenda Item No. 27, October 20, 1995  
 Revised: Agenda Item No. 22, April 19, 2002

## Course Levels and Test Scores

### MEMORANDUM

TO: Institutional Research Officers  
 All Public Colleges and Universities in Arkansas

FROM: Rick Jenkins  
 Associate Director, Planning and Accountability  
 Arkansas Department of Higher Education  
 114 East Capitol, Little Rock, AR 72201  
 (501) 371-2066 office, (501) 371-2002 fax  
[rickj@adhe.edu](mailto:rickj@adhe.edu)

DATE: December 16, 2009

RE: High School Students Enrolled in College  
 Course Levels and Test Scores

Per the AIRO meeting on 12/15/2009 at Pulaski Technical College, this is a follow-up memo regarding the proper reporting of high school students enrolled in college and their corresponding test scores.

NOTE: The course level codes of 9 and A were added for AY2010. Course Level 9 is concurrent CTE (Career Technical Education) courses and Course Level A is Doctoral-Other.

When reporting high school students enrolled in college, please note the following regarding the course levels.

Course Level	Comment
0 – Remedial	High School Students are <u>not</u> allowed in this level.
1 – Lower Level (Freshman, Sophomore)	High School Students are allowed in this level. This is the <b>dual enrollment student</b> .
2 – Upper Level (Junior, Senior)	High School Students should rarely be enrolled at this course level. Any enrollment would indicate the exceptionally gifted student and would be considered as a <b>dual enrollment student</b> .
3 – Masters Level	High School Students are <u>not</u> allowed in this level.
4 – Post-Masters Certificate or Specialist or Post-First Professional Certificate/Degree	High School Students are <u>not</u> allowed in this level.
5 – Doctoral-Research/Scholarship	High School Students are <u>not</u> allowed in this level.
6 – Doctoral-Professional Practice	High School Students are <u>not</u> allowed in this level.
7 – Concurrent General Education	High School Students would be in this course level if the course is general education and not AP or CTE. These are <b>concurrent “GENED” students</b> .
8 – Concurrent/Merged AP (Advanced Placement)	High School Students would be in this course level if the course is designed to meet both AP and college requirements. These are <b>concurrent “AP” students</b> .
9 – Concurrent CTE (Career Technical Education)	High School Students would be in this course level if the course is <u>not</u> general education or AP. These are <b>concurrent “CTE” students</b> .
A – Doctoral-Other	High School Students are <u>not</u> allowed in this level.

It is very important to distinguish between dual enrollment students and concurrent students.

# Appendix O. Clarifying Memos

- A dual enrollment student is a high school student that receives permission from the high school principal and then enrolls in a regularly scheduled college course open to any student meeting the course requirements, i.e., they enroll in a regular college course (course level 1 or 2).
- A concurrent student is a high school student enrolled in a concurrent course (course levels 7, 8 or 9). The determining factor for a concurrent student is that the student is enrolled in a concurrent course. Concurrent courses are restricted to high school students only.
- It is possible for a high school student to be both a dual enrolled student and a concurrent student.

All high school students enrolled in college, whether as a dual enrolled student or a concurrent student, must have an acceptable test score (ACT or equivalent) in order to enroll in the college course. The only exceptions are for students enrolled in:

- Course Level 1 or 2 where the course is not a math or English course; or
- Course Level 9 a concurrent CTE (Career Technical Education) course.

Therefore, acceptable test scores must be submitted for all students enrolled in:

- Course Level 1 (or 2) where the course is math or English;
- Course Level 7; and
- Course Level 8.

The test scores are required by AHECB's (1) Concurrent Enrollment Policy and (2) Freshman Assessment and Placement Policy.

Therefore, acceptable test scores are required as follows.

TEST SCORES REQUIRED FOR ALL HIGH SCHOOL STUDENTS ENROLLED IN SPECIFIED COURSE LEVELS	
Course Level and Course Subject	Acceptable Test Scores
<u>For All Math Courses:</u> Course Level 1 Course Level 2 (rare) Course Level 7 Course Level 8	<u>Acceptable Math Test Scores:</u> ACT >= 19 SAT >= 460 ASSET >= 39 COMPASS >= 41 EXPLORE >= 15 PLAN >= 17
<u>For All English Courses:</u> Course Level 1 Course Level 2 (rare) Course Level 7 Course Level 8	<u>Acceptable English Test Scores:</u> ACT >= 19 SAT >= 470 ASSET >= 45 COMPASS >= 75 EXPLORE >= 14 PLAN >= 16
<u>For All Non-Math or Non-English Courses:</u> Course Level 7 Course Level 8	<u>Acceptable Reading Test Scores:</u> ACT >= 19 SAT >= 470 ASSET >= 43 COMPASS >= 82 EXPLORE >= 14 PLAN >= 15

## Examples and Conclusions from 2009 Fall Data

The following are examples from data submitted to ADHE via the AHEIS/SISDB for the fall term, Academic Year 2010. The complete report is found in the attached file titled "HS\_Student\_by\_Course\_Level\_2009Fall.xls."

<u>Good Example 1:</u> This college did a good job of reporting these course levels. Course Levels 7, 8 and 9 are used. There are a relatively low number of high school students reported in Course Level 1.								
Total Unduplicated HS Students Enrolled in AY2010	HS Students Counts by Course Level							Concurrent
	Course Level 0	Course Level 1	Course Level 2	Course Level 7	Course Level 8	Course Level 9	Course Level Totals	
680	-	21	-	459	431	56	967	946

Good Example 2: This is another good example of reporting course levels. Course Levels 7 and 9 are used and

# Appendix O. Clarifying Memos

there are a relatively low number of high school students reported in Course Level 1.								
Total Unduplicated HS Students Enrolled in AY2010	HS Students Counts by Course Level							
	Course Level 0	Course Level 1	Course Level 2	Course Level 7	Course Level 8	Course Level 9	Course Level Totals	Concurrent
596	-	16	-	341	-	379	736	720

<b>Good Example 3:</b> This is a good example of the reporting of test scores as all 125 students have good or acceptable test scores.				
Total Unduplicated HS Students Enrolled in AY2010 in Math Course	Counts by Course Level 7			
	Test Type for Math	With a Good Test Score	With a Bad Test Score	
125	Valid Tests = 125 Test Not Required = 0 Does Not Apply = 0	125	0	

<b>Bad Example 1:</b> This is a bad example of reporting as all high school students are reported in Course Level 1 and the number is very high. Although this is possible, it is very unlikely. ADHE would expect that many of these should be reported in Course Levels 7-9 with a relatively small number reported in Course Level 1.								
Total Unduplicated HS Students Enrolled in AY2010	HS Students Counts by Course Level							
	Course Level 0	Course Level 1	Course Level 2	Course Level 7	Course Level 8	Course Level 9	Course Level Totals	Concurrent
744	-	1,089	-	-	-	-	1,089	-
Why is Bad Example 1 considered bad?								
<ol style="list-style-type: none"> <li>1. Large number of high school students enrolled in Course Level 1. Course Level 1 should be relatively low as these are "Dual Enrollment Students."</li> <li>2. No break-out for Course Levels 7-9. While this is possible, it is highly unlikely with such a large number of students.</li> </ol>								

<b>Bad Example 2:</b> This is a bad example as there are 148 students enrolled but only 5 students have good or acceptable test scores. Based on this information, only 5 students should be enrolled.				
Total Unduplicated HS Students Enrolled in AY2010 in Math Course	Counts by Course Level 1			
	Test Type for Math	With a Good Test Score	With a Bad Test Score	
148	Valid Tests = 0 Test Not Required = 0 Does Not Apply = 148	5	0	

To summarize:

1. Record the high school students enrolled in the appropriate course level (1, 7, 8, or 9 with 2 being possible but very rare).
2. All high school students in any math or English courses (course levels 1, 2, 7 and 8) must have good or acceptable math and/or English test scores submitted or the student should not be enrolled.
3. All high school students in any non-math or non-English general education course (course levels 7 and 8) must have good or acceptable reading test scores submitted or the student should not be enrolled.

All data submissions to ADHE under the AHEIS/SISDB must be in full compliance with this memorandum beginning with the Spring 2010 term report due in February 2010.

**NOTE: Code Change in Student Table** – A code change is being made in the Student File for Field 129 (Test Used for Math Placement), Field 134 (Test Used for English Placement), and Field 139 (Test Used for Reading Placement). The current code 9 is being changed as follows:

9 = DOES NOT APPLY – student is not a first-time entering freshman and/or is not a high school student

# Appendix O. Clarifying Memos

## MEMORANDUM

TO: Institutional Research Officers  
All Colleges and Universities in Arkansas

FROM: Rick Jenkins  
Associate Director, Planning and Accountability  
Arkansas Department of Higher Education  
114 East Capitol, Little Rock, AR 72201  
(501) 371-2066 office, (501) 371-2002 fax  
[rickj@adhe.edu](mailto:rickj@adhe.edu)

DATE: Thursday, August 06, 2009

RE: IPEDS Reports to be submitted to ADHE  
Supplemental Instructions

### Supplemental Instructions

1. Since some of the above data may be personally identifiable, please use the FT.ADHE.EDU website to securely submit the electronic versions of the files. If you do not have a login, please contact Paul Graziani at [paulg@adhe.edu](mailto:paulg@adhe.edu).
2. We primarily need the Human Resources data to complete the report for the legislature. If you do not have the HR report in an electronic format to ftp, please complete the applicable portion of the attached spreadsheet and return to ADHE.

This is simply a headcount of part-time and full-time employees by IPEDS categories. This information is needed ASAP.

We recently became aware of a legislative provision requiring all post-secondary institutions to submit their IPEDS report data to the Arkansas Department of Higher Education. This was tucked away in an appropriations act and was apparently overlooked by ADHE staff. See the provision below.

Act 1416, Section 32: All post-secondary institutions shall provide to the Arkansas Department of Higher Education a copy of the Integrated Post-Secondary Education Data System (IPEDS) data within three weeks following the IPEDS due date, which shall be subject to audit by the Arkansas Department of Higher Education.

**Therefore, we need to request that you provide a digital copy of ALL of your IPEDS reports submitted during the Academic Year 2008-2009. Please submit these as soon as possible via email to Sharon Butler at [sharonb@adhe.edu](mailto:sharonb@adhe.edu).** If you do not have an electronic copy of the report, please contact Sharon Butler at 501-371-2069 for guidance.

Please send these files as either a PDF or HTML file. Please use the following naming convention to name the file.

College Abbreviation + \_ + Report Name + \_ + Academic Year

For example: the University of Arkansas Fayetteville submitting the Human Resources report for the AY 2009-10 would be as follows.

UAF\_HumanResources\_AY2009-10

The Act states that the reports should be sent to ADHE within 3 weeks of submitting the reports to IPEDS. So we are all late for Academic Year 2008-2009, hence, the need to submit the past year's reports to ADHE as soon as possible.

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# Appendix O. Clarifying Memos

## Concurrent Enrollment Policy

In developing the concurrent enrollment policy, two related terms need to be defined. Dual enrollment is the enrollment of a high school student in postsecondary education for college-level credit exclusively. Concurrent enrollment is the enrollment of a high school student in postsecondary education for high school credit and college-level credit. Arkansas statute §6-18223 concerns concurrent enrollment, while statute §6-60-202 refers to dual enrollment. Over the past nineteen years, large numbers of high school students have taken advantage of this opportunity to enroll at public colleges and universities, and as enrollment has grown, it has become necessary to clarify the terms and conditions under which the Department of Higher Education recognizes course credits awarded to high school students for enrollment and funding purposes. In order for colleges and universities to report students for FTE funding purposes, the following conditions must be met:

**NOTE:** These following paragraphs apply specifically to high school students enrolling in general education concurrent enrollment courses: 1, 2, 3, 4, 5, 6, 7, 8, and 9.

1. If an institution of higher education offers a concurrent enrollment course(s) on a high school campus taught by a high school teacher, the institution must hold provisional membership in the National Alliance of Concurrent Enrollment Partnerships (NACEP) by January 31, 2008. Institutions that have offered concurrent enrollment courses on high school campuses taught by high school teachers for at least five years must become accredited members of NACEP by July 1, 2009. Those that have offered concurrent enrollment courses taught by high school instructors for less than five years must become accredited members as soon after July 1, 2009 as the five-year criteria is met. Provisional and accreditation reports must be forwarded to ADHE upon receipt. If NACEP broadens its scope of accreditation, institutions that fall within that scope will be required to hold provisional membership and gain accreditation.
2. Concurrent credit courses must be college or university courses that are approved through the normal process of an institution and included in the catalog. The course must be listed in the Arkansas Course Transfer System, see <http://acts.adhe.edu/>. A course will be required to meet the same standards as college courses taught on the campus. The faculty will use the same syllabus, same textbook as approved by the college or university and adopt the same learning outcomes as those developed for the course on the campus. An equivalent textbook may be used under the following conditions:
  - a. the textbook has been recently used for the course,
  - b. the textbook is aligned with the course learning outcomes, and
  - c. the textbook has been approved by the college or university.
  - d. If departmental exams are used in campus courses, then those exams will be used at the high school site.
3. Advanced Placement (AP) courses are high school courses in which students are required to take the AP Exam and make the requisite score in order to receive college credit from an Arkansas institution of higher education. Student-earned hours in AP courses will not generate FTEs for higher education.
4. The merging of concurrent enrollment and AP courses will be allowed on a trial basis for a two-year period for the academic years 2007-08 and 2008-09. The effectiveness of this model will be evaluated by the end of the two-year period.
  - a. Colleges and universities that offer such courses must ensure that these merged courses meet all the requirements of concurrent enrollment courses as set forth in this policy.
  - b. The AP course guidelines specified by the College Board in its published course description must be incorporated into the course syllabus.
  - c. The course syllabus must be submitted by the teacher for approval by the College Board AP Course Audit.
  - d. Students enrolled in these merged courses must meet all requirements included in #8.
  - e. Students in merged courses may be counted for FTE purposes.
  - f. Students will gain college credit by making the requisite score on the AP exam and/or by the semester grade earned in the course. Students in merged courses are required to take the AP exam.
  - g. The teacher of the merged course must have completed AP training in the subject area and meet the requirements as listed in #6.
5. Institutions of higher education must demonstrate "ownership" of any concurrent course for which students are reported for funding purposes. Ownership of courses means that the college or university will:
  - a. Provide the instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements before certifying the instructors to teach the college/university's courses.
  - b. Concurrent credit instructors will receive continuing collegial interaction with college faculty through annual professional development, required seminars and site visits. These interactions will address issues such as course content, course delivery, student learning assessment, in-class evaluation and professional development in the field of study.

# Appendix O. Clarifying Memos

- c. Students will have the opportunity to utilize resources including the institution's library, academic advising, and faculty counseling on the college campus.

**Simply awarding credit to students who are in concurrent courses offered by a sponsoring institution will not meet the principle of "ownership" as described above.**

6. Faculty in general education concurrent enrollment courses must have a master's degree with a minimum of 18 college credit hours in the subject area being taught. Faculty who teach concurrent courses on a high school campus will be subject to a criminal background check as is required of public school teachers.
7. For the purpose of this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member.
8. High school students in general education concurrent courses for college credit will be those who are admitted to the college or university as non-degree/certificate-seeking students. Students must have scored 19 or better on the ACT Reading sub-test or have a score on the EXPLORE or PLAN assessments (see Table 1) that are projected to produce a 19 or better on the ACT Reading sub-test, or equivalent score on the SAT, ASSET or COMPASS, to enroll in any general education concurrent enrollment course.

Concurrent enrollment courses in English and mathematics require a 19 or better on the respective ACT sub-test or a score on the EXPLORE or PLAN assessments (see Table 1) that are projected to produce a 19 or better on the respective ACT sub-tests or an equivalent score on the SAT, ASSET or COMPASS.

Table 1: Concurrent Enrollment Test Score Requirements				
Test Type	Test	Math	English	Reading
0	ACT	$\geq 19$	$\geq 19$	$\geq 19$
1	SAT	$\geq 460$	$\geq 470$	$\geq 470$
2	ASSET	$\geq 39$	$\geq 45$	$\geq 43$
3	COMPASS	$\geq 41$	$\geq 75$	$\geq 82$
4	EXPLORE	$\geq 15$	$\geq 14$	$\geq 14$
5	PLAN	$\geq 17$	$\geq 16$	$\geq 15$

9. Institutions will establish tuition and fee rates for concurrent students. If tuition and fees are set a lower rate than the regular full tuition rate on campus, the difference between the regular rate and the charged rate will be considered an academic scholarship for all purposes and must be reported. For formula recommendation purposes, ADHE will include the regular full tuition and fees for all concurrent courses in the funding recommendation.
10. Colleges and universities may not claim student semester credit hours or funding if tuition is not received by the institution in any form.
11. Pursuant to A.C.A. §6-53-501, the intent of this policy is that the courses described above shall include but not be limited to articulated courses designed for instruction of secondary students qualifying for state aid from the public school fund. Nothing in this policy shall preclude money flowing under A.C.A. §6-51-305 to the secondary center.
12. Tech Prep courses are not considered a part of the concurrent enrollment program as defined in this policy. While students enrolled in tech prep courses that are a part of an articulated agreement of a tech prep consortium will be awarded college transfer credit as delineated in the articulation agreements, such students are not to be reported for FTE funding purposes.
13. A memorandum of understanding should exist to reflect the various expectations, obligations, and responsibilities of all parties. The college administration should execute the contract with the faculty member and/or the high school.
14. High school students who desire to enroll in a public college or university must first be recommended by their high school principal.
15. High school students enrolled in courses for concurrent enrollment purposes will be advised about the transferability of the courses and any restrictions concerning such transferability.

Adopted: Agenda Item No. 19 October 23, 1998

Revised: Agenda Item No. 38 July 23, 1999

Revised: Agenda Item No. 12 April 27, 2007



# Appendix O. Clarifying Memos

## EMAIL

From: Rick Jenkins  
Sent: Tuesday, June 22, 2010 1:02 PM  
To: All Institutions  
Cc: Paul Nations; Sharon Butler; Cedric Konyaole; Scott Zielstra  
Subject: GED Test Scores

The question has come up about GED Test Scores and whether or not we should report the total score or the average score. **Please report the average score with NO decimal point.** If you only have the total score, then simply divide by 5 to get the average. Minimum passing scores are 450.

**Note that the field – ged\_test\_score – is 4 characters and the data needs to be right justified in those 4 characters to avoid a validation error.**

The following is from the Ark. Dept. of Career Education regarding GED scores.  
<http://ace.arkansas.gov/ged/faq.htm>

### How are the GED Tests scored?

Each GED Test is scored on a scale ranging from 200 to 800. To receive a GED credential (*Arkansas High School Diploma*) in Arkansas, a candidate must earn an average score across the five tests of at least 450, with no individual test score below 410. These score requirements ensure that GED candidates are able to read, compute, interpret information, and express themselves in writing at the same level as the top 60 percent of graduating high school seniors. In other words, four out of 10 graduating high school seniors could not pass the GED Tests the first time they take them.

Rick Jenkins  
Associate Director, Planning and Accountability  
Arkansas Department of Higher Education  
114 East Capitol Ave  
Little Rock, AR 72201  
(501) 371-2066  
[rick.jenkins@adhe.edu](mailto:rick.jenkins@adhe.edu)

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## EMAIL

To: All Institutions  
From: Rick Jenkins  
Cc: Paul Nations; Sharon Butler; Cedric Konyaole; Scott Zielstra  
Sent: Tuesday, June 23, 2010 9:30 AM  
Subject: GED Test Scores - Clarification

As I mentioned yesterday, we need the **average** GED score for this field – ged\_test\_score. It should be a 3-digit number with a minimum of 450. Since there was a question about old GED scores having only 2-digits, I contacted the Ark. Dept. of Career Education for guidance. Their response is below. But to summarize, the solution is to simply add a zero to the end of the 2-digit score to make it comparable. See the ADCE response below.

**Note that the field – ged\_test\_score – is 4 characters and the data needs to be right justified in those 4 characters to avoid a validation error.**

Rick Jenkins  
Associate Director, Planning and Accountability  
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# Appendix O. Clarifying Memos

## EMAIL

To: Rick Jenkins  
From: Tambra Nicholson  
Sent: Wednesday, June 23, 2010 8:49 AM  
Subject: RE: GED Test Scores

The simple answer is to add a zero at the end of the 2-digit score to make it comparable to the current scores. Interpreting the scores gets more complicated with the fact that there were several series of tests prior to 2002. As an example, the differences in the test series do not fully allow a 50 earned in 1978 or 1988 to directly compare to a 500 earned today. This is because each new test series reflects more recent content standards, and sometimes the format of the test changed (e.g., the addition of the essay to the Language Arts, Writing Test). Also, percentile ranks and estimated national class ranks may change across test series.

Please let me know if you need additional information.

Tambra Nicholson  
Arkansas GED Testing  
Three Capitol Mall, Suite 209  
Little Rock, AR 72201  
501.682.1978 Phone  
501.682.1982 Fax

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## EMAIL

To: All Institutions  
From: Rick Jenkins  
Cc: Paul Nations; Sharon Butler; Cedric Konyaole; Scott Zielstra  
Sent: Tuesday, June 22, 2010 1:02 PM  
Subject: GED Test Scores

The question has come up about GED Test Scores and whether or not we should report the total score or the average score. **Please report the average score with NO decimal point.** If you only have the total score, then simply divide by 5 to get the average. Minimum passing scores are 450.

**Note that the field – ged\_test\_score – is 4 characters and the data needs to be right justified in those 4 characters to avoid a validation error.**

The following is from the Ark. Dept. of Career Education regarding GED scores.

<http://ace.arkansas.gov/ged/faq.htm>

### **How are the GED Tests scored?**

Each GED Test is scored on a scale ranging from 200 to 800. To receive a GED credential (**Arkansas High School Diploma**) in Arkansas, a candidate must earn an average score across the five tests of at least 450, with no individual test score below 410. These score requirements ensure that GED candidates are able to read, compute, interpret information, and express themselves in writing at the same level as the top 60 percent of graduating high school seniors. In other words, four out of 10 graduating high school seniors could not pass the GED Tests the first time they take them.

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Little Rock, AR 72201  
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# Appendix O. Clarifying Memos

## MEMORANDUM

TO: Institutional Research Officers  
All Public and Private Colleges and Universities including BSN, JSN, CRTI, and NTI

FROM: Rick Jenkins  
Associate Director, Planning and Accountability  
Arkansas Department of Higher Education  
114 East Capitol, Little Rock, AR 72201  
(501) 371-2066 office, (501) 371-2002 fax  
[rickj@adhe.edu](mailto:rickj@adhe.edu)

DATE: July 2, 2010

RE: Student File – Transfer Students  
Financial Aid File – Reduced Amount Other  
Lottery Plan – Resident State

Per our discussion in Fayetteville at the AIRO meeting, we have the following issues resolved.

Student File: Transfer Students – we will not require the following three (3) fields of information in the student file for transfer students. Collecting this information on transfer students is simply too burdensome since we can usually obtain it in the SISDB from the native institution.

1. High School GPA
2. GED Score
3. All ACT (or equivalent) Test Scores

Financial Aid Data File: Reduced Amount Other Field – The field called "Reduced Amount by Other" (reduced\_other) does not have to be completed. Simply enter a zero (0) in this field. Do not leave it blank.

ADHE File to BLR – When ADHE submits the data file to the BLR, we will include the resident\_state field along with the geo\_state field.

Should you have questions, please feel free to contact me at any time.

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## MEMORANDUM

TO: Institutional Research Officers  
All Public and Private Colleges and Universities including BSN and JSN

FROM: Rick Jenkins  
Associate Director, Planning and Accountability  
Arkansas Department of Higher Education  
114 East Capitol, Little Rock, AR 72201  
(501) 371-2066 office, (501) 371-2002 fax  
[rickj@adhe.edu](mailto:rickj@adhe.edu)

DATE: July 21, 2010

RE: Student File – GED Test Score (ged\_test\_score)

Note the change that we are applying to the GED Test Score field.

GED Test Score, if applicable (ged_test_score)	163	4	Please provide the student's GED test score if they have a GED. All GED students should have a 1 or 5 on the diploma_ged field. Use integers only in this field. <b>NOTES:</b> <b>1. If you cannot obtain the test score, please enter the code 9999 in this field.</b> <b>2. If the student does not have a GED, then leave this field blank.</b>
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# Appendix O. Clarifying Memos

Should you have any questions, please feel free to contact me at any time.

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## MEMORANDUM

TO: Institutional Research Officers  
All Public and Private Colleges and Universities including BSN and JSN

FROM: Rick Jenkins  
Associate Director, Planning and Accountability  
Arkansas Department of Higher Education  
114 East Capitol, Little Rock, AR 72201  
(501) 371-2066 office, (501) 371-2002 fax  
[rickj@adhe.edu](mailto:rickj@adhe.edu)

DATE: August 6, 2010

RE: SIS Validation Errors, Exception Requests (ER), and Exception Requests Acknowledgements (ERA)

Beginning with the SISDB file submission for Academic Year 2011 (2010-11), Summer 2 Term, we are implementing a new process to document validation errors. This new process includes the following.

1. SIS Validation Errors – (no change) these are reported to the sending institution in the same manner as before via the SIS.ADHE.EDU server or via email.
2. No SIS Validation Errors – (no change) when the submitting institution receives a validation indicating no errors, they have completed the submission process.
3. SIS Validation Errors Remaining – (no change) the institution updates the SIS report to correct the identified errors remaining.
4. Exception Requests (ER) – when an institution has corrected as many errors as possible and still has remaining errors that they cannot correct, they may submit an Exception Request (ER). In this ER, the institution will explain the errors and the reason(s) why such errors cannot be corrected.
  - a. The ER will be submitted to ADHE **via the FT.ADHE.EDU server only**.
  - b. The institution submitting the ER shall notify ADHE staff via email or telephone that the ER has been submitted. Email notices should be sent to Rick Jenkins, Sharon Butler, Cedric Konyale, and Scott Zielstra.
  - c. The Exception Request shall include all of the following:
    - (1) The ER will be provided in one of these formats – MS Word compatible document, text (.txt) file, or html file.
    - (2) The ER will include a header (in memorandum style) indicating to whom, from whom, date, subject, etc. Be sure to specify the SIS data submission type.
    - (3) The ER will contain a complete copy of the most recent SIS validation error report documenting the errors in question.
    - (4) Within the error report, the institution shall provide a written explanation for each error. Errors may be grouped provided the explanation pertains to all errors in the group. Identify clearly the errors pertaining to the explanation and provide a full and complete explanation as to why the error(s) cannot be corrected.
    - (5) The file shall be named COLLEGE\_ABBR\_ExceptionRequest\_AcademicYear\_Term. For example, UAF\_ExceptionRequest\_2011\_0.doc is from the University of Arkansas Fayetteville for the Summer 2 term on Academic Year 2011 (2010-11).
5. Exception Request Acknowledge (ERA) – upon receipt of the ER, ADHE staff will review the exception request and acknowledge its receipt.
  - a. If the acknowledgement (ERA) requires additional research, the sending institution should repeat step 3 above to correct the specified errors.
  - b. If the ERA does not require additional research, the sending institution has completed the data submission. However, the institution should consider implementing policy or process revisions to ensure such remaining errors are not present in future data submissions.

Note that Exception Requests are needed only if there are un-resolvable errors on your validation report. If you have no errors remaining, then such ERs are not required.

Please begin using the Exception Requests immediately, beginning with the Summer 2 report for Academic Year 2011 (2010-11).

Should you have any questions, please feel free to contact me at any time.

# Appendix O. Clarifying Memos

## SAMPLE EXCEPTION REQUEST

TO: ADHE  
FROM: John Doe, ABC University  
DATE: August 6, 2010  
RE: Exception Requests for Summer II, AY2011 (2010-2011)

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ABC University requests an exception to the following errors.

Arkansas Department of Higher Education  
Student Information System Data Validation  
Error Listing: Summer II 2010  
Submission Validated and Loaded  
ABC University  
16:19 August 5, 2010

---

HS COMP STATUS 1 OR 5 MUST HAVE GED TEST SCORE

Error Code: 20116301

3393 0 123456789 0000

Explanation – this student cannot obtain GED score as he is from Louisiana and Hurricane Katrina destroyed all GED test records.

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### Submission Report Summaries

Total Records Submitted:	26
Total Records Inserted:	18
Total Header Trailers	8
Total Warnings:	0
Total Errors:	1
Total Student Records:	7
Total Instructor Records:	1
Total Credit Course Records:	2
Total Registration Records:	8
Total End of Term Records:	0
Total Graduate Records:	0
Total Athlete Records:	0
Total Annual Instructor Records:	0
Total Perkins Records:	0

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## FROM MEMO OF November 2, 2010

### LOTTERY RIA FORM COLLECTION

Previously ADHE indicated that institutions were required to collect Lottery Release of Information Authorization (RIA) forms from students that were receiving any state-supported assistance on an annual basis. ADHE has reviewed the policy with regard to the annual collection of the consent form and has made the following adjustment:

*Once a student completes the form, it may remain in effect until the student ceases enrollment (not including summer terms) at that institution. Institutions must provide the student the opportunity to change their release of information option at any time, and must inform the student, at the time they complete the form, of their right to make this change at any time in the future.*

---

# Appendix O. Clarifying Memos

## MEMORANDUM

TO: Institutional Research Officers  
All Public and Private Colleges and Universities including BSN and JSN

FROM: Rick Jenkins  
Associate Director, Planning and Accountability  
Arkansas Department of Higher Education  
114 East Capitol, Little Rock, AR 72201  
(501) 371-2066 office, (501) 371-2002 fax  
[rickj@adhe.edu](mailto:rickj@adhe.edu)

DATE: November 5, 2010

RE: OCR Reports and the EEO-6 Form

ADHE has recently become aware that the IPEDS Staffing Report has become the official replacement of the traditional OCR EEO-6 report form.

*Nearly every employer in the United States with 100 or more employees is required to file an Equal Employment Survey with the Commission. Private employers file an EEO-1, referral unions file an EEO-3, state and local governments file an EEO-4, elementary and secondary level school districts file an EEO-5, and **institutions of higher education currently file an IPEDS report with the Department of Education, which serves as EEOC's EEO-6 report.** Therefore a report describing the workforce of any large employer is available upon request. <sup>1</sup>*

**Therefore, ADHE will no longer require that Arkansas colleges and institutions submit the EEO-6 report to ADHE provided the institution submits a copy of the IPEDS Staffing Report (EEO-6 equivalent) to ADHE as is currently standard practice.** Please be aware that this affects the EEO-6 report only.

This is effective immediately.

As always, if you have any questions or need additional clarification, please feel free to contact us at any time.

<sup>1</sup> From [http://www.eeoc.gov/eeoc/litigation/manual/4-1-c\\_services\\_orip.html](http://www.eeoc.gov/eeoc/litigation/manual/4-1-c_services_orip.html) on 11/4/2010, *The U.S. Equal Employment Opportunity Commission*

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## MEMORANDUM

TO: Institutional Research Officers  
All Public Colleges and Universities including

FROM: Rick Jenkins  
Associate Director, Planning and Accountability  
Arkansas Department of Higher Education  
114 East Capitol, Little Rock, AR 72201  
(501) 371-2066 office, (501) 371-2002 fax  
[rickj@adhe.edu](mailto:rickj@adhe.edu)

DATE: November 2, 2010

RE: New Compass E-Write Code and Summary of Cutoff Scores

This memo relates to all public colleges and universities that use the **Compass E-Write** exam for post-test assessments to be reported in the End-of-Term report. We have a new code that you may use.

The Compass E-Write exam has 2 versions or scales: (1) a 2-8 scale; and (2) a 2-12 scale. Therefore, we need to identify which version or scale you used on the exam. Note that this relates only to the English subject matter for post-test assessments on the End-of-Term reports.

The new codes for the post-assessment test scores for English are now:

# Appendix O. Clarifying Memos

For all students enrolled in remedial English courses at remedial course level 3 in which the student completed the course (successfully or unsuccessfully), please enter the code corresponding to the test type used as an end-of-course assessment in English.

- 0 = ACT
- 1 = SAT
- 2 = ASSET
- 3 = COMPASS
- C = Compass E-Write (2-8 scale)
- E = Compass E-Write (2-12 scale)**
- T = TABE

Please use this new code, if applicable, for the current End-of-Term data submission.

For your information, we are providing the cutoff scores for all post-assessment scores. The TABE Math test cutoff score is subject to debate and, therefore, may change. If it does, we will notify you.

Cutoff Scores Per AHECB Policy					
Test	SISDB Code	Math	English	Reading	
ACT	0	>= 19	>= 19	>= 19	
SAT	1	>= 460	>= 470	>= 470	
Asset	2	>= 39	>= 45	>= 43	
Compass	3	>= 41	>= 75	>= 82	
Explore	4	>= 15	>= 14	>= 14	
Plan	6	>= 17	>= 16	>= 15	
Supplemental Post-Test Cutoff Scores					
Test	SISDB Code	Math	English	Reading	Range
Compass E-Write <sup>1</sup>	C	NA	6	NA	2-8
<b>Compass E-Write<sup>2</sup></b>	<b>E</b>	<b>NA</b>	<b>8</b>	<b>NA</b>	<b>2-12</b>
MyMathTest <sup>3</sup>	M	70	NA	NA	1-100
Nelson-Denny <sup>4</sup>	N	NA	NA	13	0-26
TABE	T	12.9	12.8	11.1	0-12.9
<sup>1</sup> Use minimum score of 6 on the 2-8 scale					
<sup>2</sup> Use minimum score of 7-8 on the 2-12 scale					
<sup>3</sup> 70 on the pre-algebra section of MyMathTest is equivalent to an ACT 19.					
<sup>4</sup> Nelson-Denny score of not less than 13.0 (use combined minimum score of 26 on vocabulary & comprehension exams)					

Also, please remember that post-test scores are required for all students completing the course – both successfully and unsuccessfully. The following grades have been determined to indicate non-completion, i.e., a blank post-test score is acceptable for these grades - **I, AB, AC, AU, CA, VO, W, WF, and WP**. Any other grade without a post-test score will generate a validation error.

# APPENDIX P

## Preliminary Fall Census Enrollment

Enter the preliminary headcount and SSCH for your institution as of the current year's fall census date (11th class day). Do not include enrollments in non-credit offerings.

**Institution:** \_\_\_\_\_

**Name of Respondent:** \_\_\_\_\_

**Date and Time Submitted:** \_\_\_\_\_

### Preliminary Student Headcount (Calculated from the student file)

\_\_\_\_\_ High School Students

\_\_\_\_\_ Undergraduate Students  
(not including High School Students)

\_\_\_\_\_ Graduate and First Professional Students

\_\_\_\_\_ Total Students

\_\_\_\_\_ List any Summer 2 Off-Schedule course/enrollments  
you may want to note

### Preliminary Fall Term Full-Time Equivalent Students (FTEs) (Calculated from the course file)

\_\_\_\_\_ High School Students

\_\_\_\_\_ Undergraduate Term FTE (SSCH divided by 15)  
(not including High School Students)

\_\_\_\_\_ Graduate Term FTE (SSCH divided by 12)

\_\_\_\_\_ Total Term FTE

Please fax or email this page to ADHE Research and Planning at 501-371-2002.



# ADHE Division of Research and Planning

## SIS Data Files and Report Descriptions

FILE NAME			DATA DESCRIPTION	LEGISLATIVE AUTHORIZATION	USE
SIS TERM FILES			Public	Private	
Student	Y	Y	Credit-earning students with descriptors (e.g., date of birth, gender, level, placement status, race, geographic origin)	Act 479 of 1999	Academic cost accounting; annual enrollment reports; remediation report; annual retention & graduation report; ad hoc requests; federal legislation reporting
Student End-of-Term		Y	Similar to student file but includes GPA and credit hour data (for private institutions and BSN, JSN, CRTI, and NTI only)	Acts 605/606 (Lottery Act) of 2009 as amended	Lottery Act compliance
Credit Course	Y		Credit courses SSCH, enrollment, discipline	Act 479 of 1999	Academic cost accounting; annual FTE report; budget recommendations; SREB Data Exch.
Registration	Y		Course schedules of all students enrolled in public higher education courses	Act 479 of 1999	Academic cost accounting; SREB Data Exchange
Registration End-of-Term	Y		Same as Registration File above but including developmental post-assessments and GPA/credit hour data	Act 971 of 2009 and Acts 605/606 of 2009 (Lottery Act) as amended	Lottery Act compliance and developmental studies
Instructor	Y		All staff paid from academic positions and others with instructional duties	Act 479 of 1999	Verification of academic cost accounting; SREB Data Exchange
Workforce Education/Training	Y		Course hours for employee development	Act 479 of 1999	Academic cost accounting; annual FTE report; budget recommendations
SIS ANNUAL FILES			Public	Private	
Graduated Student	Y	Y	Graduates by degree, gender, race/ethnicity	Act 479 of 1999	Annual degrees report; academic cost accounting; SREB Data Exchange; ad hoc requests
Annual Instructor	Y		All instructors from previous academic year and total compensation	Act 479 of 1999	Academic cost accounting
Athletic File	Y		Student athletes with financial aid information	Act 479 of 1999	Annual athletic retention & graduation report
Financial Aid File	Y	Y	Submission of financial data	Acts 605/606 (Lottery Act) of 2009 as amended	Lottery Act compliance
ADHE REPORTS			Public	Private	
Academic Calendar	Y	Y	Starting and ending dates of academic terms and term breaks (Note: A copy of the academic calendar from an institutional catalog may be substituted.)	Act 479 of 1999	External requests
Financial Aid Crosswalk Report	Y	O	Submission of local institution codes matching ADHE fund codes	Acts 605/606 (Lottery Act) of 2009 as amended	Lottery Act compliance
Military Compensation Report	Y		Reports the type and amount of compensatory options awarded to the student or spouse called to military service	Act 85 of 2005, Act 16 of 2007	General compliance
RPTA Transfer Report	Y		Reports transfer data regarding students with AA, AS, or AAT degree transferring to 4-year public universities	Act 182 of 2009 (Roger Phillips Transfer Act)	General compliance
ACTS Transfer Report	Y	Y	Reports transfer data on all students transferring between institutions regarding courses in Arkansas Course Transfer System	Act 672 of 2005	General compliance
Perkins Annual Report	Y		Perkins student and assessment data.	Federal Perkins Act	Federal Perkins Act compliance
OCR REPORTS			Public	Private	
OCR A-5	Y		Governing board composition	Adams Case	Desegregation reporting; ad hoc requests
OCR B-1	Y		Student applications, acceptances, enrollments	Adams Case	Desegregation reporting; ad hoc requests
OCR B-3	Y		Financial aid	Adams Case	Desegregation reporting; ad hoc requests
EEO6 (Supplement only)	Y		Faculty tenure	Adams Case	Desegregation reporting; ad hoc requests

**NOTES:**

Private includes all private/independent institutions along with BSN and JSN

Y = Yes, this file is required

O = Optional, this file is optional