*AHEIS*
*Reference Manual*
*for the*

# *Student Information System*

# Independent Institutions

**Arkansas Department of Higher Education**
**Little Rock, Arkansas**
**2012 – 2013**

# A D H E Division of Research and Planning
# 2012-2013 Reporting Calendar
# for Institutions of Higher Education

| Month | Due Date | Indep | Activity |
|---|---|---|---|
| July | 07/11/2012 Wed | * | Financial Aid Crosswalk and Data File |
| July | 07/11/2012 Wed | * | Academic Calendar<br>Note: A copy of the academic year calendar from an institutional catalog may be substituted. |
| July | 07/11/2012 Wed | * | Graduated Student File for prior academic year<br>Note: A.D.H.E. will NOT upload the I.P.E.D.S. Completions data to institutional web pages from GSF. |
| August | 08/01/2012 Wed | * | Summer I End-of-Term (includes Spring Off-Schedule End-of-Term) |
| August | 08/01/2012 Wed | * | Summer II Term File (Student, Registration, Course, Instructor) includes Summer I Off-Schedule |
| August | 08/08/2012 Wed | * | I.P.E.D.S. Registration Opens.<br>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.<br>Includes: Registration; Report Mapping; Institution ID; IC-Header |
| August | 08/15/2012 Wed | | The due date for the first Perkins annual file submission is August 15, 201**2**.<br>(for prior academic year) |
| August | 08/22/2012 Wed | | Annual Instructor File (for prior academic year) |
| August | 08/29/2012 Wed | | Annual Report on type and amount of compensatory options awarded to students called to military service per Act 85 of 2005. |
| September | 09/05/2012 Wed | * | I.P.E.D.S. Fall Collection Opens<br>Includes: Institutional Characteristics; Completions; 12-month Enrollment |
| September | 09/05/2012 Wed | | Workforce Education and Training Course File (Summer I data) |
| September | 09/12/2012 Wed | * | Graduated Student File for current academic year (July and August graduates) |
| ~~September~~ | ~~09/12/2012 Wed~~ | | ~~Roger Phillips Transfer~~ |
| September | 09/12/2012 Wed | | ACTS Transfer Report |
| September | 09/19/2012 Wed | * | Estimated Fall Census Enrollment (submit totals via form in Appendix P) |
| September | 09/28/2012 Fri | * | Financial Aid Crosswalk and Data File |
| October | 10/17/2012 Wed | * | I.P.E.D.S. Fall Collection Closes for Institutions |
| October | 10/17/2012 Wed | * | Summer II End-of-Term File (includes Summer I Off-Schedule End-of-Term) |
| October | 10/17/2012 Wed | * | Fall Term File (Student, Registration, Course, Instructor) includes Summer II Off-Schedule |
| October | 10/17/2012 Wed | | Workforce Education and Training Course File (Summer II data) |
| October | 10/17/2012 Wed | | Intercollegiate Athletic File (for prior academic year) |
| November | 11/07/2012 Wed | * | Send pdf copies of IPEDS Fall form data via ft server with email notification to ADHE |
| November | 11/07/2012 Wed | | O C R A-5: Governing Board Composition |
| November | 11/07/2012 Wed | | O C R B-1: Student Applications, Acceptances , and Enrollments |
| December | 12/05/2012 Wed | * | I.P.E.D.S. Winter Collection Opens          Includes: Student Financial Aid |
| December | 12/05/2012 Wed | * | I.P.E.D.S. Spring Collection Opens<br>Includes: Fall Enrollment; Graduation Rates; 200% Graduation Rates; Finance; Human Resources |
| February | 02/06/2013 Wed | * | I.P.E.D.S. Winter Collection Closes for Institutions |
| February | 02/13/2013 Wed | * | Send pdf copies of IPEDS Winter form data via ft server with email notification to ADHE |
| February | 02/27/2013 Wed | * | Fall End-of-Term File, includes Summer II Off-Schedule End-of-Term |
| February | 02/27/2013 Wed | * | Spring Term File (Student, Registration, Course, Instructor) includes Fall Off-Schedule |
| February | 02/27/2013 Wed | | Workforce Education and Training Course File (Fall data) |
| April | 04/10/2013 Wed | * | I.P.E.D.S. Spring Collection Closes for Institutions |
| May | 05/01/2013 Wed | * | Send pdf copies of IPEDS Spring form data via ft server with email notification to ADHE |
| June | 06/19/2013 Wed | * | Spring End-of-Term File, includes Fall Off-Schedule End-of-Term |
| June | 06/19/2013 Wed | * | Summer I Term File (Student, Registration, Course, Instructor) includes Spring Off-Schedule |
| June | 06/19/2013 Wed | | Workforce Education and Training Course File (Spring data) |

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**APPENDICES**

# K ho to Contact

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# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

**ID Change for Student or Instructor Record Layout**

The following section only is being changed.

*The first paragraph and Record Layout above is unchanged.*

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.

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:
 SSNs with the first three digits of:
- 000
- 666
- 900 series

 Additionally, prior to June 25, 2011, SSA never assigned an SSN with the first three digits of:
- 000
- 666
- Above 772 in the 700 series
- 800 series
- 900 series

 SSA has never assigned an SSN with the second two digits of 00 or the last four digits of 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

*The following paragraphs and table relating to Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number) remains unchanged.*

## Section A: STUDENT FILE

| PUBLIC | INDEP | ITEM |
|--------|-------|------|
| 82 | 60 | **Enroll Status, Definition of First-Time Entering Undergraduate Student**<br>Include the IPEDS definition for reference and clarification in both note 5 and in the Glossary. The IPEDS definition is:<br><br>Note 1. IPEDS Defines a First-Time Entering Student as: a First-time student (undergraduate) – A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). |

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

| PUBLIC | INDEP | ITEM |
|---|---|---|
| 129-130<br>134-135<br>139-140 | NA | **Test Scores of Concurrent Students**<br>for these fields (test type math, test math, test type English, test English, test type reading, and test reading) for concurrent students only, a test score is only required for the type of course that they are enrolled in.  For concurrent students only (enroll status = 13 and course level = 7 or 8)<br><br>a. Allow concurrent students enrolled in math (CIP 27) to provide math score only, i.e., if the student is enrolled in a math course only, then a math score is required and English/reading scores are optional.<br>b. Allow concurrent students enrolled in English (CIP 23) to provide English score only, i.e., if the student is enrolled in an English course only, then an English score is required and math/reading scores are optional.<br>c. Allow concurrent students enrolled in other general education courses (not CIP 23 or CIP 27) to provide reading score only, i.e., if the student is enrolled in a general education (non-math or non-English) course only, then a reading score is required and math/English scores are optional. |
| 124 | Student EOT file, field 64 | **Entrance Exam Type**<br>New Freshmen Assessment Policy  The new Freshman Assessment Policy was approved by AHECB resolution in April 2012.  But the data collection for this group of students will not take effect until AY2014.  This will require collection of test scores (ACT, etc.) for all students enrolling in English composition or math courses that meet the requirements for the 35-credit hour state minimum general education core.<br><br>**CHANGE FOR AY2013-2014**<br>All of the following types of students must have test scores provided.  These students include:<br>　(1) first-time entering freshmen,<br>　(2) high school students;<br>　(3) state-assisted students that consented to the release of information; and<br>　**(4) students enrolling in any English composition or math course that meet the requirements for the 35-credit hour state minimum general education core**.<br><br>Enter the code corresponding to the test type used to place the student s in math, English, or reading.<br>　0 = ACT<br>　1 = SAT<br>　2 = ASSET<br>　3 = COMPASS<br>　7 = Test not required<br>　9 = Does not apply (the student is not one of the students referenced above)<br>NOTE: If code 9 is entered here, the fields test_type_math, test_type_english, and test_type_reading must also be coded as 9. |
| 125 | Student EOT file<br><br>65 | **Entrance Exam Score**<br><br>Test scores are required for:<br>　(1) first-time entering freshmen,<br>　(2) high school students;<br>　(3) state-assisted students that consented to the release of information; and<br>　**(4) students enrolling in any English composition or math course that meet the requirements for the 35-credit hour state minimum general education core.**<br><br>If the entrance exam was:<br>　ACT – enter the composite score<br>　SAT – enter the total of the Critical Reading and Math scores<br>　　(test_math + test_reading)<br>All other tests – enter 0000 |

| PUBLIC | INDEP | ITEM |
|---|---|---|
| 129<br>134<br>139 | Student EOT file<br><br>69-78 | **Test Type Math, Test Type English, and Test Type Reading**<br><br>**CHANGE FOR AY2013-2014**<br>All of the following types of students must have test type and test scores provided. These students include:<br>(1) first-time entering undergraduates seeking associate or higher degree,<br>(2) high school students enrolled in a general education course;<br>(3) state-assisted students that consented to the release of information.<br>**(4) students enrolling in any English composition or math course that meet the requirements for the 35-credit hour state minimum general education core.**<br>(Note that the Clarifying Memo of July 2, 2010 exempts transfer students.)<br><br>Enter the code corresponding to the test type used to place the student s in math, English, or reading.<br>  0 = ACT<br>  1 = SAT<br>  2 = ASSET<br>  3 = COMPASS<br>  4 = EXPLORE (high school students only)<br>  5 = PLAN (high school students only)<br>  7 = Test not required<br>  9 = Does not apply (the student is not one of the students referenced above)<br><br>NOTES:<br>1. If the student is coded as first-time entering undergraduate for enroll status and degree intent indicates either associate or baccalaureate degree seeking, then code 0, 1, 2, 3, 4, or 5 must be reported in this field.<br>2. If test option 0, 1, 2, 3, 4, or 5 is reported, a score must be reported in the score field (test_math or test_English, or test_reading).<br>3. If student has not been tested and is placed in remediation, enter 2 for ASSET and enter 999 for the score.<br>4. If code 7 is reported, degree intent must be 3, 7, or 8 for first-time entering students only.<br>5. Test scores are to be reported for those students who change from seeking a certificate-level award to an associate degree, those whose degree intent changes from non-degree to degree-seeking, and non-degree-seeking students who enroll in mathematics or English composition.<br><br>(Per admission policies approved by AHECB, " . . . Appropriate tests for placement must be completed by non-degree-seeking students [e.g., high school students] prior to entering a degree program or enrolling in mathematics or English composition [including reading].") |
| 162 | NA | **UTeach**– new field is being added.<br><br>Enter a 1 (Yes) for the student if the student is majoring in an education field (defined as CIP 13) OR is in a major or minor that is part of a teacher preparation program (but is not in CIP 13). This is very similar to the graduate file, fields EE_CIP_CODE and EE_CIP_DETAIL, and is designed to identify such students before graduation.<br><br>        1 = Yes        2 = No |

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

**Section B: COURSE FILE** *(does not relate to private/independent institutions)*

Course File Introduction – this section will be revised as follows.

The Credit Course File includes all courses for which academic credit is granted, as well as zero credit hour laboratories, which require a student registration separate from the course lecture. Faculty teaching concurrent courses at an institution of higher education will hold the same credentials as do all other adjunct faculty at the institution (master's degree plus 18 hours in the area of study). See Board Policy 5.16.3, revised June 23, 1999)

The following type of courses must be EXCLUDED:

- Zero credit hour courses (except for zero credit hour laboratories reported as a separate record provided both the lecture and lab are associated with a student registration)
- Noncredit classes and workshops
- Continuing education courses
- Adult basic education courses
- Other courses for which academic credit is not awarded.

The file is submitted each academic term (i.e., fall, summer 1, summer 2, and spring), and each record must reflect the course status as of the 11th class day for the fall and spring terms and the 5th class day for summer terms. Courses beginning after the census date (off-schedule courses) should be included in the following term's data submission. A single record should be submitted for each course except when the course has some form of multiple dimensions simultaneously (e.g., multiple disciplines, levels, sections, locations, instructors, or course credit hours). When the multiple dimensions exist, the course will have a primary record linked with (a) secondary record(s) as described in fields 80 and 81.

| PUBLIC | INDEP | ITEM |
|---|---|---|
| 55, 57 | NA | **CIP Codes and CIP Detail for Remedial/Developmental Courses (Course Level = 0)** Remedial courses, defined as course level = 0, must use the CIP Codes of 32.0104 and 32.0108. The institution should follow the following guidelines in selecting the appropriate CIP Code. |

| Remedial Course Subject | CIP Code Required |
|---|---|
| Math Only | 32.0104 |
| English Only | 32.0108 |
| Reading Only | 32.0108 |
| Math and English | Use the CIP Code that reflects the majority of the course content, but only 32.0104 or 32.0108 |
| Math and Reading | Use the CIP Code that reflects the majority of the course content, but only 32.0104 or 32.0108 |
| English and Reading | 32.0108 |
| Math, English, and Reading | 32.0108, unless math is the majority of the course content, then use 32.0104 |

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

| PUBLIC | INDEP | ITEM |
|---|---|---|
| 97 | NA | **<u>Receiving Course Location</u>**<br><br>The codes are not being revised but the following is provided for clarification.<br><br>Enter the location where this course is received (i.e., location of students). |

| Code | Name | On* | Off* | Description |
|---|---|---|---|---|
| 00 | On-Campus | Y | | **This is your main campus location – any course not on your main campus should use a different code as you only have one main campus.** |
| 01 | Branch Campus or Alternate Site | | Y | **Off-campus location that is not the main campus or is not included in the codes below.** |
| 02 | University Center/Other Arkansas Higher Education Institution | | Y | |
| 03 | Elementary or High School | | Y | |
| 04 | Business/Industry Site | | Y | |
| 05 | Clinic/Hospital | | Y | |
| 06 | Public Library/Community-Based Organization | | Y | |
| 07 | Study Abroad | | Y | |
| 08 | Out-of-State/Country Site | | Y | |
| 09 | Military Base | | Y | |
| 10 | Correctional Institution | | Y | |
| 11 | Secondary Area Center, On-Campus | Y | | |
| 12 | Secondary Area Center, Off-Campus | | Y | |
| 77 | Student's Home | | Y | |
| 98 | Other | | Y | |
| 99 | Unknown | | Y | |

*On/Off – denotes whether this receiving course location is on-campus or off-campus. Those with Y (Yes) in both columns can be either on- or off-campus.

Notes:
(1) If the course is delivered at non-traditional sites and/or via distance learning
(2) (codes 01 - 12, 77, or 98), complete field 100 (non-traditional site/location).
**(3)If the course is a combined lecture/lab/clinical type of course and the lecture portion is on-campus and the lab/clinical portion is off-campus, report the entire course as on-campus. If however, the lecture and lab/clinical are reported as separate courses and the lab/clinical portion is off-campus, report the course as off-campus.**
(4) **The courses in any of the above locations may be delivered via distance education (telecommunications/correspondence). However, code 77 (student's home) should be used for the traditional online course even though the student could be at work, at the mall, or other locations. Use code 77 for all correspondence courses as well.**

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

**Section C: END-OF-TERM FILE** *(does not relate to private/independent institutions)*

| PUBLIC | INDEP | ITEM |
|---|---|---|
| 53 | NA | **Grade**<br><br>**Two grade codes will have the grade definition (remarks) changed as follows.**<br><table><tr><td>Grade or Mark</td><td>Quality Points</td><td>In GPA Calc?</td><td>Earned Hours</td><td>Remarks</td></tr><tr><td>S</td><td>0</td><td>No</td><td>Yes</td><td>Satisfactory completion of the course. (Used for courses with S/U grading)</td></tr><tr><td>U</td><td>0</td><td>No</td><td>No</td><td>Unsatisfactory completion of the course. (Used for courses with S/U grading)</td></tr></table> |
| 55 | NA | **Post-Test Scores**<br><br>the fields of post_test_type_math, post_test_math, post_test_type_english, post_test_ english, post_test_type_reading, and post_test_reading will no longer be required if your institution has submitted a Student Success Plan to ADHE's Academic Affairs and been approved per the new Freshman Assessment and Placement Program.  This note will be added to the six (6) fields.<br><br>NOTE: Institutions having an approved Student Success Program are not required to submit data for the following six (6) fields: post_test_type_math, post_test_math, post_test_type_english, post_test_ english, post_test_type_reading, and post_test_reading. |

**Section D:  TERM INSTRUCTOR FILE (does not relate to private/independent institutions)**

| PUBLIC | INDEP | ITEM |
|---|---|---|
| 112 | NA | **Position Title Code**<br><br>**Enter the title code associated with the position number from which the individual is paid.**<br><br>**31 = Full Time Faculty – includes any and all faculty if they are considered full time**<br>**32 = Part Time/Adjunct Faculty – all part time faculty and adjuncts except as noted below**<br>**33 = Staff/Administrator – all other staff and administrators, full time and part time, that teach**<br>**34 = Graduate Assistants – all Graduate Assistants, Teaching Assistants, Research Assistants, etc.**<br>**35 = Non-Institutional Employees/High School Instructors/ROTC Instructors – high school teachers or persons not otherwise employed by the institution or persons donating time.**<br>**36 = Other – any other person that does not fit into the above categories** |

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

**Section E: GRADUATE FILE (relates to both private/independent and public institutions)**

Introductory Paragraphs and Ceasing of IPEDS Completions Submission

The Graduated Student Files report all degrees and certificates awarded between July 1 and June 30 of the previous academic year. An institution must use only those CIP codes and degree codes that are included on its lists of AHECB-approved programs. One record should be completed for each degree and certificate awarded by your institution.

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. The institution must matriculate a student before any **Technical Certificate or higher credential** can be reported for that student. This file should be the basis for your institution's IPEDS Completions Survey submitted to NCES.

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

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

The 2nd collection, due in <u>July</u>, 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 remainder of the fiscal year.

**ADHE will no longer upload the IPEDS completions report for the institutions.**

For additional information related to the IPEDS Completion Report and related issues, please see Appendix I-A.

| PUBLIC | INDEP | ITEM |
|--------|-------|------|
| 32 | 14 | **Initial Admit Date** <br><br> Enter the month and year when the graduate was first enrolled at the institution awarding the certificate or degree after official admittance – this is the first term enrolled immediately after formal admission. (If a student is admitted in April but does not start class until August, August should be used.) In reference to IPEDS, this is the term in which the student was identified as first-time entering. <br><br> A student must be matriculated (officially admitted) by the institution before any **Technical Certificate or higher credential** can be reported for that student. For any high school student that has earned the Certificate of Proficiency, please use the date of the first term enrolled as a high school student. <br>        MMYYYY – where MM = Month (01 - 12) and YYYY = Year (0000 - 9999) <br> NOTES: <br> 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). <br> 2. This entry is the base date for calculating a student's time-to-degree and begins when a student initially enrolls. <br> (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. <br> (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. <br> (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 reenrolled 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. |

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

| PUBLIC | INDEP | ITEM |
|---|---|---|
| 50 | <u>29</u> | <u>**Graduate File, Degree Level**</u> – revise as follows.<br><br>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.<br><br>**00 = Diploma (for JSN and BSN use only)**<br>01 = Certificate of proficiency<br>02 = Technical certificate<br>03 = Associate degree<br>04 = Advanced certificate<br>05 = Baccalaureate degree<br>06 = Post-baccalaureate certificate<br>07 = Master's degree<br>08 = Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree<br>17 = Doctor's Degree – Research/Scholarship<br>18 = Doctor's Degree – Professional Practice<br>19 = Doctor's Degree – Other (currently not used in Arkansas) |
| 82 | <u>56</u> | <u>**Age**</u> – add this new field as follows.<br><br>Please provide the student's age at the time of graduation.  This should be calculated based on the graduation date and the student's date of birth. |

**Section F:  Annual Instructor File (does not relate to private/independent institutions)**

| PUBLIC | INDEP | ITEM |
|---|---|---|
| 23 | NA | <u>**Position Title Code**</u><br><br>**Enter the title code associated with the position number from which the individual is paid.**<br><br>**31 = Full Time Faculty – includes any and all faculty if they are considered full time**<br>**32 = Part Time/Adjunct Faculty – all part time faculty and adjuncts except as noted below**<br>**33 = Staff/Administrator – all other staff and administrators, full time and part time, that teach**<br>**34 = Graduate Assistants – all Graduate Assistants, Teaching Assistants, Research Assistants, etc.**<br>**35 = Non-Institutional Employees/High School Instructors/ROTC Instructors – high school teachers or persons not otherwise employed by the institution or persons donating time.**<br>**36 = Other – any other person that does not fit into the above categories** |

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

| PUBLIC | INDEP | ITEM |
|---|---|---|
| 25, 27 | NA | Two (2Two (2) New Fields regarding SOC Codes – this change will relate to AY2013 but it will not be reported to ADHE until October 2013 (in AY2014), so this field will not be added until next year.  Institutions will need to begin collecting data on SOC codes beginning in July 2012 to comply with the IPEDS.<br><br>Two fields will be used similar to CIP Code reporting – SOC Code (the first 2 digits) and SOC Detail (the last 4 digits).<br><br>**SOC Code** - Provide the 2-digit SOC codes (the first 2 digits) for all employees reported in the annual instructor file.<br>**SOC Detail** - Provide the 4-digit SOC codes (the last 4 digits) for all employees reported in the annual instructor file.<br><br>11-0000 Management Occupations<br>13-0000 Business and Financial Operations Occupations<br>15-0000 Computer and Mathematical Occupations<br>17-0000 Architecture and Engineering Occupations<br>19-0000 Life, Physical, and Social Science Occupations<br>21-0000 Community and Social Service Occupations<br>23-0000 Legal Occupations<br>27-0000 Arts, Design, Entertainment, Sports, and Media Occupations<br>25-1000 Postsecondary Teachers<br>25-1191 Graduate Teaching Assistants<br>25-4010 Archivists, Curators, and Museum Technicians<br>25-4020 Librarians<br>25-4030 Library Technicians<br>25-2000 Pre-school, Primary, Secondary, and Special Education School Teachers<br>25-3000 Other Teachers and Instructors<br>25-9000 Other Education, Training, and Library Occupations<br>29-0000 Healthcare Practitioners and Technical Occupations<br>31-0000 Healthcare Support Occupations<br>33-0000 Protective Service Occupations<br>35-0000 Food Prep and Serving Related Occupations<br>37-0000 Building and Grounds Cleaning and Maintenance Occupations<br>39-0000 Personal Care and Service Occupations<br>41-0000 Sales and Related Occupations<br>43-0000 Office and Administrative Support Occupations<br>45-0000 Farming, Fishing, and Forestry Occupations<br>47-0000 Construction and Extraction Occupations<br>49-0000 Installation, Maintenance, and Repair Occupations<br>51-0000 Production Occupations<br>53-0000 Transportation and Material Moving Occupations<br>55-0000 Military Specific Occupations<br><br>Since IPEDS will require the reporting of the 2010 SOC Codes in the human resources report beginning with the 2012-2013 reporting year, ADHE will add the SOC code to the annual instructor report.  For information on SOC Codes, please see http://www.bls.gov/soc/#materials.  Regular faculty should be reported with a SOC code in the 25-1000 range of codes.  Non-faculty personnel that teach should use a different SOC Code.<br><br>For more information on SOC Codes, please see Appendix I-B. |

## Section G: Other Reports

| PUBLIC | INDEP | ITEM |
|---|---|---|
|  |  | **Roger Phillips Transfer Report**<br><br>The submission of the Roger Phillips Transfer Report is not required in AY2013 (2012-2013) as all transfer degree plans have not yet been approved. |

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

## IPEDS Completions and Related Reports

### Changes for Academic Year 2013 (2012-2013)

Beginning with the 2013 Academic Year (2012-2013) all institutions will upload their own completions (graduate) data directly to IPEDS, i.e., ADHE will cease the middle-man activity. This relates to the graduate file that you submit to ADHE in July 2012 and you will upload to IPEDS by October 2012.

In the past, ADHE received the annual graduate file and processed it and submitted the completions to IPEDS on behalf of the institutions. This resulted in a checking/double-checking and sign-off process that was tedious and burdensome to all parties involved. Therefore, this process will cease and beginning with the IPEDS submission due in October 2012 all institutions will upload their own completions report to IPEDS.

### ADHE Guidance Policy for IPEDS Reporting

In order to ensure the quality of data submitted to IPEDS and ensure that both ADHE and IPEDS data are as identical as possible, the following guidance directives are provided.

| Identification | Directive/Explanation | IPEDS Reference |
|---|---|---|
| Guidance Directive 1 | During the preparation of any IPEDS report, if it is discovered that the data submitted to ADHE is incorrect, the institution should correct this situation by re-submitting the graduate file to ADHE. | This relates to both the Completions Report and the GRS Survey. |
| Guidance Directive 2 | Degree codes are used for all public institutions of higher education to identify the academic program in which a student has earned a credential. A student can earn only one (1) credential per ADHE degree code. Academic programs containing options all use the same degree code and students completing additional coursework in an option with the same degree code shall not create an additional award.<br><br>This relates to public institutions only as independent institutions do not use degree codes. | This relates to both the Completions Report and the GRS Survey. |
| Guidance Directive 3 | Only students that officially graduate within the specified time frame should be counted. Graduation refers to a credential actually being conferred or officially awarded. The time frame for ADHE and the IPEDS Completion Report is the academic year.<br><br>The time frame for the IPEDS Graduation Rate Survey is 100%, 150%, or 200% of the normal time expected for the credential. For associate and bachelor degrees, IPEDS allows the additional months of July and August in the next academic year to account for summer graduations.<br><br>IPEDS defines Completer as "A student who receives a degree, diploma, certificate, or other formal award. *In order to be considered a completer, the degree/award must actually be conferred."* | This relates to both the Completions Report and the GRS Survey. |
| Guidance Directive 4 | The Arkansas Department of Higher Education only recognizes students as completing a transfer program if the student earned an associate degree. The AA, AS, and AAT are generally the degrees awarded for such transfer purposes. This relates directly to IPEDS transfer-preparatory program, defined as: *"…the successful completion of at least a 2-year program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program."*<br><br>ADHE policy is that all such transfer students should have received an associate degree before transfer as ADHE does not recognize any transfer program that does not end with an associate's degree. | This relates to both the Completions Report and the GRS Survey. |

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

**Changes to the 2012-13 IPEDS Data Collection and**
**Changes to Occupational Categories for the 2012-13 Human Resources Data Collection**

This document was revised on 2/15/12, to reflect OMB approval of the
new occupational categories for HR reporting.

**This document contains:**
- Changes to the IPEDS data collection that ***have been approved*** by the Office of Management and Budget (OMB) for implementation in 2012-13. The preview year for these approved changes is 2011-12, and survey screens and instructions are available through the Survey Materials link on the Data Provider Center page (https://surveys.nces.ed.gov/IPEDS/VisIndex.aspx)

- Changes to the occupational categories used on the Human Resources (HR) survey component that ***have been approved*** by OMB for implementation in 2012-13.

  Institutions should prepare to report in 2012-13 using the new categories. **Each job at the institution will need to be categorized according to the 2010 SOC in order to report HR data in 2012-13**. **An HR/SOC Resources website will be available on the IPEDS website later this spring**. In the meantime, **more information on the 2010 SOC can be found at** (http://www.bls.gov/soc/)

**Origins of Changes:**
The changes to the data collection 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/Default.aspx) and comments on panel suggestions are solicited. Three meetings of the TRP resulted in changes for 2012-13.

The new occupational categories come from a new requirement to align IPEDS HR reporting with the 2010 Standard Occupational Classification (SOC) codes.

| Origins of Changes to the 2012-13 IPEDS Data Collection | | |
|---|---|---|
| **Origin** | **Summary** | **Survey Components Affected** |
| Distance Education TRP (Held in April 2008) | The IPEDS Technical Review Panel met to discuss evolving delivery modes for postsecondary education and increased availability of "distance education" courses 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 |
| Completions TRP (Held in December 2009) | 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 |
| Human Resources TRP (Held in June 2010) | 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 |

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

| Origin | Summary | Survey Components Affected |
|---|---|---|
| 2010 SOC | A new version of the Standard Occupational Classification (SOC) was released in 2010. The SOC is used by federal statistical agencies to classify workers and jobs into occupational categories for the purpose of collecting, calculating, analyzing, or disseminating data. IPEDS Human Resources reporting is required to align with the 2010 SOC. This alignment introduces new occupational categories that will replace the primary functions/ occupational activities currently used for HR reporting. | Human Resources |

| Changes to IPEDS Data Collection 2012-13 | |
|---|---|
| **Change** | **Source** |
| **Institutional Characteristics (All institutions) 2012-13** | |
| Add an item to collect whether distance education opportunities are offered and at what student level (undergraduate, graduate). The current IC question C2 will be modified to exclude the distance education reporting option, and a new question will be added. | Distance Ed TRP |
| **Completions (All institutions) 2012-13** | |
| Add an item to collect the total number of *students* who earned degrees or certificates, by race/ethnicity and gender. | Completions TRP |
| Add items to collect the numbers of *students* who earned degrees or certificates, separately by (1) gender; (2) race/ethnicity, and (3) age*, for the following 6 award categories (collapsed from the 11 IPEDS categories): <br> • Less than 1-year certificates <br> • At least 1 but less than 4-year certificates <br> • Associate's degrees <br> • Bachelor's degrees <br> • Postbaccalaureate and Post-Master's certificates <br> • Master's degrees <br> • Doctor's degrees <br> * Age categories are: under 18; 18-24; 25-39; 40 and above; and age unknown. | Completions TRP |
| Add an item so that institutions can indicate, by CIP code and award level, if the program is available to be completed completely through distance education. | Distance Ed TRP |
| **12-month Enrollment (4-yr institutions) 2012-13** | |
| Eliminate collection of doctor's-professional practice instructional activity, now included with graduate activity. | NCES initiated |
| Add an item collect full-time equivalent enrollment for doctor's-professional practice students. These 2 changes will address the problem created in the calculation of FTE enrollment caused by the recent introduction of new postbaccalaureate degree classifications. | NCES initiated |

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

| Human Resources (all institutions) 2012-13 | |
|---|---|
| Add a new Part to the survey to collect data on the number of students enrolled in any distance education and the number of students enrolled exclusively in distance education. Data will be broken out by student level (undergraduate, graduate) and student location (in same state as institution, in U.S. but not in same state, outside U.S.). | Distance Ed TRP |

| Human Resources 2012-13 |
|---|
| The changes for the Human Resources survey component fall into two categories:<br><br>• New occupational categories **for all institutions** due to the required alignment of the HR component with the 2010 Standard Occupational Classification (SOC). These new occupational categories will replace the primary function/occupational activity categories currently used for HR reporting. These changes have been approved by the Office for Management and Budget (OMB) for implementation in the 2012-13 IPEDS data collection. Institutions should begin to prepare to report using the new categories. **Each job at the institution will need to be categorized according to the 2010 SOC in order to report HR data in 2012-13**.<br><br>• Changes **for degree-granting institutions** that have been approved by the Office for Management and Budget (OMB) for implementation in the 2012-13 IPEDS data collection. These were changes that were suggested by the IPEDS Technical Review Panel (TRP) and adopted. |

| Human Resources (all institutions) 2012-13 | |
|---|---|
| Adopt new occupational categories to replace the current primary function/occupational activity categories.<br><br>The alignment with the 2010 Standard Occupational Categories (SOC) requires the adoption of new occupational categories for reporting on the HR survey component. However, the currently used categories **Primarily Instruction, Instruction Combined with Research and/or Public Service, Primarily Research, and Primarily Public Service** will continue to be used, and will not change. The professional/non-professional terminology will no longer be used.<br>NCES has received approval from OMB to use the following categories:<br>• Management Occupations<br>• Business and Financial Operations Occupations<br>• Computer, Engineering, and Science Occupations<br>• Community Service, Legal, Arts, and Media Occupations<br>• **Primarily Instruction**<br>• **Instruction combined with Research and/or Public Service**<br>• **Primarily Research**<br>• **Primarily Public Service**<br>• Graduate Assistants – Teaching<br>• Graduate Assistants – Research<br>• Graduate Assistants - Other<br>• Library and Non-postsecondary Teaching Occupations<br>    o Archivists, Curators, and Museum Technicians<br>    o Librarians<br>    o Library Technicians<br>    o Non-postsecondary Teaching Occupations<br>• Healthcare Practitioners and Technical Occupations<br>• Service Occupations<br>• Sales and Related Occupations<br>• Office and Administrative Support Occupations<br>• Natural Resources, Construction, and Maintenance Occupations<br>• Production, Transportation, and Material Moving Occupations | 2010 SOC |
| Add a screening question to determine if an institution has graduate assistants. | HR TRP |
| Revise the Primarily Instruction occupational category so that data in the EAP section (Part A) are reported for three subcategories:<br>  - Exclusively credit                    - Exclusively not-for-credit<br>  - Combination credit/not-for-credit | HR TRP |

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

| Human Resources (all institutions) 2012-13 | |
|---|---|
| Make the following revisions to the *Salaries* section (Part E):<br>• Eliminate the contract length differentiation from the survey screens.<br>• Add an additional column to the survey screen after the salary outlays column to collect the number of months covered by those salary outlays. (This number will be used to calculate a weighted monthly average salary.)<br><br>Note: To assist data reporters in determining the number of hours covered, a worksheet will be provided in the data collection system that collects counts of staff on 9-month contracts, 10-month contracts, 11-month contracts, and 12-month contracts, by gender and academic rank. For each gender and academic rank category, the system would then calculate: (1) the total number of staff reported (i.e., the sum of the values entered for each contract length), and (2) the total number of months covered (i.e., the sum of the staff reported for each contract length multiplied by the number of months in the contract). | HR TRP |
| Add an additional screen to the Salaries section (Part E), to be displayed immediately after the salary outlays screen for full-time instructional staff, to collect salary outlays for full-time non-instructional staff by occupational category. These totals will not be disaggregated by race/ethnicity or gender.<br><br>**Note**: The alignment with the 2010 Standard Occupational Categories (SOC) requires the adoption of new occupational categories for reporting on the HR survey component. If approved, the new occupational categories for which salary outlays will be collected will be:<br>• Management Occupations<br>• Business and Financial Operations Occupations<br>• Computer, Engineering, and Science Occupations<br>• Community Service, Legal, Arts, and Media Occupations<br>• Primarily Research<br>• Primarily Public Service<br>• Library and Non-postsecondary Teaching Occupations<br>• Healthcare Practitioners and Technical Occupations<br>• Service Occupations<br>• Sales and Related Occupations<br>• Office and Administrative Support Occupations<br>• Natural Resources, Construction, and Maintenance Occupations<br>• Production, Transportation, and Material Moving Occupations | 2010 SOC |
| **Human Resources (degree-granting institutions with 15+ FT staff) 2012-13** | |
| To streamline data collection across component sections:<br>• Eliminate full-time non-instructional research and public service staff from Part G reporting in the *Fall Staff* section, better aligning this section with the Salaries section, which collects data exclusively on instructional staff.<br>• Add items to Part I of the *Fall Staff* section (the headcount of full-time non-instructional staff) to include the research and public service categories that were eliminated from reporting in Part G. | HR TRP |
| Add a screening question to determine if the institution has a tenure system. | HR TRP |
| Add the following non-tenure track contract faculty categories to the *Fall Staff* section (Part G):<br>• Multi-year contract<br>• Annual contract<br>• Less than annual contract          Without faculty status | HR TRP |

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

## IPEDS Documentation on SOC Codes

The IPEDS HR survey component uses the Standard Occupational Classification (SOC) system to assist institutions in classifying employees for IPEDS reporting purposes. The SOC is a system used by Federal statistical agencies to classify workers and jobs into occupational categories for the purpose of collecting, calculating, analyzing, or disseminating data. In 2010, an updated version of the SOC system (http://www.bls.gov/soc/) was released. Consequently, the IPEDS HR survey must be revised to incorporate the 2010 SOC information.

The current HR instructions map approximately 140 of the 821 SOC occupational categories to the following eleven primary functions/occupational activities in the IPEDS HR survey:

- Primarily instruction
- Primarily research
- Graduate assistants

- Other professional (support/service)
- Clerical and secretarial
- Service/Maintenance

Although there were no major changes to the 2010 SOC, the primary functions/occupational activities in the IPEDS HR survey must be redefined to align with an approved aggregation scheme created from the 23 major groups in the 2010 SOC. (In April 2011, the SOC Policy Committee approved the aggregation scheme proposed for IPEDS HR reporting, shown in the table below.) Additionally, NCES must give guidance concerning reporting all SOC occupational categories, not just the subset that is more commonly found on campuses.

There will be a loss of trend data with the adoption of the new categories. Currently, the Other professional, Technical and paraprofessional, and Service/Maintenance categories span SOC major categories, splitting them by skill level, and assigning the more skilled occupations to the Other professional category, and the less skilled occupations to the Technical and paraprofessional and Service/Maintenance categories. This is no longer permitted. HR aggregations must now be based on the SOC major categories, which are discipline focused instead of being based on skill levels.

The IPEDS Occupational Categories that will be implemented in 2012-13 Human Resources reporting are shown below. The first column shows the occupational categories that will be reported in IPEDS starting in 2012-13, incorporating the 2010 SOC. The second column shows the SOC major and minor groups that make up the IPEDS categories.

New occupational categories **for all institutions** due to the required alignment of the HR component with the 2010 Standard Occupational Classification (SOC). These new occupational categories will replace the primary function/occupational activity categories currently used for HR reporting. These changes have been approved by the Office for Management and Budget (OMB) for implementation in the 2012-13 IPEDS data collection. Institutions should begin to prepare to report using the new categories. **Each job at the institution will need to be categorized according to the 2010 SOC in order to report HR data in 2012-13**.

Adopt new occupational categories to replace the current primary function/occupational activity categories.

The alignment with the 2010 Standard Occupational Categories (SOC) requires the adoption of new occupational categories for reporting on the HR survey component. However, the currently used categories **Primarily Instruction**, **Instruction Combined with Research and/or Public Service**, **Primarily Research**, **and Primarily Public Service** will continue to be used, and will not change. The professional/non-professional terminology will no longer be used.

NCES has received approval from OMB to use the following categories:

- Management Occupations
- Business and Financial Operations Occupations
- Computer, Engineering, and Science Occupations
- Community Service, Legal, Arts, and Media Occupations
- **Primarily Instruction**
- **Instruction combined with Research and/or Public Service**
- **Primarily Research**
- **Primarily Public Service**
- Graduate Assistants – Teaching
- Graduate Assistants – Research
- Graduate Assistants - Other

- Library and Non-postsecondary Teaching Occupations
- Archivists, Curators, and Museum Technicians
- Librarians
- Library Technicians
- Non-postsecondary Teaching Occupations
- Healthcare Practitioners and Technical Occupations
- Service Occupations
- Sales and Related Occupations
- Office and Administrative Support Occupations
- Natural Resources, Construction, and Maintenance Occupations
- Production, Transportation, and Material Moving Occupations

# Revisions
## SISDB Proposed Changes for AY2013 (2012-13)

## IPEDS Occupational Categories for Implementation in 2012-13

| IPEDS Category | SOC Major/Minor Group Elements and Detailed Occupations |
|---|---|
| Management Occupations | 11-0000 Management Occupations |
| Business and Financial Operations Occupations | 13-0000 Business and Financial Operations Occupations |
| Computer, Engineering, and Science Occupations | 15-0000 Computer and Mathematical Occupations<br>17-0000 Architecture and Engineering Occupations<br>19-0000 Life, Physical, and Social Science Occupations |
| Community Service, Legal, Arts, and Media Occupations | 21-0000 Community and Social Service Occupations<br>23-0000 Legal Occupations<br>27-0000 Arts, Design, Entertainment, Sports, and Media Occupations |
| Primarily Instruction | 25-1000 POSTSECONDARY TEACHERS |
| Instruction combined with research and/or public service (I/R/PS) | |
| Primarily Research | |
| Primarily Public Service | |
| Graduate assistants - teaching | 25-1191 GRADUATE TEACHING ASSISTANTS |
| Graduate assistants - research(I/R/PS) | |
| Graduate assistants - other | |
| Archivists, Curators, and Museum Technicians | 25-4010 Archivists, Curators, and Museum Technicians |
| Librarians | 25-4020 Librarians |
| Library Technicians | 25-4030 Library Technicians |
| Non-postsecondary Teachers | 25-2000 Pre-school, Primary, Secondary, and Special Education School Teachers<br>25-3000 Other Teachers and Instructors<br>25-9000 Other Education, Training, and Library Occupations |
| Healthcare Practitioners and Technical Occupations | 29-0000 Healthcare Practitioners and Technical Occupations |
| Service Occupations | 31-0000 Healthcare Support Occupations<br>33-0000 Protective Service Occupations<br>35-0000 Food Prep and Serving Related Occupations<br>37-0000 Building and Grounds Cleaning and Maintenance Occupations<br>39-0000 Personal Care and Service Occupations |
| Sales and Related Occupations | 41-0000 Sales and Related Occupations |
| Office and Administrative Support Occupations | 43-0000 Office and Administrative Support Occupations |
| Natural Resources, Construction, and Maintenance Occupations | 45-0000 Farming, Fishing, and Forestry Occupations<br>47-0000 Construction and Extraction Occupations<br>49-0000 Installation, Maintenance, and Repair Occupations |
| Production, Transportation, and Material Moving Occupations | 51-0000 Production Occupations<br>53-0000 Transportation and Material Moving Occupations |
| Not applicable in IPEDS because IPEDS collects data on civilian staff only | 55-0000 Military Specific Occupations |

# 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. <u>If you do not run the validation program, your Access database will not have that term's data</u>. *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 <u>all</u> 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>\<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>\< 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.) <u>should be submitted as *FOUR* (4) separate files</u> and <u>*NOT* merged</u> into regular term data submissions.

# File Name Conventions

Term files  -  use the calendar year and (on-schedule) term *of the data.*

Annual files  -  use the academic year *of the data*.

Academic year is similar to fiscal year (July 1 – June 30).

| C. Filename Examples for Academic Year 2012/2013: | |
|---|---|
| YY     = 2-digit <u>calendar</u> year *of data*<br>T       = on-schedule term *of data*<br>YR     = 2-digit <u>academic</u> year *of data* | |
| **Term Files** | **\<School Abbr>YYT.\<Extension>** |
| Summer II 2012 Regular Term File | \<School Abbr>120.DAT |
| Fall 2012 Regular Term File | \<School Abbr>121.DAT |
| Spring 2013 Regular Term File | \<School Abbr>132.DAT |
| Summer I 2013 Regular Term File | \<School Abbr>133.DAT |
| | |
| Summer II 2012 End of Term | \<School Abbr>120.EOT |
| Fall 2012 End of Term | \<School Abbr>121.EOT |
| Spring 2013 End of Term | \<School Abbr>132.EOT |
| Summer I 2013 End of Term | \<School Abbr>133.EOT |
| | |
| Summer II 2012 Private/Student End of Term* | \<School Abbr>120.PEOT |
| Fall 2012 Private/Student End of Term* | \<School Abbr>121.PEOT |
| Spring 2013 Private/Student End of Term* | \<School Abbr>132.PEOT |
| Summer I 2013 Private/Student End of Term* | \<School Abbr>133.PEOT |
| | |
| **Workforce files report data for the *previous* term** | **\<School Abbr>YYT.WRK** |
| Summer II 2012 Work Force | \<School Abbr>120.WRK |
| Fall 2012 Work Force | \<School Abbr>121.WRK |
| Spring 2013  Work Force | \<School Abbr>132.WRK |
| Summer I 2013 Work Force | \<School Abbr>133.WRK |
| | |
| **Annual Files** | **\<School Abbr>YR.\<Extension>** |
| Annual Instructor | \<School Abbr>12.ANN |
| Athlete | \<School Abbr>12.ATH |
| Financial Aid | \<School Abbr>12.FAID |
| Graduated Student<br>(All students graduating between 1 July 2012 and 30 June 2013) | \<School Abbr>1**3**.GRD |
| Perkins Annual File | \<School Abbr>13.PRK |
| | |
| **As Needed** | |
| 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<br>2 – Graduate<br>3 – Athlete<br>4 – Instructor<br>5 – Credit Course<br>6 – Registration<br>7 – Annual Instructor | 9 – End of Term<br>C – ID Change<br>N – Workforce<br>F – Financial Aid<br>P – Private EOT<br>V – Perkins Vocational |
| 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<br>2 – Graduate<br>3 – Athlete<br>4 – Instructor<br>5 – Credit Course<br>6 – Registration<br>7 – Annual Instructor | 9 – End of Term<br>C – ID Change<br>N – Workforce<br>F – Financial Aid<br>P – Private EOT<br>V – Perkins Vocational |

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 <u>regardless of the data type</u>.

Column 3:  Type of data.  In the case of the Workforce File it would be N.

As a further note, term files (such as fall) will have *several* header and trailer records.

Examples:

The trailer for the student file would be:  991

The trailer for 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.
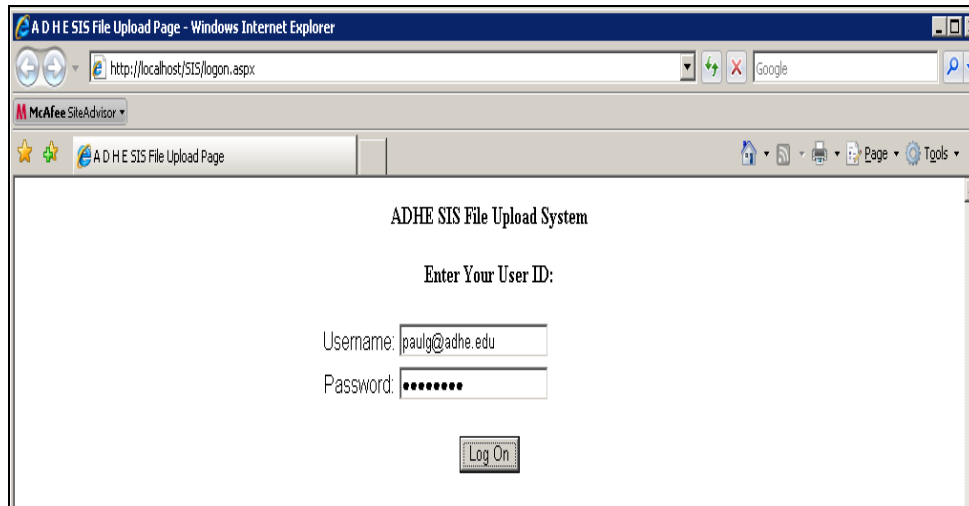


The Log On Page, Figure 1
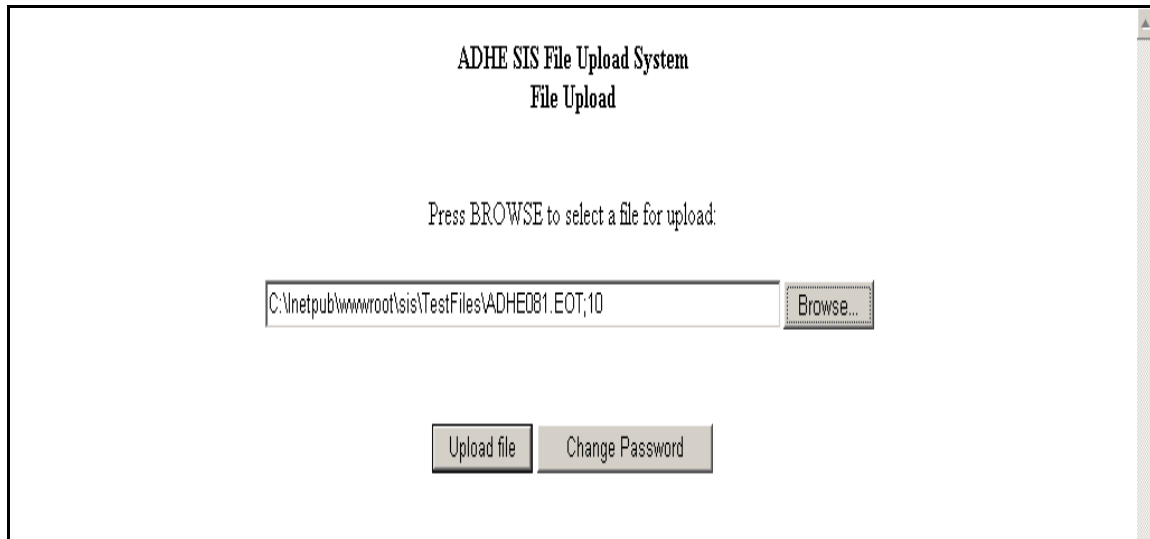
The log on page has two edit boxes for entering the user name and password.  The user name is the e-mail address of the person or persons authorized by the institution to upload student information files.  The initial user password will be assigned by ADHE. Each submitting institution is responsible 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 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

```
                    ADHE SIS File Upload System

┌─────────────────────────────────────────────────────────────────┐
│ FATAL ERROR! FATAL ERROR! FATAL ERROR!                        ▲  │
│                                                                  │
│  The file extention .EOT;10 is not an acceptable SIS file exten- │
│  tion.                                                           │
│  The only acceptable file extensions are:                       │
│ ANN, ATH, DAT, EOT, GRD, PP2, PRK, SSN, WRK                     │
│ Please correct the file extension and resubmit file.            │
│                                                                  │
│  This is a fatal error and no further file prevalidation is      │
│ possible until the                                               │
│ error is corrected.                                              │
│                                                               ▼  │
└─────────────────────────────────────────────────────────────────┘

                    [ Accept ]  [ Cancel ]
```

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**
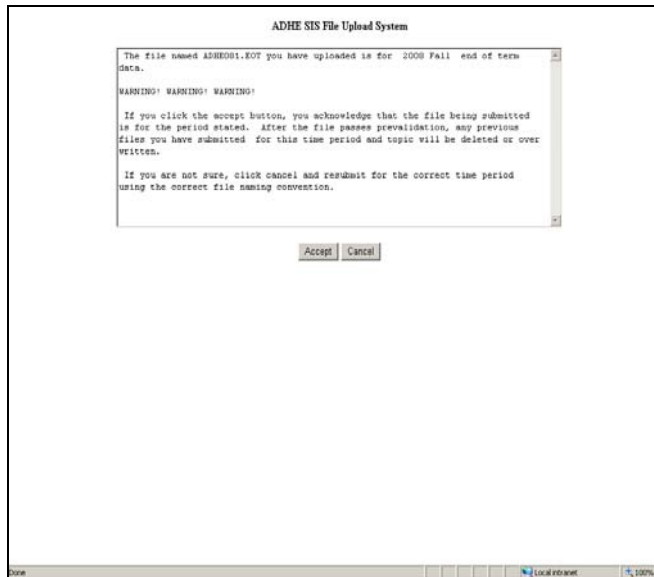


File <u>Warning</u> Page, Figure 4.



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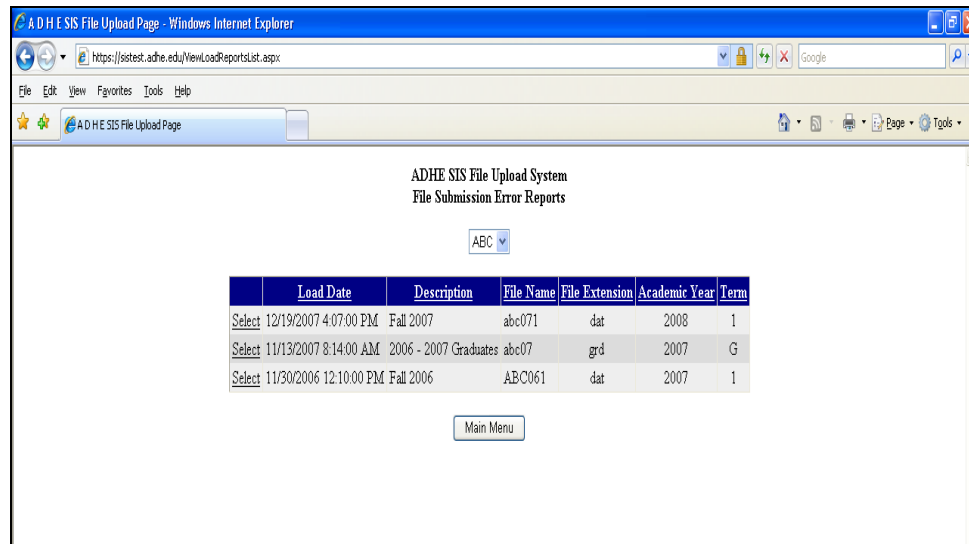
If the log in is successful, the file upload page should appear. To view the file /files error report, click on the "View File Error Reports" button.

# 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.



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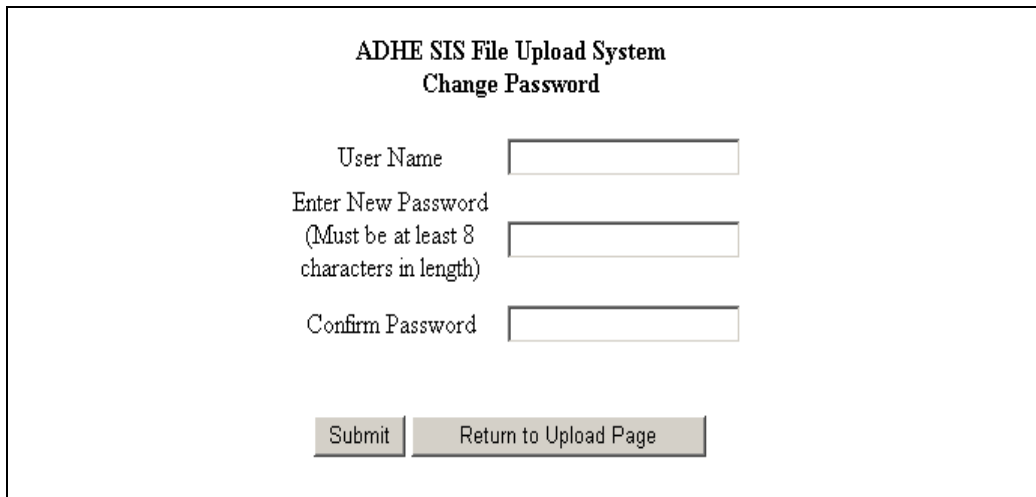
As a second example, a student registers only for fall courses beginning on October 10. All associated records for him/her (student, course, registration, and instructor) are coded as 5, and he/she would not have any on-schedule records.

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**



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

## NEW File 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.*

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.

| 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.<br><br>Ex:  MMDDYYYY where:<br>    MM = month (01-12)<br>    DD = day (01-31)<br>    YYYY = year (0000 – 9999)<br><br>If birth date is unknown, enter eight zeros. |
| Change of Record Type | 31 | 1 | Enter the type of identification number type to be changed.<br>    1 = Student Record<br>    4 = Instructor Record<br>**Notes:**<br>    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.<br>    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

*International students with student visas may not have valid SSNs.
Also, 5 U.S.C. §552a allows students to withhold their SSN.
        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:
    SSNs with the first three digits of:

- 000
- 666
- 900 series

    Additionally, prior to June 25, 2011, SSA never assigned an SSN with the first three digits of:

- 000
- 666
- Above 772 in the 700 series
- 800 series
- 900 series

    SSA has never assigned an SSN with the second two digits of 00 or the last four digits of 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
        Social Security Number Randomization:  http://ssa.gov/employer/randomizationfaqs.html

# ID Change for Student or Instructor

## OLD File Layout

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. This file can ONLY be run by Paul Nations or Robert Crockett. Direct all email to them, with copies to the other members.

| Field Name | Field # | Length | Field Description |
|---|---|---|---|
| Record Type | 1 | 2 | Enter 02 for detail record |
| Data Type | 3 | 1 | Enter C for identification number change record |
| Original Identification Number | 4 | 9 | Enter the social security number or college identification number reported in previous submissions |
| New Identification Number | 13 | 9 | Enter the corrected or current social security number or college identification number reported in previous submissions. |
| Date of Birth | 22 | 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.<br>Ex: MMDDYYYY where:<br>　　　　MM　　　=　　month (1 - 12)<br>　　　　DD　　　=　　day (1 - 31)<br>　　　　YYYY　　=　　year (0000 - 9999)<br><br>If birth date is unknown, enter eight zeros. |
| Change Record Type | 30 | 1 | Enter the type of identification number type to be changed.<br>1 = Student Record<br>4 = Instructor Record<br>Notes:<br>•　Student changes will be applied to all instances of the original number at the reporting institution in the:<br>Student Table, Graduated Student Table, Athlete Table, Registration Table, Fall Cohort Table, and Athlete Cohort Table.<br>•　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. |

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

# Adjustment to Cohort

According to the NCES IPEDS Graduation Rate Survey, exclusions to the cohort may be made for students who left your institution, have neither graduated nor transferred to another institution, and meet the definitions in Change Record Type, Field 13.

Students who return and complete their degree/certificate within 150% of the normal required time may be re-added to the original cohort.

See Section II, Part C of http://nces.ed.gov/ipeds/form1999/grs-1s.pdf

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

| Field Name | Field Number | Length | Field Description |
|---|---|---|---|
| Record Type | 1 | 2 | Enter 02 for detail record. |
| Data Type | 3 | 1 | Enter R for removing student from or restoring to the cohort table. |
| Identification Number | 4 | 9 | Enter the social security number or college identification number reported in previous submissions. |
| Change Record Type | 13 | 1 | Enter the documented reason for change.<br><br>**1 = The student is deceased or is totally and permanently disabled and thus unable to return to school.**<br>**2 = The student left school to serve in the armed forces, (DO NOT include students already in the military who transfer to another duty station.)**<br>**3 = The student left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps.**<br>**4 = The student left school to serve on an official church mission.**<br>**9 = Restore student to cohort**<br>Notes:<br>• Student changes will be applied to all instances of the original number at the reporting institution in the:  Fall Cohort Table and Athlete Cohort Table. |

# TERM

# FILES

# INDEPENDENT STUDENT

# Independent Student Record Layout

| 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 | 0 - 7 |
| SISDB Student ID | ssn_id | 5 | 9 | See File Definition |
| 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 |
| Enrollment Status | enroll_status | 60 | 2 | 01 - 13 |
| 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 |
| Filler | | 76 | 6 | Pad with spaces |
| 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 |
| Filler | | 88 | 43 | Pad with spaces |
| College Student ID (Optional) | college_id | 131 | 10 | |
| Current Legal Residence | resident_state | 141 | 2 | See Appendix C |

**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 occurre

# Independent Student File Definitions

**WHO TO INCLUDE:**

All students enrolled in courses awarding academic credit must be included in the Student File. Each record must reflect the student's status as of the 11th class day for fall and spring terms and as of the 5th class day for summer terms. Students only enrolling in courses for audit or students who withdraw from all classes prior to the census date should not be included in this file.

Students enrolled in courses that begin after the census date should be reported as off-schedule. For any student with an off-schedule registration, a separate off-schedule student record (along with the corresponding course, registration, and term instructor records) must be submitted. Student records for off-schedule courses must be included in the following term's data submission and reported for the immediately preceding term only (e.g., the spring on-schedule submission includes only fall off-schedule data, etc.). See Off-Schedule section at the front of this manual for additional information regarding off-schedule submissions.

**WHO TO EXCLUDE:**

Enrollments reported for funding purposes must exclude students who have cancelled registration, withdrawn from all classes, are no-show in all classes, or auditing only. Cancelled registration students shall include students who have not attended classes by the census date and/or who have not paid or have not made arrangements to pay their tuition and fees by the census date. The mark (grade) of AU is included in the end of term file in the event the student's enrollment status is changed to audit <u>during</u> the term. (Agenda Item 17; April 28, 2006)

**Due to the Lottery Act, test score data will also be required every semester for <u>all undergraduate</u> students that receive state assistance and authorize the release of their information on the RIA form (release of information authorization), also called the consent form.**

**While test scores are needed for these three groups of students, placement statuses are only required for first-time entering students.**

**NOTE: Regarding the Lottery Act student test scores, a good rule of thumb would be – when in doubt provide the test score.**

| Name # | | Length | Field Description |
|---|---|---|---|
| Record Type | 1 | 2 | Enter 02 for detail record. |
| Data Type | 3 | 1 | Enter 1 for student record. |
| Registration Term<br><br>term | 4 | 1 | Enter the term for this student's on-schedule registration record<br>  0 = Summer 2 On-Schedule<br>  1 = Fall On-Schedule<br>  2 = Spring On-Schedule<br>  3 = Summer 1 On-Schedule<br>  4 = Summer 2 Off-Schedule<br>  5 = Fall Off-Schedule<br>  6 = Spring Off-Schedule<br>  7 = Summer 1 Off-Schedule<br>Note:<br>Report the term when the credit hours were generated and not the term when the hours were submitted. |

# Independent Student File Definitions

| Name # | | Length | Field Description |
|---|---|---|---|
| SISDB Student ID<br><br>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.<br><br>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.<br>b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's.<br>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<br><br>student_name | 14 | 30 | Enter student's last name (comma space), first name (space), middle initial (period space), and then enter suffix, if applicable.<br>    Example:  Brown, William J. Jr. |
| Geographic Origin –<br>AR or Border Counties<br><br>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.<br>See county codes in Appendix B.<br>    000 = Arkansas county is unknown.<br>    999 = out of state and other than approved<br>  coun        ty.<br>Note**:**<br>Code 000 may be assigned to no more than 5% of an Institution's students. |
| Geographic Origin–<br>State or Nation<br><br>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.<br>Refer to the definitions of current legal residence and geographic origin in the Glossary (Appendix H). |
| Gender<br><br>gender | 49 | 1 | Enter the gender of student.<br><br>1 = Male   2 = Female |
| Non-resident Alien<br>or Unknown<br><br>non_resident_alien | 50 | 2 | Enter the appropriate code to indicate the student's race/ethnicity or foreign residency classification.<br>    06 = Non-Resident Alien<br>    09 = Unknown or Refused to Answer<br>       (for Citizens or Resident Aliens)<br>    00 = Not Applicable<br><br>NOTE:<br>1. No more than 5% of an institution's students may be assigned to code 9.<br>2. Designations are used for cohort reporting purposes only. Refer to the Glossary (Appendix G) for definitions.<br>3. If Not Applicable (Code 0), refer to the race/ethnic fields to report student's specific race/ethnicity.<br>4. Please compare this field to the six race/ethnic fields.  If a student has:<br>    ▪ Not answered 'yes' to any of the race/ethnic fields [all 2s (No),<br>    ▪ Or all 0s (Refused to Report)<br>    ▪ Or any combination thereof],<br>the student should be re-coded as 09 above. |

# Independent Student File Definitions

| Name # | | Length | Field Description |
|---|---|---|---|
| Date of Birth<br><br>date_of_birth | 52 | 8 | 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!)<br><br>MMDDYYYY<br><br>where:    M M = month (01 - 12)<br>    D D = day (01 - 31)<br>    Y Y Y Y = year (0000 - 9999)<br><br>Note**:**<br>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. |
| Enrollment Status<br><br>enroll_status | 60 | 2 | Enter the student's current status at your institution.<br>See Glossary (Appendix G) for definitions of enrollment status.<br><br>01 = First-time entering undergraduate<br>02 = Other first-year continuing student<br>03 = First-time entering undergraduate transfer student<br>04 = First-time entering graduate student<br>05 = First-time entering doctoral student<br>06 = Continuing undergraduate student<br>07 = Continuing graduate or doctoral student<br>08 = Readmitted undergraduate student<br>09 = Unclassified pre-baccalaureate<br>10 = Unclassified post-baccalaureate<br>11 = Graduate transfer<br>12 = Readmitted graduate student<br>13 = High school student<br>14 = Undergraduate transfer TRANSIENT student<br><br>NOTE:<br>1. IPEDS Defines a First-Time Entering Student (undergraduate) as a student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).  For reporting purposes, a student will be reported in this category **only once** and should not be confused with entering undergraduate transfer student.<br>2. 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.<br>3. Community and technical colleges must use codes 01, 02, 03, 06, 08, 09, 10, 13, or 14.<br>4. Students currently enrolled in high school must be coded as 13 here and code 13 in the student_level field.<br>5. 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. |

# Independent Student File Definitions

| Name # | | Length | Field Description |
|---|---|---|---|
| Transfer Institution Fice Code<br><br>transfer_fice | 62 | 6 | 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).<br>Ex:  - In state: (See Appendix A for Institutional FICE Code)<br>　　　  - Out of state:  State Code + 9999<br>　　　　　　 ex: Alabama = 019999<br>Note**:**<br>1. If enrollment status (field 82) is coded as 03, 04, 05 or 11, a FICE code for the transfer institution must be reported.<br>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. |

# Independent Student File Definitions

| Name # | | Length | Field Description |
|---|---|---|---|
| Student Level<br><br>student_level | 68 | 2 | Enter the code that describes the level of total requirements the student has finished **toward the completion of the certificate or degree program in which the student is enrolled as of census date**. The code should describe the student's level at the reporting institution.  See the Glossary (Appendix G) for definitions of student level.<br>  00 = Unclassified undergraduate (see note 4)<br>  01 = Freshman<br>  02 = Sophomore<br>  03 = Junior<br>  04 = Senior<br>  05 = Master's level<br>  06 = Post-Baccalaureate Certificate<br>       or Specialist or First-Professional Certificate/Degree<br>  07 = Doctoral - Research/Specialist<br>  08 = Doctoral - Other<br>  09 = Doctoral - Professional Practice<br>  10 = Unclassified post-baccalaureate (see note 3)<br>  11 = Unclassified graduate (see note 5)<br>  13 = High school student<br>NOTE:<br>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.<br>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.<br>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).<br>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.<br>5. Students with a baccalaureate degree enrolled in graduate coursework but not admitted into a graduate degree program should be reported as code 11. |

# Independent Student File Definitions

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

# Independent Student File Definitions

| Name # | | Length | Field Description |
|---|---|---|---|
| White<br><br>[Race] | 86 | 1 | 1 = Yes    2 = No<br>0 = Refused to report or not applicable |
| Native Hawaiian<br><br>[Race] | 87 | 1 | 1 = Yes    2 = No<br>0 = Refused to report or not applicable |
| **THESE FIELDS APPLY TO ALL STUDENTS, NOT JUST FIRST-TIME ENTERING** | | | |
| 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<br><br>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. |

# STUDENT

# END

# OF

# TERM

# 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 |
| SISDB Student ID | ssn_id | 5 | 9 | See Page xvii for valid ID |
| Filler | | 14 | 20 | Pad with spaces |
| 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, Attemtpted 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, Attemtpted 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, Attemtpted 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, Attemtpted 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 was 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 <u>and</u> 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 in 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.

Please use this table to complete fields 64-78

| Cutoff Scores Per AHECB Policy | | | | | |
|---|---|---|---|---|---|
| Test | SISDB Code | Valid Scores | Math | English | Reading |
| ACT | 0 | 1-36 | >= 19 | >= 19 | >= 19 |
| SAT 1 | | Individual test:  200-800<br>Composite:  **400-1600** | >= 460 | >= 470 | >= 470 |
| Asset 2 | | Math:  23-55<br>Writing:  23-54<br>Reading:  23-53 | >= 39 | >= 45 | >= 43 |
| Compass | 3 | 1-99 | >= 41 | >= 75 | >= 82 |
| Explore | 4 | 1-25 | >= 15 | >= 14 | >= 14 |
| Plan | 5 | 1-32 | >= 17 | >= 16 | >= 15 |

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

| Name # | | Length | Field Description |
|---|---|---|---|
| Record Type | 1 | 2 | Enter 02 for detail record. |
| Data Type | 3 | 1 | Enter P for student record. |
| Registration Term<br><br>term | 4 | 1 | Enter the term for this student's on-schedule registration record<br>    0 = Summer 2 On-Schedule<br>    1 = Fall On-Schedule<br>    2 = Spring On-Schedule<br>    3 = Summer 1 On-Schedule<br>    4 = Summer 2 Off-Schedule<br>    5 = Fall Off-Schedule<br>    6 = Spring Off-Schedule<br>    7 = Summer 1 Off-Schedule<br>Note:<br>Report the term when the credit hours were generated and not the term when the hours were submitted. |
| SISDB Student ID<br><br>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.<br><br>    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.<br>    b.  See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's.<br>    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.<br><br>REPLACES: (field length, field name)<br>    3, Attempted Credit Hours, Term<br>    3, Earned Credit Hours, Term<br>    4, GPA, Term<br>    3, Attempted Credit Hours, Cumulative<br>    3, Earned Credit Hours, Cumulative<br>    4, GPA, Cumulative |
| 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)]

| Name # | | Length | Field Description |
|---|---|---|---|
| Lottery Release of Information Authorization<br><br>Lottery RIA | 44 | 1 | 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).<br>Please enter one of the following codes:<br>  1 = Student is a State Assistance Recipient and authorizes the release of information<br>  2 = Student is a State Assistance Recipient and does not authorize the release of information<br>  3 = Student is not a State Assistance Recipient and is not required to complete the "RIA" form<br>  4 = Student is a High School Student enrolled in "concurrent" courses only and is not required to complete the "RIA" form<br>  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).<br>NOTE:<br>  1. High School Students that are dually enrolled (not 100% concurrent) must be coded as 1-3, not code 4.<br>  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.<br>  3. All public institutions including CRTI and NTI must complete the Release of Information Authorization (consent) form locally.<br>  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).<br>State Assistance is defined as:<br>A state-supported scholarship, grant, tuition waiver, or tuition reimbursement funded with state funds or net proceeds from the state lottery awarded by:<br>  (A) The Department of Higher Education; or<br>  (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:<br>    (i) Scholarships awarded on the basis of entrance exam scores or high school academic achievement;<br>    (ii) Tuition waivers based on age, military service, occupation, or other factors;<br>    (iii) Out-of-state tuition waivers for undergraduate students from contiguous states in close proximity to a college or university;<br>    (iv) Scholarships for transfers from two-year institutions;<br>    (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<br>    (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. |

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

| Name # | | Length | Field Description |
|---|---|---|---|
| High School Completion Status<br><br>diploma_ged | 45 | 1 | Enter high school completion status for ALL undergraduate students.<br>    0 = Student has high school diploma (not home-school credential)<br>    1 = Student has GED from Arkansas<br>    2 = Student does not have diploma or GED (used for students still in high school)<br>    3 = Student does not have diploma or GED (used for students that are <u>not</u> in high school)<br>    4 = Student was home-schooled and has the equivalent of a high school diploma/GED<br>    5 = Student has GED from a non-Arkansas state<br>    9 = Not Applicable, student is not an undergraduate<br><br><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.) |
| High School Graduation Year<br><br>hs_grad_year | 46 | 4 | Enter the year the student graduated from high school or received a GED.<br>YYYY = year of graduation (0000 - 9999)<br><br>If the student:<br>    - is currently in high school, enter the anticipated year of graduation.<br>    - is first-time entering AND a high school graduate, enter year of high school graduation<br>    - is first-time entering AND high school code = 049999 or 999999 AND high school completion status = 2 or 3, enter 8888<br>    - is NOT first-time entering and graduation year<br>    - is not available, enter 9999.<br><br>NOTE:<br>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.<br><br>A warning is generated when the student's graduation year is greater than 65 years prior to or four years beyond the current year. |
| High School Code<br><br>hs_code | 50 | 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.<br>Use the StateCode+9999 when the high school is out of state.  See Appendix C for the list of State Codes.<br>Examples:<br>    041695  (AR State Code + Monticello High School)<br>    049999  (AR High School unknown or GED)<br>    269999  (MO State Code + 9999)<br>    969999  (home-schooled student) |

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

| Name # | | Length | Field Description |
|---|---|---|---|
| High School GPA<br><br>high_school_gpa | 56 | 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.<br><br>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.<br><br>NOTE:<br>   1. If the student is in this cohort, enter their GPA.<br>   2. If the student is in this cohort and you absolutely cannot get their GPA, leave this field blank.<br>   3. If the student is not in this cohort and you have GPA's, enter the GPA.<br>   4. If the student is not in this cohort and you do not have GPA's, enter zeros.<br>   5. Enter zeros for all other (non-first time) students. |
| GED Test Score, if applicable<br><br>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<br><br>ent_exam_type | 64 | 1 | Enter the type of entrance exam taken by student.<br>   0 = ACT<br>   1 = SAT<br>   2 = ASSET<br>   3 = COMPASS<br>   7 = Test not required |
| Entrance Exam Score<br><br>ent_exam_score | 65 | 4 | If the Entrance Exam Type was:<br>   ACT – enter the composite test score<br>   SAT – enter the total of math and **reading scores**<br>   (test_math + **test_reading**)<br>   All other tests – enter 0000. |
| Test Used for Math Placement<br><br>test_type_math | 69 | 1 | Public institutions must provide test scores for all of the following types of students: (1) first-time entering freshmen, (2) high school students; and (3) state-assisted students that consented to the release of information. .<br><br>Enter the code corresponding to the test type used to place the student in math. Refer to notes below for specific applications.<br>   0 = ACT<br>   1 = SAT<br>   2 = ASSET<br>   3 = COMPASS<br>   4 = EXPLORE (high school students only)<br>   5 = PLAN (high school students only)<br>   7 = Test not required<br>NOTES:<br>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). |

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

| Name # | | Length | Field Description |
|---|---|---|---|
| Math Score<br><br>test_math | 70 | 3 | Public institutions must provide test scores for all of the following types of students: (1) first-time entering freshmen, (2) high school students; and (3) state-assisted students that consented to the release of information.<br><br>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<br><br>test_type_english | 73 | 1 | Public institutions must provide test scores for all of the following types of students: (1) first-time entering freshmen, (2) high school students; and (3) state-assisted students that consented to the release of information.  **Private institutions, however, are required to provide test scores for state-assisted students that consented to the release of information.**<br><br>Enter the code corresponding to the test type used to place the student in English.  Refer to notes below for specific applications.<br>    0 = ACT<br>    1 = SAT<br>    2 = ASSET<br>    3 = COMPASS<br>    4 = EXPLORE (high school students only)<br>    5 = PLAN (high school students only)<br>    7 = Test not required<br><br>NOTES:<br>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<br><br>test_english | 74 | 3 | Public institutions must provide test scores for all of the following types of students: (1) first-time entering freshmen, (2) high school students; and (3) state-assisted students that consented to the release of information.  **Private institutions, however, are required to provide test scores for state-assisted students that consented to the release of information.**<br><br>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. |

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

| Test Used for Reading Placement<br><br>test_type_reading | 77 | 1 | Public institutions must provide test scores for all of the following types of students: (1) first-time entering freshmen, (2) high school students; and (3) state-assisted students that consented to the release of information. **Private institutions, however, are required to provide test scores for state-assisted students that consented to the release of information.**<br><br>Enter the code corresponding to the test type used to place the student in reading. Refer to notes below for specific applications.<br>   0 = ACT<br>   1 = SAT<br>   2 = ASSET<br>   3 = COMPASS<br>   4 = EXPLORE (high school students only)<br>   5 = PLAN (high school students only)<br>   7 = Test not required<br><br>NOTES:<br>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<br><br>test_reading | 78 | 3 | Public institutions must provide test scores for all of the following types of students: (1) first-time entering freshmen, (2) high school students; and (3) state-assisted students that consented to the release of information. **Private institutions, however, are required to provide test scores for state-assisted students that consented to the release of information.**<br><br>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<br><br>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<br><br>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<br><br>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<br><br>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<br><br>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<br><br>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<br><br>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<br><br>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<br><br>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<br><br>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<br><br>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<br><br>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. |

# ANNUAL

# FILES

# FINANCIAL

# AID

# FILES

# 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 <u>and</u> (2) authorized the release of information via the Lottery RIA form.**

<u>Time Period Covered</u> – 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.  <u>FUND_CODE</u> – this is the generic fund code field listed in the FUND CODE table below.

2.  <u>LOCAL_FUND_CODE</u> – 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.  <u>LOCAL_FUND_NAME</u> – 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 Student ID**<br><br>college_id | **4** | **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.** |
| **Filler** | **14** | **1** | **Pad with 1 spaces.** |
| **SISDB Student ID**<br><br>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.<br><br>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.<br>b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's.<br>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<br><br>fund_code | 24 | 8 | See the complete listing of authorized fund codes in the FUND CODE table. |
| Fund Amount<br><br>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.  **The maximum fund amount for any one fund code (with the exception of EFC or COA) is $40,000.** |
| Reduced Amount by Stacking<br><br>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<br><br>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 <u>September 30, 2011</u>.

# Financial Aid File Definitions

**Sample Data file 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 |
|---|---|---|---|---|---|---|---|
| | | **Costing Information** | | | | | |
| 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.

# INDEPENDENT

# GRADUATED

# STUDENT

# 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 |
| SISDB Student ID | 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 | 00 - 08, 17-19 |
| Program CIP Code | cip_2010_code | 31 | 2 | 01, 03-05, 09-16, 19, 21-54, 60 |
| Detail CIP Code | cip_2010_detail | 33 | 4 | 0000-9999 |
| 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 |
| Credit Hours Completed | (cr_hr_completed) | 43 | 3 | (000 - 999) |
| College Student ID (optional) | college_id | 46 | 10 | |
| **Age** | **age** | **56** | **2** | |

**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 Files report all degrees and certificates awarded between July 1 and June 30 of the previous academic year. An institution must use only those CIP codes and degree codes that are included on its lists of AHECB-approved programs. One record should be completed for each degree and certificate awarded by your institution.

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. The institution must matriculate a student before any **Technical Certificate or higher credential** can be reported for that student. This file should be the basis for your institution's IPEDS Completions Survey submitted to NCES.

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

The 1st collection, due in <u>September</u>, reports awards that are granted in July and August.
The 2nd collection, due in <u>July</u>, 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 remainder of the fiscal year.

**ADHE will no longer upload the IPEDS completions report for the institutions.**

For additional information related to the IPEDS Completion Report and related issues, please see Appendix I-A.

| Name # | | Length | Description |
|---|---|---|---|
| Record Type | 1 | 2 | Enter 02 for detail record. |
| Data Type | 3 | 1 | Enter 2 for graduated student record. |
| SISDB Student ID (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.<br>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.<br>b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's.<br>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.<br>1 = Student entered as first-time, degree-seeking at the institution awarding the degree/certificate<br>2 = Student entered as non-degree-seeking at the institution awarding the degree/certificate<br>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)<br>9 = Student entered at the post-baccalaureate or graduate level |

# Independent Graduated Student File Definitions

| Name # | | Length | Field Description |
|---|---|---|---|
| Institutional Admission **Month and Year** <br><br> (init_admit_date) | 14 6 | | Enter the **2-digit MONTH** and **4-digit YEAR** when the graduate was first enrolled at the institution awarding the certificate or degree after official admittance – this is the first term enrolled immediately after formal admission.  (If a student is admitted in April but does not start class until August, August should be used.)  In reference to IPEDS, this is the term in which the student was identified as first-time entering. <br><br> A student must be matriculated (officially admitted) by the institution before any **Technical Certificate or higher credential** can be reported for that student.  For any high school student that has earned the Certificate of Proficiency, please use the date of the first term enrolled as a high school student. <br> <div align="center">MMYYYY – where <br> MM = Month (01 - 12) and YYYY = Year (0000 - 9999)</div> <br> NOTES: <br> 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). <br> 2. This entry is the base date for calculating a student's time-to-degree and begins when a student initially enrolls. <br>  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. <br>  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. <br>  **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 reenrolled 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. |

# Independent Graduated Student File Definitions

| Name # | | Length | Field Description |
|---|---|---|---|
| Gender<br>(gender) | 20 | 1 | Enter the gender of student.<br>   1 = Male<br>   2 = Female |
| Non-resident Alien<br>or Unknown<br>(non_resident_alien) | 21 | 2 | Enter the appropriate code to indicate the graduate's race/ethnicity or foreign residency classification.<br><br>      06= Non-Resident Alien<br>      09 = Unknown<br>      00 = Not Applicable<br><br>Note:<br>  1. No more than 5% of an institution's graduates may be assigned to code 09.<br>  2. Designations are used for cohort reporting purposes only. Refer to the Glossary (Appendix K) for definitions.<br>  3. If Not Applicable (Code 00), refer to fields 37 - 42 to report graduate's specific race/ethnicity. |
| Graduation<br>Month and Year<br><br>(graduation_date) | 23 6 | | Enter the **2-digit MONTH** and **4-digit YEAR** that the student received the degree or Certificate.<br><br>Format:  MMYYYY<br>   where:<br>   MM = Month (01 - 12) and YYYY = Year (0000 - 9999) |
| Degree Type<br>(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.<br><br>   **00 = Diploma (to be used by BSN or JSN only)**<br>   01 = Certificate of proficiency<br>   02 = Technical certificate<br>   03 = Associate degree<br>   04 = Advanced certificate<br>   05 = Baccalaureate degree<br>   06 = Post-baccalaureate certificate<br>   07 = Master's degree<br>   08 = Post-Master's Certificate or Specialist or<br>       Post-First Professional Certificate / Degree<br>   17 = Doctor's Degree – Research/Scholarship<br>   18 = Doctor's Degree – Professional Practice<br>   19 = Doctor's Degree – Other |
| Program CIP Code<br>(cip_2010_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<br>(cip_2010_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 <u>MUST</u> 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<br><br>cr_hr_completed | 43 | 3 | 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.<br><br>NOTES:<br>1. Regarding the degree level completed, include all hours per the following:<br><br>Category_____          Degree Levels<br>      Bachelor's and Lower          01, 02, 03, 04, 05<br>Post-Bacc.         Cert          06<br>Masters          07<br>      Post Cert./Degrees          08 (old 11, 12)<br>      Doctor's – Res/Schol          17 (old 09)<br>      Doctor's - Prof          18 (old 10)<br>      Doctor's - Other          19 (not used)<br><br>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.<br>3. <u>Examples</u>:<br>  (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.<br>  (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.<br>  (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. |
| 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. |
| **AGE** | **56** | **2** | **Please provide the student's age at the time of graduation.  This should be calculated based on the graduation date and the student's date of birth.** |

# APPENDICES

# 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

| | | FICE Code | IPEDS Code |
|---|---|---|---|
| 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 UNIVESITIES AND COLLEGES

| | | FICE Code | IPEDS Code |
|---|---|---|---|
| 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

| Code | County Name | Code | County Name | Code | County / Parish Name |
|------|-------------|------|-------------|------|----------------------|
| **Arkansas** | | **Arkansas** | | **Louisiana** | |
| 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 | **Mississippi** | |
| 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 | **Missouri** | |
| 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 | **Oklahoma** | |
| 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 | **Tennessee** | |
| 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 | **Texas** | |
| 035 | Jefferson | 073 | White | 101 | Bowie |
| 036 | Johnson | 074 | Woodruff | | |
| 037 | Lafayette | 075 | Yell | **Out-of-State/** | |
| | | | | **Non-border County** | |
| | | | | 999 | Out-of-State |

# Appendix C.  State Codes

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

| Code | State | Code | State |
|------|-------|------|-------|
| 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 |
|------|-----------------|------|
| | AR High School Not Available or GED | 049999 |
| Alexander | Alexander High School | 040001 |
| Alma | Alma High School | 040000 |
| Alpena | Alpena High School | 040010 |
| Altheimer | Altheimer-Sherrill High School | 040012 |
| Altus | Altus Denning High School | 040025 |
| Amity | Centerpoint High School | 040030 |
| Amity | Ouachita Hills Academy | 040032 |
| Arkadelphia | Arkadelphia High School | 040035 |
| Arkadelphia | Old Lighthouse Christian School | 040039 |
| Arkadelphia | Wonderland College Prep School | 040043 |
| Arkansas City | Arkansas City High School | 040050 |
| Armorel | Armorel High School | 040055 |
| Ash Flat | Ash Flat High School | 040070 |
| Ashdown | Ashdown High School | 040060 |
| Ashdown | Little River Trng School | 040065 |
| Ashdown | New Faith Tabernacle | 040061 |
| Atkins | Atkins High School | 040075 |
| Augusta | Augusta High School | 040090 |
| Bald Knob | Bald Knob High School | 040095 |
| Bald Knob | Covenant Christian Academy | 040097 |
| Banks | Banks High School | 040100 |
| Barling | International Academy Chrstn Educ | 040103 |
| Barton | Barton High School | 040105 |
| Batesville | Batesville High School | 040115 |
| Batesville | Landmark Baptist Academy | 040117 |
| Batesville | North Arkansas Christian School | 040118 |
| Batesville | Southside High School - Batesville | 040120 |
| Bauxite | Bauxite High School | 040125 |
| Bay | Bay High School | 040130 |
| Bay | Faith Christian Academy | 040131 |
| Bearden | Bearden High School | 040135 |
| Bearden | Ouachita Co Trng School | 040140 |
| Bee Branch | South Side School - Bee Branch | 040150 |
| Beebe | Beebe High School | 040145 |
| Beebe | Lighthouse Christian Academy | 040146 |
| Beebe | Victory Christian Academy | 040148 |
| Beedeville | Beedeville High School | 040155 |
| Benton | Benton Christian Academy | 040172 |
| Benton | Benton High School | 040170 |
| Benton | Calvary Christian Academy | 040173 |
| Benton | Harmony Grove High School-Saline County | 040165 |
| Benton | Victory Baptist Academy | 040166 |
| Bentonville | Ambassadors For Christ Academy | 040176 |
| Bentonville | Bentonville Christian Academy | 040174 |
| Bentonville | Bentonville High School | 040175 |
| Bentonville | Endtime Harvest Church School | 040179 |
| Bergman | Bergman High School | 040180 |
| Bergman | Ozark Baptist Christian Academy | 041028 |
| Berryville | Berryville High School | 040185 |
| Berryville | Living Faith Christian Academy | 040187 |
| Big Flat | Tri-County High School | 040195 |

| City | High School Name | Code |
|------|-----------------|------|
| Bigelow | Bigelow High School | 040190 |
| Biggers | Biggers-Reyno High School | 040200 |
| Bismarck | Bismarck High School | 040210 |
| Black Oak | Caraway Christian School | 040376 |
| Black Rock | Black Rock High School | 040215 |
| Blevins | Blevins Jr-Sr High School | 040225 |
| Blytheville | Ahdc/Youthbuild Of Ms County | 040242 |
| Blytheville | Blytheville High School | 040240 |
| Blytheville | Pathway Christian Academy | 040243 |
| Blytheville | R B Harrison H S | 040235 |
| Booneville | Booneville Christian Center Academy | 040261 |
| Booneville | Booneville High School | 040260 |
| Booneville | Logan County Christian Academy | 040262 |
| Bradford | Bradford High School | 040265 |
| Bradford | Trinity Christian School | 040266 |
| Bradley | Bradley High School | 040268 |
| Bradley | Bumpham High School | 040270 |
| Branch | County Line High School | 040280 |
| Briggsville | Fourche Valley High School | 040285 |
| Brinkley | Brinkley Academy | 040289 |
| Brinkley | Brinkley High School | 040290 |
| Brockwell | Izard County Consolidated School | 042540 |
| Brookland | Brookland High School | 040300 |
| Bryant | Bryant High School | 040310 |
| Bryant | Family Church Academy | 040257 |
| Bryant | First Church Academy | 040314 |
| Bryant | Saline Christian Academy | 040315 |
| Cabot | Academic Center Of Excellence-Charter | 040329 |
| Cabot | Cabot Christian Academy | 040319 |
| Cabot | Cabot High School | 040320 |
| Caddo Gap | Caddo Gap H S | 040330 |
| Cale | Cale High School | 040335 |
| Calico Rock | Calico Rock High School | 040340 |
| Camden | Camden Christian Academy | 040344 |
| Camden | Camden Fairview High School | 040350 |
| Camden | Camden High School | 040345 |
| Camden | Elliott Christian Academy | 040347 |
| Camden | Harmony Grove High School-Ouachita County | 040355 |
| Camden | Lincoln High School | 040360 |
| Camden | Victory Christian School | 040371 |
| Caraway | Caraway High School | 040375 |
| Carlisle | Carlisle High School | 040380 |
| Carthage | Carthage High School | 040390 |
| Casa | Perry-Casa High School | 040395 |
| Cave City | Cave City High School | 040405 |
| Cedarville | Cedarville High School | 040410 |
| Center Ridge | Nemo Vista High School | 040415 |
| Centerton | Lakeside Christian Academy | 040412 |
| Centerton | Life Way Christian School | 040414 |
| Charleston | Charleston High School | 040420 |
| Charlotte | Cord Charlotte High School | 040425 |

# Appendix D.
# Arkansas High School Codes

| City | High School Name | Code | City | High School Name | Code |
|---|---|---|---|---|---|
| Cherry Valley | Cross County High School | 040435 | El Dorado | First Assembly Christian Academy | 040691 |
| Chidester | Chidester High School | 040445 | El Dorado | Grace Bible Christian School | 040692 |
| Clarendon | Clarendon High School | 040455 | El Dorado | Maranatha Baptist Christian School | 040694 |
| Clarksville | Clarksville High School | 040460 | El Dorado | Murmil Christian School | 040693 |
| Clarksville | New Life Christian Center | 041826 | El Dorado | New Life Academy | 040696 |
| Clinton | Alread School | 040465 | El Dorado | Parkers Chapel High School | 040695 |
| Clinton | Clinton High School | 040470 | El Dorado | Union School | 040697 |
| Coal Hill | Westside High School-Coal Hill | 040475 | El Dorado | West Side Christian School | 040698 |
| Concord | Concord High School | 040485 | Elaine | Elaine High School | 040685 |
| Conway | Conway Christian School | 040491 | Elkins | Elkins High School | 040705 |
| Conway | Conway High School East | 040492 | Elm Springs | Elm Springs Christian School | 040709 |
| Conway | Conway High School West | 040490 | Emerson | Emerson High School | 040710 |
| Conway | Eastside Christian Academy | 040493 | Emerson | Mc Mittress High School | 040715 |
| Conway | Saint Joseph School | 040500 | Emmet | Emmet High School | 040720 |
| Corning | Corning High School | 040505 | England | England Academy Inc | 040728 |
| Cotter | Cotter High School | 040510 | England | England Community Christian Academy | 040731 |
| Cotton Plant | Cotton Plant High School | 040515 | England | England High School | 040730 |
| Cove | Midway Christian Academy | 040523 | Enola | Enola Public School | 040735 |
| Cove | Van Cove High School | 040525 | Eudora | Eudora High School | 040745 |
| Crawfordsville | Crawfordsville High School | 040535 | Eudora | G C Johns High School | 040740 |
| Crawfordville | Crawfordsville H S | 040530 | Eudora | Ross Van Ness High School | 040747 |
| Crossett | Abiding Faith Christian School | 040538 | Eureka Springs | Clear Spring School | 040749 |
| Crossett | Calvary Baptist Christian School | 040539 | Eureka Springs | Eureka Springs High School | 040750 |
| Crossett | Crossett High School | 040540 | Evening Shade | Evening Shade High School | 040755 |
| Cushman | Cushman High School | 040555 | Everton | Bruno-Pyatt School | 040305 |
| Danville | Danville High School | 040565 | Farmington | Farmington High School | 040760 |
| Dardanelle | Dardanelle High School | 040575 | Fayetteville | Fayetteville Christian Academy | 040769 |
| De Queen | DeQueen High School | 040605 | Fayetteville | Fayetteville Christian Schools | 040765 |
| De Valls Bluff | DeValls Bluff High School | 040630 | Fayetteville | Fayetteville High School East | 040770 |
| De Witt | DeWitt High School | 040635 | Fayetteville | Haas Hall Academy-Charter School | 042762 |
| Decatur | Decatur High School | 040580 | Fayetteville | West Campus Technical Center | 040772 |
| Deer | Deer High School | 040585 | Ferndale | West Little Rock Christian Academy | 041448 |
| Delaplaine | Delaplaine High School | 040590 | Fifty-Six | Fifty-Six School | 040774 |
| Delight | Delight High School | 040595 | Flippin | Flippin High School | 040775 |
| Dell | Dell High School | 040600 | Floral | Floral High School | 040780 |
| Dell | Mississippi County Chrstn Academy | 041477 | Fordyce | Dallas Co H S | 040785 |
| Dermott | Bellaire Academy | 040613 | Fordyce | Fordyce High School | 040790 |
| Dermott | Dermott Christian School | 040614 | Foreman | Foreman High School | 040795 |
| Dermott | Dermott High School | 040615 | Foreman | Prince Of Peace Academy | 040796 |
| Dermott | M Booker Meml School | 040617 | Forrest City | Calvary Christian High School | 040804 |
| Des Arc | Des Arc High School | 040620 | Forrest City | Forrest City High School | 040805 |
| Desha | Desha High School | 040625 | Forrest City | Lincoln Senior High School | 040810 |
| Dierks | Dierks High School | 040640 | Forrest City | N B Forrest Academy | 040812 |
| Doddridge | Bright Star High School | 040282 | Fort Smith | Faith Academy | 040816 |
| Donaldson | Ouachita High School | 040645 | Fort Smith | Trinity Junior High School | 040824 |
| Dover | Dover Public School | 040650 | Fouke | Fairland Christian Academy | 040839 |
| Dumas | Dumas Adult Education Center | 040656 | Fouke | Fouke High School | 040840 |
| Dumas | Dumas High School | 040660 | Fountain Hill | Fountain Hill High School | 040845 |
| Dumas | Reed High School | 040655 | Fox | Rural Special High School | 042190 |
| Earle | Earle Baptist Christian School | 040674 | Ft Smith | First Church Of God Academy | 040813 |
| Earle | Earle High School | 040675 | Ft Smith | Fort Smith Christian School | 040814 |
| El Dorado | El Dorado High School | 040690 | Ft Smith | Good Shepherd Academy | 040815 |

# Appendix D.
# Arkansas High School Codes

| City | High School Name | Code |
|------|------------------|------|
| Ft Smith | Lighthouse Baptist Academy | 040830 |
| Ft Smith | Lindenwood Academy | 040832 |
| Ft Smith | Metro Christian School | 040833 |
| Ft Smith | Northside Christian Academy | 040834 |
| Ft Smith | Northside High School | 040835 |
| Ft Smith | River Valley Christian School | 040820 |
| Ft Smith | Southside High School - Ft Smith | 040837 |
| Gassville | Grace Baptist Church School | 041739 |
| Gentry | Faith Christian School | 040884 |
| Gentry | Gentry High School | 040875 |
| Gentry | Ozark Adventist Academy | 040880 |
| Gillett | Gillett High School | 040885 |
| Gillham | Gillham High School | 040890 |
| Glenwood | Glenwood High School | 040900 |
| Goshen | Goshen Christian School | 040901 |
| Gosnell | Gosnell High School | 040230 |
| Gould | Gould High School | 040910 |
| Gould | Grace Christian Academy | 040911 |
| Gould | Southeast Academy | 040912 |
| Grady | Grady High School | 040920 |
| Grapevine | Grapevine High School | 040925 |
| Gravette | Gravette High School | 040930 |
| Gravette | Holiness Bible School | 040931 |
| Green Forest | Green Forest High School | 040940 |
| Green Forest | Trinity Christian Academy | 040941 |
| Greenbrier | Greenbrier High School | 040935 |
| Greenland | Greenland High School | 040945 |
| Greenway | Greenway High School | 040950 |
| Greenwood | Greenwood High School | 040955 |
| Greers Ferry | West Side High School - Greers Ferry | 041065 |
| Grubbs | Grubbs High School | 040965 |
| Gurdon | Gurdon High School | 040969 |
| Guy | Guy-Perkins High School | 040980 |
| Hackett | Hackett High School | 040985 |
| Hamburg | Ashley County Life-Long Lrng | 040990 |
| Hamburg | Hamburg High School | 040995 |
| Hamburg | Trinity Christian Academy | 040999 |
| Hampton | Hampton High School | 041000 |
| Hardy | Abundant Life Academy | 041004 |
| Hardy | Church Of Christ Academy | 041003 |
| Hardy | Easter Sunrise Academy | 041006 |
| Hardy | Highland High School | 041005 |
| Harrisburg | Central School | 041015 |
| Harrisburg | Harrisburg High School | 041020 |
| Harrison | Grace Christian School | 041024 |
| Harrison | Harrison High School | 041025 |
| Harrison | Hillcrest Christian School | 041026 |
| Hartford | Hartford High School | 041030 |
| Hartman | Hartman High School | 041035 |
| Hatfield | Hatfield School | 041040 |
| Hattieville | Wonderview High School | 041045 |
| Havana | Havana High School | 040160 |

| City | High School Name | Code |
|------|------------------|------|
| Havana | Western Yell County High School | 041050 |
| Hazen | Hazen High School | 041055 |
| Heber Springs | Cleburne County Christian School | 041059 |
| Heber Springs | Heber Springs High School | 041060 |
| Hector | Hector High School | 041070 |
| Helena | C V White High School | 041085 |
| Helena | Kipp Delta Collegiate High School | 041089 |
| Hermitage | Hermitage High School | 041100 |
| Hermitage | West Side Jr. High School | 041095 |
| Holly Grove | Holly Grove High School | 041110 |
| Holly Grove | Holly Grove High School | 041115 |
| Hope | Garland Learning Center | 991045 |
| Hope | Garrett Memorial Christian School | 041120 |
| Hope | Hope High School | 041125 |
| Hope | Spring Hill High School | 041130 |
| Hope | Woods Christian Academy | 041133 |
| Hope | Yerger Jr. High School | 041135 |
| Horatio | Horatio High School | 041140 |
| Hot Springs | Arkademy School | 041153 |
| Hot Springs | Arkansas School Math & Sciences | 041148 |
| Hot Springs | Baptist Temple Academy | 041146 |
| Hot Springs | Beacon Light Baptist Academy | 041152 |
| Hot Springs | Christian Ministries Academy | 041141 |
| Hot Springs | Crossgate Christian Academy | 041151 |
| Hot Springs | Evangel Christian Academy | 041142 |
| Hot Springs | Garland Park Christian Academy | 041147 |
| Hot Springs | Gospel Light Christian School | 041149 |
| Hot Springs | Hot Springs Christian School | 041163 |
| Hot Springs | Hot Springs High School | 041145 |
| Hot Springs | Lakeside Christian Academy | 041161 |
| Hot Springs | Lighthouse Christian School | 041162 |
| Hot Springs | New Beginning Christian Academy | 040164 |
| Hot Springs | Summit School | 041154 |
| Hot Springs National Park | Cutter-Morning Star High School | 041143 |
| Hot Springs National Park | Fountain Lake High School | 041144 |
| Hot Springs National Park | Lakeside High School-Garland County | 041160 |
| Hoxie | Clover Bend High School | 041170 |
| Hoxie | Hoxie High School | 041175 |
| Hughes | Hughes High School | 041180 |
| Humnoke | Humnoke High School | 041195 |
| Humphrey | Humphrey High School | 041200 |
| Huntsville | Huntsville High School | 041210 |
| Huttig | Huttig High School | 041215 |
| Imboden | Sloan Hendrix High School | 041220 |
| Jacksonville | Jacksonville Christian Academy | 041224 |
| Jacksonville | Jacksonville High School | 041225 |
| Jacksonville | Landmark Baptist Academy | 041226 |
| Jacksonville | North Pulaski High School | 041227 |
| Jacksonville | Trinity Christian Schools | 041229 |
| Jacksonville | Truth Academy | 040934 |

# Appendix D.
# Arkansas High School Codes

| City | High School Name | Code | City | High School Name | Code |
|------|------------------|------|------|------------------|------|
| Jasper | Jasper High School | 041230 | Little Rock | First Gospel Academy | 041426 |
| Jessieville | Jessieville High School | 041235 | Little Rock | Hall High School | 041423 |
| Jonesboro | Craighead Christian Academy | 041258 | Little Rock | Heritage Christian Schools | 041424 |
| Jonesboro | Eastside Baptist Academy | 041265 | Little Rock | Horace Mann High School | 041425 |
| Jonesboro | Jonesboro High School | 041270 | Little Rock | J A Fair High School | 041429 |
| Jonesboro | Liberty Baptist Church School | 041267 | Little Rock | Joe T. Robinson High School | 041430 |
| Jonesboro | Nettleton High School | 041815 | Little Rock | John T Goad Christian School | 041439 |
| Jonesboro | Ridgefield Christian School | 041271 | Little Rock | Lisa Academy High School | 041486 |
| Jonesboro | Valley View High School | 041272 | Little Rock | Little Rock Academy | 041489 |
| Jonesboro | Westside High School-Jonesboro | 041274 | Little Rock | Little Rock Adventist Academy | 041413 |
| Judsonia | Judsonia High School | 041280 | Little Rock | Little Rock Central High School | 041422 |
| Judsonia | White County Central High School | 041275 | Little Rock | Little Rock Christian Academy | 041453 |
| Junction City | Junction City High School | 041285 | Little Rock | Little Rock Christian School | 041484 |
| Kingsland | Kingsland High School | 041305 | Little Rock | LRSD Accelerated Learning Ctr | 041432 |
| Kingston | Kingston High School-Newton County | 041310 | Little Rock | Lutheran High School | 041434 |
| Kirby | Kirby High School | 041315 | Little Rock | Mc McClellan Magnet High School | 041485 |
| Knobel | Knobel High School | 041320 | Little Rock | Metro Voc Tec Ed Ctr | 041435 |
| Lafe | Lafe High School | 041325 | Little Rock | Mount St Mary Academy | 041440 |
| Lake City | Riverside High School | 041335 | Little Rock | P A V A Academy | 041437 |
| Lake Village | Faith Fellowship Academy | 041342 | Little Rock | Parkview Magnet High School | 041443 |
| Lake Village | Lakeside High School-Chicot County | 041345 | Little Rock | Pulaski Academy | 041444 |
| Lamar | Lamar High School | 041350 | Little Rock | Southwest Christian Academy | 041441 |
| Laneburg | Laneburg Central High School | 041355 | Little Rock | Southwest Holiness Academy | 041445 |
| Lavaca | First Southern Christian Academy | 041366 | Little Rock | Spurgn Mem Christn School | 041446 |
| Lavaca | Lavaca High School | 041365 | Little Rock | The Academy | 041410 |
| Leachville | Leachville High School | 041370 | Little Rock | Victory Christian Schools | 041447 |
| Lead Hill | Lead Hill High School | 041375 | Little Rock | W D Mohammud High School | 041450 |
| Leola | Leola High School | 041380 | Little Rock | Wilbur D Mills Univ Studies Hs | 042390 |
| Lepanto | East Poinsett County High School | 041385 | Little Rock | Word Of Outreach Chrstn Academy | 041449 |
| Leslie | Leslie High Schoo | 041390 | Lockesburg | Lockesburg High School | 041455 |
| Lewisville | Garland High School | 040860 | Lonoke | G W Carver High School | 041465 |
| Lewisville | Lafayette High School | 042326 | Lonoke | Lonoke High School | 041470 |
| Lewisville | Lewisville High School | 041395 | Lowell | North West Academy | 042166 |
| Lincoln | Lincoln Acad Ctr Of Excellence | 041401 | Luxora | Luxora Baptist Academy | 041473 |
| Lincoln | Lincoln High School | 041405 | Luxora | Luxora High School | 041475 |
| Lincoln | Maranatha Christian School | 041407 | Lynn | Lynn High School | 041480 |
| Little Rock | Alternative Agencies | 991001 | Mabelvale | Faith Baptist Academy | 041488 |
| Little Rock | Arkansas Baptist High School | 041414 | Magazine | J D Leftwich High School | 041490 |
| Little Rock | Arkansas School For The Blind | 041415 | Magnolia | Columbia Christian School | 041497 |
| Little Rock | Arkansas School For The Deaf | 041416 | Magnolia | Magnolia High School | 041500 |
| Little Rock | Ash School | 041411 | Magnolia | Walker High School | 041505 |
| Little Rock | Capital City Christian Academy | 041419 | Malvern | Glen Rose High School | 041510 |
| Little Rock | Catholic High School | 041420 | Malvern | Magnet Cove School | 041520 |
| Little Rock | Central Baptist Academy | 041421 | Malvern | Malvern High School | 041527 |
| Little Rock | Chenal Valley Christian Academy | 041428 | Mammoth Spring | Mammoth Spring High School | 041530 |
| Little Rock | Cloverdale Christian Academy | 041418 | Manila | Manila High School | 041535 |
| Little Rock | Covenant Keepers Charter | 041454 | Manila | South Mississippi County High School | 042630 |
| Little Rock | Episcopal Collegiate School | 041417 | Mansfield | Mansfield High School | 041540 |
| Little Rock | eStem High Public Charter School | 041412 | Marianna | Friendship Christian Academy | 041546 |
| Little Rock | Fairview Baptist School | 041427 | Marianna | Lee Academy | 041548 |
| Little Rock | Faith Christian High School | 041431 | Marianna | Lee High School | 041550 |
| Little Rock | Felder Alternative Academy | 041452 | | | |

# Appendix D.
# Arkansas High School Codes

| City | High School Name | Code | City | High School Name | Code |
|---|---|---|---|---|---|
| Marion | J S Phelix High School | 041555 | Mt Vernon | Mount Vernon-Enola High School | 041780 |
| Marion | Marion High School | 041560 | Mulberry | Mulberry High School | 041785 |
| Marked Tree | Marked Tree High School | 041570 | Murfreesboro | Harvest Time Christian Academy | 041798 |
| Marmaduke | Marmaduke High School | 041575 | Murfreesboro | Murfreesboro High School | 041800 |
| Marshall | Marshall High School | 041580 | Nashville | Nashville High School | 041810 |
| Marvell | Apostolic Life Ctr Chrstn Academy | 041581 | Nashville | Southside Christian School | 041812 |
| Marvell | Marvell Academy | 041583 | New Edinburg | New Edinburg High School | 041825 |
| Marvell | Marvell High School | 041585 | Newark | Cedar Ridge High School | 041814 |
| Marvell | Tate High School | 041590 | Newark | Newark High School | 041820 |
| Maumelle | Academics Plus Charter School | 041528 | Newport | Newport High School | 041830 |
| Maumelle | Maumelle Christian School | 041592 | Norfork | Norfork High School | 041840 |
| Mayflower | Mayflower High School | 041595 | Norman | Caddo Hills High School | 041845 |
| Maynard | Maynard High School | 041600 | Norphlet | Norphlet High School | 041850 |
| Mc Crory | Mc Crory High School | 041610 | North Little Rock | Abundant Life Schools | 041857 |
| Mc Gehee | McGehee High School | 041620 | North Little Rock | Argenta Academy | 041451 |
| Mc Neil | Mc Neil High School | 041635 | North Little Rock | Arng Youth Challenge Program | 041856 |
| Mc Neil | Southside High School - Mc Neil | 041630 | North Little Rock | Calvary Academy | 041859 |
| Mc Rae | Mc Rae High School | 041640 | North Little Rock | Cedar Heights Christian Academy | 041855 |
| Melbourne | Melbourne High School | 041645 | North Little Rock | Central Arkansas Christian School | 041223 |
| Mena | Acorn High School | 041650 | North Little Rock | Central Hastings Academy | 040323 |
| Mena | Lakeview Christian School | 041654 | North Little Rock | Edgewood Academy | 041864 |
| Mena | Mena High School | 041655 | North Little Rock | Faith Christian Academy | 041865 |
| Menifee | East Side High School | 041660 | North Little Rock | Maumelle High School | 041861 |
| Mineral Springs | Mineral Springs High School | 041670 | North Little Rock | New Life Christian Academy | 041862 |
| Monette | Buffalo Island Central High School | 041680 | North Little Rock | NLR Hs-East Camp | 041867 |
| Monticello | Arkansas Early College H S | 041681 | North Little Rock | NLR Jr. Hs East Campus (Gr 09-10) | 041967 |
| Monticello | Drew Central High School | 041685 | North Little Rock | Nor Hs-West Campus (Gr 06-12) | 041860 |
| Monticello | Drew High School | 041690 | North Little Rock | Northeast Sr High School-Inactive | 041863 |
| Monticello | Monticello High School | 041695 | North Little Rock | Rose City Christian Academy | 041866 |
| Monticello | Wilmar High School | 042660 | North Little Rock | Spirit & Life Christian Acad | 042267 |
| Montrose | Montrose Academy | 041700 | Oark | Oark High School | 041875 |
| Morrilton | Cornerstone Christian Academy | 042062 | Oden | Oden High School | 041880 |
| Morrilton | Morrilton High School | 041710 | Oil Trough | Oil Trough High School | 041885 |
| Morrilton | Morrilton Intermediate High School | 041711 | Okolona | Okolona High School | 041890 |
| Morrilton | Riverview Christian School | 041715 | Ola | Ola High School | 041900 |
| Morrilton | Sacred Heart High School | 041720 | Ola | Two Rivers High School | 041901 |
| Morrow | Morrow Valley Christian Academy | 041723 | Omaha | Bible Baptist Christian School | 041903 |
| Moscow | Samuel Vaster High School | 041730 | Omaha | Omaha High School | 041905 |
| Mount Judea | Mount Judea High School | 041770 | Osceola | Academic Center of Excellence | 040329 |
| Mountain Home | Emmanuel Christian School | 041743 | Osceola | Osceola (OCABS) Comm Arts-Business | 041919 |
| Mountain Home | Mountain Home High Career Academics | 041740 | | | |
| Mountain Home | North Central Christian School | 041741 | | | |
| Mountain Home | Promise Land Academy | 041742 | | | |
| Mountain Pine | Mountain Pine High School | 041745 | | | |
| Mountain View | Arbanna Baptist Academy | 041747 | | | |
| Mountain View | C Fowler Chrstn School | 041748 | | | |
| Mountain View | Mountain View High School | 041750 | | | |
| Mountainburg | Mountainburg High School | 041735 | | | |
| Mt Holly | Mc Rae High School | 041755 | | | |
| Mt Ida | Mount Ida High School | 041765 | | | |
| Mt Pleasant | Izard County Christian School | 041773 | | | |
| Mt Pleasant | Mount Pleasant High School | 041775 | | | |

# Appendix D.
# Arkansas High School Codes

| City | High School Name | Code | City | High School Name | Code |
|------|------------------|------|------|------------------|------|
| | Charter School | | Pyatt | Pyatt High School | 042130 |
| Osceola | Osceola High School | 041910 | Quitman | Quitman High School | 042135 |
| Oxford | Oxford High School | 041920 | Ravenden Springs | Oak Ridge Central High School (closed) | 042140 |
| Ozark | Cass Civilian Conservation Ctr | 041928 | Rector | Rector High School | 042145 |
| Ozark | Ozark Christian School | 041929 | Rison | Rison High School | 042150 |
| Ozark | Ozark High School | 041930 | Rison | Woodlawn High School | 042160 |
| Ozark | Pleasant View High School | 041790 | Rogers | Benton County Christian School | 042162 |
| Palestine | Palestine-Wheatley High School | 041935 | Rogers | Benton County School of Arts | 042169 |
| Pangburn | Pangburn High School | 041940 | Rogers | Benton County School of Arts High | 044070 |
| Paragould | Crowleys Ridge Academy | 041945 | Rogers | Bible Living School | 042163 |
| Paragould | Greene County Technical High School | 041950 | Rogers | Bible Missionary Academy | 042164 |
| Paragould | Oak Grove Middle School | 041955 | Rogers | Northwest Arkansas Academy of Fine Arts | 044170 |
| Paragould | Paragould High School | 041960 | Rogers | Providence Classical Christian School | 041472 |
| Paragould | Stanford High School | 041965 | Rogers | Rogers Heritage High School | 042168 |
| Paris | Paris High School | 041970 | Rogers | Rogers High School | 042165 |
| Parkdale | Parkdale High School | 041974 | Rogers | Rogers High School Sophomore Campus | 040503 |
| Parkin | Central High School | 041980 | Rohwer | Delta High School | 042170 |
| Parkin | Parkin High School | 041985 | Rose Bud | Rose Bud High School | 042180 |
| Paron | Paron High School | 041990 | Rose Bud | Triple S Christian School | 042181 |
| Pea Ridge | Pea Ridge Public School | 041995 | Rosston | Maumelle High School | 042185 |
| Pearcy | Lake Hamilton High School | 041155 | Rosston | Nevada High School | 042183 |
| Peel | Peel Full Gospel Christian Academy | 042001 | Russellville | Russellville High School | 042195 |
| Perryville | Perryville High School | 042000 | Salem | Salem High School | 042215 |
| Piggott | Piggott High School | 042005 | Saratoga | Saratoga High School | 042220 |
| Pine Bluff | C P Coleman High School | 042010 | Scotland | Scotland High School | 042225 |
| Pine Bluff | Dollarway High School | 042012 | Scranton | Scranton High School | 042240 |
| Pine Bluff | First Church Christian Academy | 042013 | Searcy | Griffithville High School | 040960 |
| Pine Bluff | Jefferson Preparatory School | 042017 | Searcy | Harding Academy | 042245 |
| Pine Bluff | Maranatha Christian School | 042019 | Searcy | Morris School Boys | 042248 |
| Pine Bluff | New Life Christian High School | 042021 | Searcy | Riverview High School | 041300 |
| Pine Bluff | Pine Bluff Christian School | 042024 | Searcy | Searcy High School | 042250 |
| Pine Bluff | Pine Bluff High School | 042030 | Searcy | White County Christian School | 042253 |
| Pine Bluff | Ridgway Christian School | 042023 | Sheridan | Sheridan Freshman Academy | 042265 |
| Pine Bluff | St Joseph Catholic High School | 042039 | Sheridan | Sheridan High School | 042265 |
| Pine Bluff | Townsend Park H S | 042035 | Sherwood | Lisa Academy North High School | 042268 |
| Pine Bluff | Watson Chapel Academy | 042042 | Sherwood | Sylvan Hills High School | 041872 |
| Pine Bluff | Watson Chapel High School | 042040 | Shirley | Shirley High School | 042270 |
| Plainview | Plainview-Rover High School | 042050 | Shirley | Universal Christian Academy | 042272 |
| Pleasant Grove | Pleasant Grove H S | 042055 | Siloam Springs | Cookson Hills Christian School | 042271 |
| Pleasant Plains | Midland High School | 042060 | Siloam Springs | Siloam Springs Christian School | 042278 |
| Plumerville | Plumerville H S | 042065 | Siloam Springs | Siloam Springs High School | 042280 |
| Pocahontas | Pocahontas Christian Academy | 042069 | Siloam Springs | Trinity Christian Academy | 042281 |
| Pocahontas | Pocahontas High School | 042070 | Smackover | Smackover High School | 042285 |
| Pocahontas | Saint Pauls School | 042075 | Snowball | Snowball High School | 042295 |
| Portland | Portland High School | 042085 | Sparkman | Sparkman High School | 042305 |
| Pottsville | Pottsville High School | 042090 | Sparkman | Sparkman Tr School | 042310 |
| Poughkeepsie | Poughkeepsie High School | 042095 | Springdale | Har-Ber High School | 042147 |
| Poyen | Poyen High School | 042100 | Springdale | Shiloh Christian High School | 042313 |
| Prairie Grove | Prairie Grove High School | 042105 | Springdale | Springdale Alt Lrn Environment | 042316 |
| Prattsville | Prattsville High School | 042110 | Springdale | Springdale Christian Academy | 042314 |
| Prescott | Prescott High School | 042120 | Springdale | Springdale High School | 042315 |
| Prim | Full Gospel Academy | 042124 | | | |

# Appendix D.
# Arkansas High School Codes

| City | High School Name | Code | City | High School Name | Code |
|------|------------------|------|------|------------------|------|
| St Joe | St. Joe High School | 042205 | Wabbaseka | J S Walker High School | 042545 |
| St Paul | St. Paul High School | 042210 | Wabbaseka | Wabbaseka High School | 042550 |
| St. Charles | Saint Charles High School | 042200 | Waldo | Waldo High School | 042560 |
| Stamps | Stamps High School | 042327 | Waldron | Waldron High School | 042565 |
| Star City | Glendale High School | 042328 | Walnut Ridge | AR Distance Learning Prep Ctr | 042574 |
| Star City | Lincoln County Adult Education | 042330 | Walnut Ridge | Walnut Ridge High School | 042575 |
| Star City | Star City High School | 042337 | Ward | New Horizon Academy | 042577 |
| Stephens | Stephens High School | 042345 | Warm Springs | Lords Ranch School | 042579 |
| Strawberry | Hillcrest High School | 042348 | Warren | Bradley Co High School | 042580 |
| Strawberry | Strawberry High School (closed) | 042348 | Warren | Warren High School | 042585 |
| Strong | Gardner High School | 042355 | Weiner | Weiner High School | 042600 |
| Strong | Strong High School | 042360 | West Fork | West Fork High School | 042610 |
| Stuttgart | Evangelical Methodist School | 042361 | West Helena | Central High School-PhillipsCounty | 041075 |
| Stuttgart | Grand Prairie Christian Academy | 042362 | West Helena | De Soto School | 042612 |
| Stuttgart | Stuttgart High School | 042365 | West Helena | Eliza Miller H S | 041080 |
| Subiaco | Subiaco Academy | 042375 | West Helena | Phillips County Christian School | 042611 |
| Sulphur Rock | Sulphur Rock High School | 042380 | West Memphis | Calvary Baptist Academy | 042618 |
| Swifton | Swifton High School | 042395 | West Memphis | Crittenden Pentecostal Academy | 042617 |
| Taylor | Taylor High School | 042400 | West Memphis | West Memphis Christian School | 042616 |
| Texarkana | Arkansas High School | 042403 | West Memphis | West Memphis High School | 042615 |
| Texarkana | Emmanuel Christian Academy | 042402 | Western Grove | Western Grove High School | 042605 |
| Texarkana | Genoa Central High School | 040870 | Wheatley | Monroe Academy | 042633 |
| Texarkana | Trinity Christian School | 042404 | Wheatley | Wheatley High School | 042635 |
| Texarkana | Veritas Classical Christian School | 042405 | White Hall | White Hall High School | 042045 |
| Thornton | Thornton High School | 042425 | Wickes | Wickes High School | 042640 |
| Tillar | Cornerstone Christian Academy | 042409 | Wilburn | Wilburn High School | 042645 |
| Tillar | Desha-Drew High School | 042430 | Williford | Williford High School (closed) | 042650 |
| Timbo | Timbo High School | 042440 | Willisville | Willisville High School | 042655 |
| Trumann | Calvary Baptist School | 042453 | Wilmot | Wilmot High School | 042675 |
| Trumann | Liberty Christian Academy | 042454 | Wilson | Rivercrest High School | 042685 |
| Trumann | Trumann High School | 042455 | Winslow | Winslow High School | 042690 |
| Tuckerman | Tuckerman High School | 042465 | Winthrop | Wildwood Christian Academy | 042694 |
| Turrell | Turrell High School | 042475 | Winthrop | Winthrop High School | 042695 |
| Tyronza | Tyronza High School | 042485 | Winthrop | Winthrop New Life Academy | 042696 |
| Umpire | Umpire High School | 042490 | Witts Springs | Witts Springs High School | 042700 |
| Valley Springs | Valley Springs High School | 042495 | Wright | Plum Bayou High School | 042705 |
| Van Buren | Van Buren Christian Academy | 042499 | Wynne | Wynne High School | 042720 |
| Van Buren | Van Buren High School | 042500 | Yellville | Yellville-Summit High School | 042725 |
| Village | Village High School | 042525 | | | |
| Vilonia | Vilonia High School | 042530 | | | |
| Viola | Viola High School | 042535 | | | |
| W Memphis | Central Baptist School | 042613 | | | |
| W Memphis | Tabernacle Bapt Academy | 042614 | | | |

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

A student admitted <u>unconditionally</u> 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; <u>there is no grade point average requirement</u>.

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** <u>seeking a degree</u> *or* <u>other award above the Certificate of Proficiency</u> **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. <u>Core academic courses</u>, as required in Section 1 (c)(1)(A) and (B) of Act 1290 (see below) <u>will be designated by each institution</u>.  Such courses will be <u>regular</u>, <u>non-remedial</u> <u>credit courses</u> 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 <u>associate of arts</u> degree or a <u>baccalaureate</u> degree and who failed to successfully complete the core curriculum, completion of <u>twelve (12) hours of core academic courses, and any necessary remedial courses with a cumulative grade point average of 2.0</u>.

   (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, <u>completion of six (6) hours of core academics courses and six (6) hours of technical courses required for the diploma</u>, 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) <u>the required hours of core academic subjects and technical courses (</u>as defined in number 2 above<u>) and any remedial courses</u> **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, <u>must make</u> a <u>composite score of 19</u> on the American College Test (<u>ACT</u>) <u>or the equivalent score</u> on the SAT, ASSET, or COMPASS in order to be unconditionally admitted.

   If the GED student tests at the college level in Math <u>and</u> 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 <u>October 1, 1998</u>.

| | | | |
|---|---|---|---|
| Approved: | Agenda Item No. 28<br>October 20, 1995 | Amended: | Agenda Item No. 53<br>July 24, 1998 |

# Appendix F.  Conditional Admission

**Core Curriculum Requirements For Unconditional Admission**

**English**
Four units with emphasis on writing skills, not to include courses in oral communications, journalism, drama or debate.

**Natural Science**
Three units, with laboratories, chosen from Physical Science, Biology, Chemistry, or Physics. Only one unit may come from a Life Science.

**Mathematics**
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).

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

# Appendix G.  Glossary

- **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.


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

# Appendix G.  Glossary

**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**: IPEDS Definition:  **A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school)**.  A student will be reported 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 and 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 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.

# Appendix G.  Glossary

**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.

- **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.

# Appendix G.  Glossary

**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**

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.

# Appendix G.  Glossary

**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 <u>Student File</u> 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).

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

# Appendix G.  Glossary

| Second Unknown | Two or More Races |
|---|---|
| SELECT g.non_resident_alien,<br>g.hispanic,<br>g.asian,<br>g.amerind,<br>g.black,<br>g.white,<br>g.hawaiian<br>FROM sisdb.dbo.graduated_student_table g<br>WHERE g.academic_year = '2010'<br>AND g.non_resident_alien = '0'<br>AND g.hispanic IN ('0', '2')<br>AND g.asian IN ('0', '2')<br>AND g.amerind IN ('0', '2')<br>AND g.black IN ('0', '2')<br>AND g.white IN ('0', '2')<br>AND g.hawaiian IN ('0', '2')<br>ORDER BY g.non_resident_alien,<br>g.hispanic,<br>g.asian,<br>g.amerind,<br>g.black,<br>g.white,<br>g.hawaiian<br><br>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." | 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."<br><br>We use the PHP function of substr_count to count the 1's along with an "if statement" to count the number >= 2.<br><br>Another way to do this is to count the total number of students and then to subtract all of the other possibilities.<br><br>For example:<br>$two_or_more = $total − ($nra + $unknown + $asian + $black + $hispanic + $amerind + $white + $hawaiian);<br><br>NOTE: Be sure to eliminate all of the "second unknowns" before using either of these methods. |

**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).

# Appendix G.  Glossary

- **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 the 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 by 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.

# Appendix I. IPEDS

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: <u>Mandatory</u> 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 <u>Mandatory</u> 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:

| Data collected for full-time, first-time cohort |
|---|

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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<br>Other federal grants | X | X |
| State/local grants | State/local grants | X | X |
| Institutional grants | Institutional grants | X | X |
| Loans | Federal loans<br>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<br>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<br>Doctor's degree – professional practice<br>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 deprecation

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 | **For non-Hispanics only:** |
| 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.<br><br>(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.<br><br>(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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| Income Level | 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 | |
| --- | --- | --- | --- | --- | --- | --- |
| | 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-faulty 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 | **Institutional Characteristics** form beginning in 2009-10 |

# Appendix I. IPEDS

| | |
|---|---|
| office of disability services (or the equivalent office) at your institution as students with disabilities:<br>            3 percent or less<br>If more than 3 percent: _____% | |
| B)(i) **For 4-year institutions**, for the 20XX cohort of bachelor's degree-seeking, full-time, first-time undergraduate students:<br><br>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 **Graduation Rates 200 (GR200)**; it will be separate from the regular GRS component so not to confuse the two different cohorts that are being reported on. |
| B)(ii) **For less than 4-year institutions**, for the 20XX cohort of full-time, first-time undergraduate students:<br><br>a.  Number of students in the cohort who completed their program within 100% of normal time | Beginning in 2009-10, **GRS** 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 **Graduation Rates 200 (GR200)**; 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** |
| **Institutional Characteristics** | 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 |
| **Human Resources** | 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. |
| **Fall Enrollment** | Part A – Enrollment by Race/Ethnicity and Gender | Eliminate column 2 (transfers-in) and column 5 (non-degree/certificate seeking) |
| **Finance**<br><br>**(FASB,**<br><br>**for-profit)** | Part A – Balance Sheet Information | Eliminate |
| | Part B – Summary of Changes in Equity | Eliminate<br>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 |
| **Finance**<br><br>**(FASB,**<br><br>**Not-for-Profit)** | Screening questions | Eliminate the endowment assets screening question (SQ3)<br>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<br>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<br>Eliminate Line 13, Hospital revenue<br>Eliminate Line 14, Independent operations |
| | Part E – Expenses by Functional and Natural Classification | Eliminate Line 07, Auxiliary enterprises<br>Eliminate Line 09, Hospital services<br>Eliminate Line 10, Independent operations |
| | Part H – Value of Endowment Asset | Eliminate |
| **Finance (GASB, Public)** | Screening questions | Eliminate the reporting models for special-purpose governments screening question (SQ3)<br>Eliminate the intercollegiate athletic expenses screening question (SQ4)<br>Eliminate the endowment assets screening question (SQ5)<br>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<br>Eliminate Line 06, Sales and services of hospitals<br>Eliminate Line 07, Independent operations<br>Eliminate Line 20, Capital appropriations<br>Eliminate Line 21, Capital grants & gifts<br>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:<br>Line 11, Auxiliary enterprises<br>Line 12, Hospital services<br>Line 13, Independent operations<br>Line 16, Interest |
| | Part D – Summary of Changes in Net Assets | Eliminate<br>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<br>Completions<br>E12 | HR<br>EF*<br>Finance*<br>SFA*<br>GRS*<br>GR200* | EF<br>Finance<br>SFA<br>GRS<br>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)

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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<br>6 weeks | Winter<br>9 weeks | Spring<br>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) 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** |
| **Distance Education (April 2008)** | 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 |
| **Completions (December 2009)** | 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 |
| **Human Resources (June 2010)** | 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 |
| **Net Price, Student Financial Aid, and Program Reporting Issues (September 2010)** | 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.

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| 2011-12 Proposed Changes to IPEDS Data Collection | |
| --- | --- |
| **Change** | **Source** |
| **Institutional Characteristics (all institutions)** | |
| 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>Note: These clarifications will apply across IPEDS components wherever data on distance education are collected.` | Distance Education TRP |
| **Institutional Characteristics (program reporters)** | |
| Add items to collect prorated academic year price for largest program (in addition to the currently collected program price).<br><br>Note: Institutions already must calculate this number for purposes of awarding Pell grants. | Net Price/SFA TRP and Legislation (HEOA) |
| **Completions (all institutions)** | |
| Clarify instructions to specify that only credit awards are to be reported. | Completions TRP |
| **12-month Enrollment (all institutions)** | |
| 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) | |
|---|---|
| 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.

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. | 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 |

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| 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** | |
| **Group 1**. All undergraduate students<br>**Group 2**. Of the students in Group 1, those who are full-time, first-time degree/certificate-seeking students<br>**Group 3**. Of the students in Group 2, those who received grant or scholarship aid from the federal government, state/local government, or the institution<br>**Group 4**. Of the students in Group 2, those who received Title IV federal student aid |  |

# Appendix I. IPEDS

**Changes to the IPEDS 2012-2013 data collection:**

- Changes to the IPEDS data collection that **have been approved** by the Office of Management and Budget (OMB) for implementation in 2012-13. The preview year for these approved changes is 2011-12, and survey screens and instructions are available through the Survey Materials link on the Data Provider Center page (https://surveys.nces.ed.gov/IPEDS/VisIndex.aspx)

- Changes to the occupational categories used on the Human Resources (HR) survey component that **have been approved** by OMB for implementation in 2012-13.

  Institutions should prepare to report in 2012-13 using the new categories. **Each job at the institution will need to be categorized according to the 2010 SOC in order to report HR data in 2012-13**. **An HR/SOC Resources website will be available on the IPEDS website later this spring. In the meantime, more information on the 2010 SOC can be found at** (http://www.bls.gov/soc/)

**Origins of Changes:**
The changes to the data collection 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/Default.aspx) and comments on panel suggestions are solicited. Three meetings of the TRP resulted in changes for 2012-13.

The new occupational categories come from a new requirement to align IPEDS HR reporting with the 2010 Standard Occupational Classification (SOC) codes.

| Origins of Changes to the 2012-13 IPEDS Data Collection | | |
|---|---|---|
| **Origin** | **Summary** | **Survey Components Affected** |
| Distance Education TRP (Held in April 2008) | The IPEDS Technical Review Panel met to discuss evolving delivery modes for postsecondary education and increased availability of "distance education" courses 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 |
| Completions TRP (Held in December 2009) | 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 |
| Human Resources TRP (Held in June 2010) | 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 |
| 2010 SOC | A new version of the Standard Occupational Classification (SOC) was released in 2010. The SOC is used by federal statistical agencies to classify workers and jobs into occupational categories for the purpose of collecting, calculating, analyzing, or disseminating data. IPEDS Human Resources reporting is required to align with the 2010 SOC. This alignment introduces new occupational categories that will replace the primary functions/ occupational activities currently used for HR reporting. | Human Resources |

# Appendix I. IPEDS

| Changes to IPEDS Data Collection 2012-13 | |
|---|---|
| **Change** | **Source** |
| **Institutional Characteristics (All institutions) 2012-13** | |
| Add an item to collect whether distance education opportunities are offered and at what student level (undergraduate, graduate). The current IC question C2 will be modified to exclude the distance education reporting option, and a new question will be added. | Distance Ed TRP |
| **Completions (All institutions) 2012-13** | |
| Add an item to collect the total number of **students** who earned degrees or certificates, by race/ethnicity and gender. | Completions TRP |
| Add items to collect the numbers of **students** who earned degrees or certificates, separately by (1) gender; (2) race/ethnicity, and (3) age*, for the following 6 award categories (collapsed from the 11 IPEDS categories):<br><br>• Less than 1-year certificates<br>• At least 1 but less than 4-year certificates<br>• Associate's degrees<br>• Bachelor's degrees<br>• Postbaccalaureate and Post-Master's certificates<br>• Master's degrees<br>• Doctor's degrees<br><br>* Age categories are: under 18; 18-24; 25-39; 40 and above; and age unknown. | Completions TRP |
| Add an item so that institutions can indicate, by CIP code and award level, if the program is available to be completed completely through distance education. | Distance Ed TRP |
| **12-month Enrollment (4-yr institutions) 2012-13** | |
| Eliminate collection of doctor's-professional practice instructional activity, now included with graduate activity. | NCES initiated |
| Add an item collect full-time equivalent enrollment for doctor's-professional practice students. These 2 changes will address the problem created in the calculation of FTE enrollment caused by the recent introduction of new postbaccalaureate degree classifications. | NCES initiated |
| **Fall Enrollment (all institutions) 2012-13** | |
| Add a new Part to the survey to collect data on the number of students enrolled in any distance education and the number of students enrolled exclusively in distance education. Data will be broken out by student level (undergraduate, graduate) and student location (in same state as institution, in U.S. but not in same state, outside U.S.). | Distance Ed TRP |
| **HUMAN RESOURCES 2012-13** | |
| The changes for the Human Resources survey component fall into two categories:<br><br>• New occupational categories **for all institutions** due to the required alignment of the HR component with the 2010 Standard Occupational Classification (SOC). These new occupational categories will replace the primary function/occupational activity categories currently used for HR reporting. These changes have been approved by the Office for Management and Budget (OMB) for implementation in the 2012-13 IPEDS data collection. Institutions should begin to prepare to report using the new categories. **Each job at the institution will need to be categorized according to the 2010 SOC in order to report HR data in 2012-13**.<br>• Changes **for degree-granting institutions** that have been approved by the Office for Management and Budget (OMB) for implementation in the 2012-13 IPEDS data collection. These were changes that were suggested by the IPEDS Technical Review Panel (TRP) and adopted. | |
| **Human Resources (all institutions) 2012-13** | |
| Adopt new occupational categories to replace the current primary function/occupational activity categories.<br><br>The alignment with the 2010 Standard Occupational Categories (SOC) requires the adoption of new occupational categories for reporting on the HR survey component. However, the currently used categories **Primarily Instruction, Instruction Combined with Research and/or Public Service, Primarily Research, and Primarily Public Service** will continue to be used, and will not change. The professional/non-professional terminology will no longer be used.<br>NCES has received approval from OMB to use the following categories:<br>• Management Occupations<br>• Business and Financial Operations Occupations<br>• Computer, Engineering, and Science Occupations<br>• Community Service, Legal, Arts, and Media Occupations<br>• **Primarily Instruction**<br>• **Instruction combined with Research and/or Public Service** | 2010 SOC |

# Appendix I. IPEDS

| | |
|---|---|
| <ul><li>**Primarily Research**</li><li>**Primarily Public Service**</li><li>Graduate Assistants – Teaching</li><li>Graduate Assistants – Research</li><li>Graduate Assistants - Other</li><li>Library and Non-postsecondary Teaching Occupations<ul><li>Archivists, Curators, and Museum Technicians</li><li>Librarians</li><li>Library Technicians</li><li>Non-postsecondary Teaching Occupations</li></ul></li><li>Healthcare Practitioners and Technical Occupations</li><li>Service Occupations</li><li>Sales and Related Occupations</li><li>Office and Administrative Support Occupations</li><li>Natural Resources, Construction, and Maintenance Occupations</li><li>Production, Transportation, and Material Moving Occupations</li></ul> | |
| **Human Resources (all degree-granting institutions) 2012-13** | |
| Add a screening question to determine if an institution has graduate assistants. | HR TRP |
| Revise the Primarily Instruction occupational category so that data in the EAP section (Part A) are reported for three subcategories:<ul><li>Primarily Instruction<ul><li>Exclusively credit</li><li>Exclusively not-for-credit</li><li>Combination credit/not-for-credit</li></ul></li></ul> | HR TRP |
| Make the following revisions to the *Salaries* section (Part E):<ul><li>Eliminate the contract length differentiation from the survey screens.</li><li>Add an additional column to the survey screen after the salary outlays column to collect the number of months covered by those salary outlays. (This number will be used to calculate a weighted monthly average salary.)</li></ul>Note: To assist data reporters in determining the number of hours covered, a worksheet will be provided in the data collection system that collects counts of staff on 9-month contracts, 10-month contracts, 11-month contracts, and 12-month contracts, by gender and academic rank. For each gender and academic rank category, the system would then calculate: (1) the total number of staff reported (i.e., the sum of the values entered for each contract length), and (2) the total number of months covered (i.e., the sum of the staff reported for each contract length multiplied by the number of months in the contract). | HR TRP |
| Add an additional screen to the Salaries section (Part E), to be displayed immediately after the salary outlays screen for full-time instructional staff, to collect salary outlays for full-time non-instructional staff by occupational category. These totals will not be disaggregated by race/ethnicity or gender.<br><br>**Note:** The alignment with the 2010 Standard Occupational Categories (SOC) requires the adoption of new occupational categories for reporting on the HR survey component. If approved, the new occupational categories for which salary outlays will be collected will be:<ul><li>Management Occupations</li><li>Business and Financial Operations Occupations</li><li>Computer, Engineering, and Science Occupations</li><li>Community Service, Legal, Arts, and Media Occupations</li><li>Primarily Research</li><li>Primarily Public Service</li><li>Library and Non-postsecondary Teaching Occupations</li><li>Healthcare Practitioners and Technical Occupations</li><li>Service Occupations</li><li>Sales and Related Occupations</li><li>Office and Administrative Support Occupations</li><li>Natural Resources, Construction, and Maintenance Occupations</li><li>Production, Transportation, and Material Moving Occupations</li></ul> | 2010 SOC |

# Appendix I. IPEDS

| Human Resources (degree-granting institutions with 15+ FT staff) 2012-13 | |
|---|---|
| To streamline data collection across component sections:<br><br>• Eliminate full-time non-instructional research and public service staff from Part G reporting in the *Fall Staff* section, better aligning this section with the Salaries section, which collects data exclusively on instructional staff.<br><br>• Add items to Part I of the *Fall Staff* section (the headcount of full-time non-instructional staff) to include the research and public service categories that were eliminated from reporting in Part G. | HR TRP |
| Add a screening question to determine if the institution has a tenure system. | HR TRP |
| Add the following non-tenure track contract faculty categories to the *Fall Staff* section (Part G):<br><br>• Multi-year contract<br>• Annual contract<br>• Less than annual contract<br>• Without faculty status | HR TRP |

The IPEDS HR survey component uses the Standard Occupational Classification (SOC) system to assist institutions in classifying employees for IPEDS reporting purposes. The SOC is a system used by Federal statistical agencies to classify workers and jobs into occupational categories for the purpose of collecting, calculating, analyzing, or disseminating data. In 2010, an updated version of the SOC system (http://www.bls.gov/soc/) was released. Consequently, the IPEDS HR survey must be revised to incorporate the 2010 SOC information.

The current HR instructions map approximately 140 of the 821 SOC occupational categories to the following eleven primary functions/occupational activities in the IPEDS HR survey:

- Primarily instruction
- Primarily research
- Graduate assistants
- Other professional (support/service)
- Clerical and secretarial
- Service/Maintenance

Although there were no major changes to the 2010 SOC, the primary functions/occupational activities in the IPEDS HR survey must be redefined to align with an approved aggregation scheme created from the 23 major groups in the 2010 SOC. (In April 2011, the SOC Policy Committee approved the aggregation scheme proposed for IPEDS HR reporting, shown in the table below.) Additionally, NCES must give guidance concerning reporting all SOC occupational categories, not just the subset that is more commonly found on campuses.

There will be a loss of trend data with the adoption of the new categories. Currently, the Other professional, Technical and paraprofessional, and Service/Maintenance categories span SOC major categories, splitting them by skill level, and assigning the more skilled occupations to the Other professional category, and the less skilled occupations to the Technical and paraprofessional and Service/Maintenance categories. This is no longer permitted. HR aggregations must now be based on the SOC major categories, which are discipline focused instead of being based on skill levels.

The IPEDS Occupational Categories that will be implemented in 2012-13 Human Resources reporting are shown below. The first column shows the occupational categories that will be reported in IPEDS starting in 2012-13, incorporating the 2010 SOC. The second column shows the SOC major and minor groups that make up the IPEDS categories.

New occupational categories **for all institutions** due to the required alignment of the HR component with the 2010 Standard Occupational Classification (SOC). These new occupational categories will replace the primary function/occupational activity categories currently used for HR reporting. These changes have been approved by the Office for Management and Budget (OMB) for implementation in the 2012-13 IPEDS data collection. Institutions should begin to prepare to report using the new categories. **Each job at the institution will need to be categorized according to the 2010 SOC in order to report HR data in 2012-13**.

Adopt new occupational categories to replace the current primary function/occupational activity categories.

The alignment with the 2010 Standard Occupational Categories (SOC) requires the adoption of new occupational categories for reporting on the HR survey component. However, the currently used categories **Primarily Instruction**, **Instruction Combined with Research and/or Public Service**, **Primarily Research**, and **Primarily Public Service** will continue to be used, and will not change. The professional/non-professional terminology will no longer be used.

# Appendix I.  IPEDS

NCES has received approval from OMB to use the following categories:

- Management Occupations
- Business and Financial Operations Occupations
- Computer, Engineering, and Science Occupations
- Community Service, Legal, Arts, and Media Occupations
- **Primarily Instruction**
- **Instruction combined with Research and/or Public Service**
- **Primarily Research**
- **Primarily Public Service**
- Graduate Assistants – Teaching
- Graduate Assistants – Research
- Graduate Assistants - Other
- Library and Non-postsecondary Teaching Occupations
- Archivists, Curators, and Museum Technicians
- Librarians
- Library Technicians
- Non-postsecondary Teaching Occupations
- Healthcare Practitioners and Technical Occupations
- Service Occupations
- Sales and Related Occupations
- Office and Administrative Support Occupations
- Natural Resources, Construction, and Maintenance Occupations
- Production, Transportation, and Material Moving Occupations

# Appendix Ⅰ. IPEDS

| IPEDS Occupational Categories for Implementation in 2012-13 | |
|---|---|
| **IPEDS Category** | **SOC Major/Minor Group Elements and Detailed Occupations** |
| Management Occupations | 11-0000 Management Occupations |
| Business and Financial Operations Occupations | 13-0000 Business and Financial Operations Occupations |
| Computer, Engineering, and Science Occupations | 15-0000 Computer and Mathematical Occupations<br>17-0000 Architecture and Engineering Occupations<br>19-0000 Life, Physical, and Social Science Occupations |
| Community Service, Legal, Arts, and Media Occupations | 21-0000 Community and Social Service Occupations<br>23-0000 Legal Occupations<br>27-0000 Arts, Design, Entertainment, Sports, and Media Occupations |
| Primarily Instruction | 25-1000 POSTSECONDARY TEACHERS |
| Instruction combined with research and/or public service (I/R/PS) | |
| Primarily Research | |
| Primarily Public Service | |
| Graduate assistants - teaching | 25-1191 GRADUATE TEACHING ASSISTANTS |
| Graduate assistants - research(I/R/PS) | |
| Graduate assistants - other | |
| Archivists, Curators, and Museum Technicians | 25-4010 Archivists, Curators, and Museum Technicians |
| Librarians | 25-4020 Librarians |
| Library Technicians | 25-4030 Library Technicians |
| Non-postsecondary Teachers | 25-2000 Pre-school, Primary, Secondary, and Special Education School Teachers<br>25-3000 Other Teachers and Instructors<br>25-9000 Other Education, Training, and Library Occupations<br>~~25-4010 Archivists, Curators, and Museum Technicians~~ |
| Healthcare Practitioners and Technical Occupations | 29-0000 Healthcare Practitioners and Technical Occupations |
| Service Occupations | 31-0000 Healthcare Support Occupations<br>33-0000 Protective Service Occupations<br>35-0000 Food Prep and Serving Related Occupations<br>37-0000 Building and Grounds Cleaning and Maintenance Occupations<br>39-0000 Personal Care and Service Occupations |
| Sales and Related Occupations | 41-0000 Sales and Related Occupations |
| Office and Administrative Support Occupations | 43-0000 Office and Administrative Support Occupations |
| Natural Resources, Construction, and Maintenance Occupations | 45-0000 Farming, Fishing, and Forestry Occupations<br>47-0000 Construction and Extraction Occupations<br>49-0000 Installation, Maintenance, and Repair Occupations |
| Production, Transportation, and Material Moving Occupations | 51-0000 Production Occupations<br>53-0000 Transportation and Material Moving Occupations |
| Not applicable in IPEDS because IPEDS collects data on civilian staff only | 55-0000 Military Specific Occupations |

# Appendix I.2
# IPEDS Completions and Related Reports

**Change for Academic Year 2013 (2012-2013)**

Beginning with the 2013 Academic Year (2012-2013) all institutions will upload their own completions (graduate) data directly to IPEDS, i.e., ADHE will cease the middle-man activity. This relates to the graduate file that you submit to ADHE in July 2012 and you will upload to IPEDS by October 2012.

In the past, ADHE received the annual graduate file and processed it and submitted the completions to IPEDS on behalf of the institutions. This resulted in a checking/double-checking and sign-off process that was tedious and burdensome to all parties involved. Therefore, this process will cease and beginning with the IPEDS submission due in October 2012 all institutions will upload their own completions report to IPEDS.

**ADHE Guidance Policy for IPEDS Reporting**

In order to ensure the quality of data submitted to IPEDS and ensure that both ADHE and IPEDS data are as identical as possible, the following guidance directives are provided.

| Identification | Directive/Explanation | IPEDS Reference |
|---|---|---|
| Guidance Directive 1 | During the preparation of any IPEDS report, if it is discovered that the data submitted to ADHE is incorrect, the institution should correct this situation by re-submitting the graduate file to ADHE. | This relates to both the Completions Report and the GRS Survey. |
| Guidance Directive 2 | Degree codes are used for all public institutions of higher education to identify the academic program in which a student has earned a credential. A student can earn only one (1) credential per ADHE degree code. Academic programs containing options all use the same degree code and students completing additional coursework in an option with the same degree code shall not create an additional award. This relates to public institutions only as independent institutions do not use degree codes. | This relates to both the Completions Report and the GRS Survey. |
| Guidance Directive 3 | Only students that officially graduate within the specified time frame should be counted. Graduation refers to a credential actually being conferred or officially awarded. The time frame for ADHE and the IPEDS Completion Report is the academic year. The time frame for the IPEDS Graduation Rate Survey is 100%, 150%, or 200% of the normal time expected for the credential. For associate and bachelor degrees, IPEDS allows the additional months of July and August in the next academic year to account for summer graduations. IPEDS defines Completer as "A student who receives a degree, diploma, certificate, or other formal award. *In order to be considered a completer, the degree/award must actually be conferred.*" | This relates to both the Completions Report and the GRS Survey. |
| Guidance Directive 4 | The Arkansas Department of Higher Education only recognizes students as completing a transfer program if the student earned an associate degree. The AA, AS, and AAT are generally the degrees awarded for such transfer purposes. This relates directly to IPEDS transfer-preparatory program, defined as: *"…the successful completion of at least a 2-year program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program."* ADHE policy is that all such transfer students should have received an associate degree before transfer as ADHE does not recognize any transfer program that does not end with an associate's degree. | This relates to both the Completions Report and the GRS Survey. |

# 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 <u>January 2010</u> 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.<br><br>AA = Associate of Arts[1]<br>AS = Associate of Science[1]<br>AAT = Associate of Arts in Teaching<br><br>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.)<br><br>1. A prerequisite for courses in the transfer student's baccalaureate degree program;<br>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;<br>3. A requirement of an independent licensing or accrediting body;<br>4. A grade of "D" was recorded and is not accepted by the receiving institution; or<br>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.

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[1] Please see the Approved Transfer Program List for AA and AS degrees at <u>www.adhe.edu</u>.

# 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."

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

# 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 <u>not</u> given credit. Therefore, only report those students that did <u>not</u> 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.<br>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.<br>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."

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**

<u>SPECIAL NOTES</u>:

1. <u>Time Frames and Due Dates for Reports</u>: 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. <u>Special Situations</u>: 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) <u>Special Situation – Transferring D Grades</u>: 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) <u>Special Situation – Junior Status and D Grades</u>: 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) <u>Special Situation – Student Course Elections</u>: 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) <u>Special Situation – Seeking Baccalaureate Degree</u>: 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) <u>Special Situation – Undeclared Majors</u>:  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. <u>Special Situations Relating to Arkansas Course Transfer System (ACTS)</u>
      (1) <u>Special Situation – Effective Date</u>: 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) <u>Special Situation – Applicable Institutions</u>: 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) <u>Special Situation – Applicable Grades</u>: 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 <u>not</u> 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) <u>Special Situation – Students Requesting Transfer Credit</u>: 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.

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**<u>FILE SUBMISSIONS NOTE</u>:**

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

If you do not yet have access to https://ft.adhe.edu, please contact Paul Nations at  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.

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 : _____

| No. | 1 Receiving Institution FICE Code | 2 Sending Institution FICE Code | 3 Academic Year | 4 Term (use term codes below) | 5 Student SSN | 6 Transfer Degree (AA, AAT, or AS Only) | 7 Total Transfer Hours Accepted | 8 Degree Code of Major at Receiving Institution | 9 Total General Education Lower Division Credit Hours Added and Required by Receiving Institution | 10 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 | | | | | | | |
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| 18 | | | | | | | |
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| 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

| Index # | Course Name | Index # | Course Name |
|---------|-------------|---------|-------------|
| ANTH1013 | Introduction to Anthropology | GERM2013 | German III |
| ANTH2013 | Cultural Anthropology | GERM2023 | German IV |
| ARTA1003 | Art Appreciation | HEAL1003 | Personal Health |
| ARTA2003 | Art History Survey I | HIST1113 | World Civilizations I |
| ARTA2103 | Art History Survey II | HIST1123 | World Civilizations II |
| BIOL1004 | Biology for Non-Majors | HIST1213 | Western Civilization I |
| BIOL1014 | Biology for Majors | HIST1223 | Western Civilization II |
| BIOL1024 | Botany for Non-Majors | HIST2113 | United States History I |
| BIOL1034 | Botany for Majors | HIST2123 | United States History II |
| BIOL1054 | Zoology | MATH1003 | College Math |
| BIOL2004 | Introductory Microbiology | MATH1103 | College Algebra |
| BIOL2404 | Human Anatomy and Physiology I * | MATH1203 | Plane Trigonometry |
| BIOL2414 | Human Anatomy and Physiology II * | MATH1305 | Pre-Calculus |
| CHEM1004 | Chemistry I for General Education | MATH2103 | Introduction to Statistics |
| CHEM1214 | Chemistry I for Health Related Professions | MATH2203 | Survey of Calculus |
| CHEM1224 | Chemistry II for Health Related Professions | MATH2405 | Calculus I |
| CHEM1414 | Chemistry I for Science Majors | MATH2505 | Calculus II |
| CHEM1424 | Chemistry II for Science Majors | MATH2603 | Calculus III |
| CPSI1003 | Introduction to Computers | MUSC1003 | Music Appreciation |
| CRJU1023 | Introduction to Criminal Justice | PHIL1003 | Introduction to Critical Thinking |
| DRAM1003 | Theatre Appreciation | PHIL1103 | Philosophy |
| ECON2103 | Principles of Macroeconomics | PHSC1004 | Physical Science |
| ECON2203 | Principles of Microeconomics | PHSC1104 | Earth Science |
| ENGL1013 | Composition I | PHSC1204 | Introduction to Astronomy |
| ENGL1023 | Composition II | PHYS2014 | Algebra/Trigonometry-Based Physics I |
| ENGL2013 | Introduction to Creative Writing | PHYS2024 | Algebra/Trigonometry-Based Physics II |
| ENGL2023 | Introduction to Technical Writing | PHYS2034 | Calculus-Based Physics I |
| ENGL2113 | World Literature I | PHYS2044 | Calculus-Based Physics II |
| ENGL2123 | World Literature II | PLSC2003 | American National Government |
| ENGL2213 | Western Literature I | PLSC2103 | State and Local Government |
| ENGL2223 | Western Literature II | PSYC1103 | General Psychology |
| ENGL2653 | American Literature I | PSYC2103 | Developmental Psychology |
| ENGL2663 | American Literature II | SOCI1013 | Introduction to Sociology |
| ENGL2673 | British Literature I | SOCI2013 | Social Problems |
| ENGL2683 | British Literature II | SPAN1013 | Spanish I |
| FREN1013 | French I | SPAN1023 | Spanish II |
| FREN1023 | French II | SPAN2013 | Spanish III |
| FREN2013 | French III | SPAN2023 | Spanish IV |
| FREN2023 | French IV | SPCH1003 | Introduction to Oral Communication |
| GEOG1103 | Introduction to Geography | ACCT2003 | Principles of Accounting I |
| GEOG1113 | Human Geography | ACCT2013 | Principles of Accounting II |
| GEOG2103 | World Regional Geography | BLAW2003 | Legal Environment of Business |
| GEOG2113 | Cultural Geography | BUSI1013 | Introduction to Business |
| GEOG2223 | Physical Geography | BUSI1103 | Keyboarding |
| GEOL1114 | Physical Geology | BUSI2013 | Business Communications |
| GEOL1124 | Environmental Geology | BUSI2103 | Business Statistics |
| GEOL1134 | Historical Geology | MKTG2003 | Principles of Marketing |
| GERM1013 | German I | | |
| GERM1023 | German II | | |

NOTE: The last eight (business courses) are not true general education courses but do typically transfer

# Appendix K.
# Classification of Instructional Programs
# for Education (CIP Code 13)

| CIP CODE | CIP TITLE |
|---|---|
| **13.1300** | **EDUCATION** |
| **13.0100** | **Education, General** |
| 130101 | Education, General |
| **13.0200** | **Bilingual, Multilingual, and Multicultural Education** |
| 130201 | Bilingual and Multilingual Education |
| 130202 | Multicultural Education |
| 130203 | Indian/Native American Education |
| 130299 | Bilingual, Multilingual, and Multicultural Education, Other |
| **13.0300** | **Curriculum and Instruction** |
| 130301 | Curriculum and Instruction |
| **13.0400** | **Educational Administration and Supervision** |
| 130401 | Educational Leadership and Administration, General |
| 130402 | Administration of Special Education |
| 130403 | Adult and Continuing Education Administration |
| 130404 | Educational, Instructional, and Curriculum Supervision |
| 130406 | Higher Education/Higher Education Administration |
| 130407 | Community College Education |
| 130408 | Elementary and Middle School Administration/Principalship |
| 130409 | Secondary School Administration/Principalship |
| 130410 | Urban Education and Leadership |
| 130411 | Superintendency and Educational System Administration |
| 130499 | Educational Administration and Supervision, Other |
| **13.0500** | **Educational/Instructional Media Design** |
| 130501 | Educational/Instructional Technology |
| **13.0600** | **Educational Assessment, Evaluation, and Research** |
| 130601 | Educational Evaluation and Research |
| 130603 | Educational Statistics and Research Methods |
| 130604 | Educational Assessment, Testing, and Measurement |
| 130607 | Learning Sciences |
| 130699 | Educational Assessment, Evaluation, and Research, Other |
| **13.0700** | **International and Comparative Education** |
| 130701 | International and Comparative Education |
| **13.0900** | **Social and Philosophical Foundations of Education** |
| 130901 | Social and Philosophical Foundations of Education |
| **13.1000** | **Special Education and Teaching** |
| 131001 | Special Education and Teaching, General |
| 131003 | Education/Teaching of Individuals with Hearing Impairments Including Deafness |
| 131004 | Education/Teaching of the Gifted and Talented |
| 131005 | Education/Teaching of Individuals with Emotional Disturbances |
| 131006 | Education/Teaching of Individuals with Mental Retardation |
| 131007 | Education/Teaching of Individuals with Multiple Disabilities |
| 131008 | Education/Teaching of Individuals with Orthopedic and Other Physical Health Impairments |
| 131009 | Education/Teaching of Individuals with Vision Impairments Including Blindness |
| 131011 | Education/Teaching of Individuals with Specific Learning Disabilities |
| 131012 | Education/Teaching of Individuals with Speech or Language Impairments |
| 131013 | Education/Teaching of Individuals with Autism |
| 131014 | Education/Teaching of Individuals Who are Developmentally Delayed |
| 131015 | Education/Teaching of Individuals in Early Childhood Special Education Programs |
| 131016 | Education/Teaching of Individuals with Traumatic Brain Injuries |
| 131017 | Education/Teaching of Individuals in Elementary Special Education Programs |
| 131018 | Education/Teaching of Individuals in Junior High/Middle School Special Education Programs |
| 131019 | Education/Teaching of Individuals in Secondary Special Education Programs |
| 131099 | Special Education and Teaching, Other |
| **13.1100** | **Student Counseling and Personnel Services** |
| 131101 | Counselor Education/School Counseling and Guidance Services |
| 131102 | College Student Counseling and Personnel Services |
| 131199 | Student Counseling and Personnel Services, Other |

# Appendix K.
# Classification of Instructional Programs
# for Education (CIP Code 13)

| CIP CODE | CIP TITLE |
|---|---|
| **13.1200** | **Teacher Education and Professional Development, Specific Levels and Methods** |
| 131201 | Adult and Continuing Education and Teaching |
| 131202 | Elementary Education and Teaching |
| 131203 | Junior High/Intermediate/Middle School Education and Teaching |
| 131205 | Secondary Education and Teaching |
| 131206 | Teacher Education, Multiple Levels |
| 131207 | Montessori Teacher Education |
| 131208 | Waldorf/Steiner Teacher Education |
| 131209 | Kindergarten/Preschool Education and Teaching |
| 131210 | Early Childhood Education and Teaching |
| 131299 | Teacher Education and Professional Development, Specific Levels and Methods, Other |
| **13.1300** | **Teacher Education and Professional Development, Specific Subject Areas** |
| 131301 | Agricultural Teacher Education |
| 131302 | Art Teacher Education |
| 131303 | Business Teacher Education |
| 131304 | Driver and Safety Teacher Education |
| 131305 | English/Language Arts Teacher Education |
| 131306 | Foreign Language Teacher  Education |
| 131307 | Health Teacher Education |
| 131308 | Family and Consumer Sciences/Home Economics Teacher Education |
| 131309 | Technology Teacher Education/Industrial Arts Teacher Education |
| 131310 | Sales and Marketing Operations/Marketing and Distribution   Teacher Education |
| 131311 | Mathematics Teacher Education |
| 131312 | Music Teacher Education |
| 131314 | Physical Education Teaching and Coaching |
| 131315 | Reading Teacher Education |
| 131316 | Science Teacher Education/General Science Teacher Education |
| 131317 | Social Science Teacher Education |
| 131318 | Social Studies Teacher Education |
| 131319 | Technical Teacher Education |
| 131320 | Trade and Industrial Teacher Education |
| 131321 | Computer Teacher Education |
| 131322 | Biology Teacher Education |
| 131323 | Chemistry Teacher Education |
| 131324 | Drama and Dance Teacher Education |
| 131325 | French Language Teacher Education |
| 131326 | German Language Teacher Education |
| 131327 | Health Occupations Teacher Education |
| 131328 | History Teacher Education |
| 131329 | Physics Teacher Education |
| 131330 | Spanish Language Teacher Education |
| 131331 | Speech Teacher Education |
| 131332 | Geography Teacher Education |
| 131333 | Latin Teacher Education |
| 131334 | School Librarian/School Library Media Specialist |
| 131335 | Psychology Teacher Education |
| 131337 | Earth Science Teacher Education |
| 131338 | Environmental Education |
| 131399 | Teacher Education and Professional Development, Specific Subject Areas, Other |
| **13.1400** | **Teaching English or French as a Second or Foreign Language** |
| 131401 | Teaching English as a Second or Foreign Language/ESL Language Instructor |
| 131402 | Teaching French as a Second or Foreign Language |
| 131499 | Teaching English or French as a Second or Foreign Language, Other |
| **13.1500** | **Teaching Assistants/Aides** |
| 131501 | Teacher Assistant/Aide |
| 131502 | Adult Literacy Tutor/Instructor |
| 131599 | Teaching Assistants/Aides, Other |
| **13.9900** | **Education, Other** |
| 139999 | Education, Other |

# 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                                                                                                Linda Beene
Governor                                                                                                    Director

**M E M O R A N D U M**

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

**Arkansas Department of Higher Education**
**Annual Fiscal Year Report on Type and Amount of Compensatory Options Awarded**
**to Students Called to Military Service per Act 85 of 2005**
**Due September 1  for the Previous Fiscal Year**

Fiscal-Year: _____

Institution: _____

Report Completed by: _____

Date: _____ y

Act 85 of 2005, SECTION 1:

| Student Name | SSN/ Identification Number See Page xx for valid ssn's. | Complete Refund of Tuition and General Fees | At Least One (1) Year to Complete Course Work after Student's Deactivation | Free Tuition for One (1) Semester at the Institution where Student's Attendance was Interrupted | Amount of Proportionate Refund of Room, Board, and Other Fees | | Amount Student Received for Repurchased Textbooks | |
|---|---|---|---|---|---|---|---|---|
| | | (c)(1)(A) | (c)(1)(B) | (c)(1)(C)(i) | (d)(1) | | (e) | |
| | | If this option was selected, specify amount refunded | If this option was selected, specify Yes | If this option was selected, specify amount. | Did student rent institutional housing? Specify Yes or No | Amount of Refund | Does institution have repurchase policy? Specify Yes or No | Amount Refunded |

Compensatory Options per Act 85 of 2005, SECTION 1

# Appendix M.  Military Compensation

**Arkansas Department of Higher Education**

**Annual Fiscal Year Report on Type and Amount of Compensatory Options Awarded to**
**Student Whose Spouse is Called into Military Service per Act 16 of 2007**
**Due September 1 for the Previous Fiscal Year**

Fiscal-Year: _____

Institution: _____

Report Completed by: _____

Date: _____

| Act 16 of 2007: | | Compensatory Options per Act 16 of 2007 | | | | |
|---|---|---|---|---|---|---|
| Student whose spouse is called into military service and has children residing in the household | SSN/ Identification Number See Page xx for valid ssn's. | Complete Refund of Tuition and General Fees | At Least One (1) Year to Complete Course Work after Student's Deactivation | Free Tuition for One (1) Semester at the Institution where Student's Attendance was Interrupted | Amount of Proportionate Refund of Room, Board, and Other Fees | Amount Student Received for Repurchased Textbooks |
| | | (c)(1)(A) | (c)(1)(B) | (c)(1)(C)(i) | (d)(1) | (e) |
| | | If this option was selected, specify amount refunded | If this option was selected, specify Yes | If this option was selected, specify amount. | Did student rent institutional housing? Specify Yes or No | Does institution have repurchase policy? Specify Yes or No |
| | | | | | Amount of Refund | Amount Refunded |
| | | | | | | |
| | | | | | | |
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# Appendix O. Clarifying Memos

## MEMORANDUM

TO:        Institutional Research Officers
                All Public and Private College 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

DATE:     Monday, March 2, 2009

RE:        Annual Instructor File

---

A question recently came up about the Annual Instructor file submissions. This is being sent to clarify such issue.

On page 99 of the current (2008-2009) AHEIS SISDB manual, it states that you are to "…Exclude from this file any personnel reported in the term instructor submissions who did not teach during the reporting year."

Note that this is different from the term instructor file. In the term instructor file, you are to include non-teaching personnel that are paid out of an academic position for the fall term only. The rest of the year, this should include staff that teach only.

To summarize, the Annual Instructor file should not contain any non-teaching personnel.

Should you have any questions of concerns, please feel free to contact our office at any time,

# Appendix O. Clarifying Memos

## MEMORANDUM

TO:        Institutional Research Officers
               All Public and Private College 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

DATE:     Monday, March 2, 2009

RE:        New Race Codes for Graduate File

---

In sending out the memo Friday about the New Race Codes, the question came up about which race codes should be used for the graduate file in July 2009.  Since the graduate data is based on the 2008-2009 academic year which used the old race codes, many thought that the graduate file should use the old race codes.  However, others think otherwise.

Therefore, we want to let you decide which way to report the upcoming graduate file due in July 2009.  **Please keep in mind, whichever method is selected, all institutions, both public and private, must use the same methodology.**

Please complete the question below by marking an X below to indicate your response.

| Question – I want to submit the graduate file in July 2009 using which race codes? | |
|---|---|
| | I want to use the **old race codes** for the July 2009 graduate file submission |
| | I want to use the **new race codes** for the July 2009 graduate file submission |
| Responding Institution: | |

Please return this to our office (Sharon Butler or Rick Jenkins) as soon as possible.  We need all responses by <u>Wednesday, March 4</u>.

# Appendix O. Clarifying Memos

## MEMORANDUM

TO:        Institutional Research Officers
                All Public and Private College 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

DATE:    Thursday, March 05, 2009

RE:        New Race Codes for Graduate File

---

Per the recent memo regarding the race codes for the Graduate File due in July 2009: based on popular consensus, we will use the **OLD RACE CODES** for the **GRADUATED STUDENT FILE** that is due in **July 2009**.

All institutions, both public and private, must use the old race/ethnic codes for the graduate report.  Any institution using the new race/ethnic codes for this report will not be validated.

| TALLY OF FINAL REPONSES |
|---|
| **Question – I want to submit the graduate file in July 2009 using which race codes?** |

| | |
|---|---|
| 32 | I want to use the **old race codes** for the July 2009 graduate file submission |
| 2 | I want to use the **new race codes** for the July 2009 graduate file submission |

# Appendix O. Clarifying Memos

## MEMORANDUM

TO:          Institutional Research Officers
                        All Public and Private College 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

DATE:        Thursday, March 05, 2009

RE:            New Race Codes – Updated to Include Graduated Student File

---

As all of you are aware, we are to use new race/ethnic codes beginning with the new Academic Year. The purpose of this memo is to clarify what terms this affects.

Since the Summer I Off-Schedule term file is submitted with the Summer II On-Schedule term file, we desire that this file submission (for both on- and off-schedule terms) include the new race/ethnic codes.

| File Submission | Race/Ethnic Code Action |
|---|---|
| **Term File** for Summer I and Spring Off-Schedule Terms 3 and 6 | Use **OLD** Race/Ethnic Codes |
| **Term File** for Summer II and Summer I Off-Schedule Terms 0 and 7 | Use **NEW** Race/Ethnic Codes |
| **Term File** for Fall On-Schedule and Summer II Off-Schedule Terms 1 and 4 | Use **NEW** Race/Ethnic Codes |
| **Graduated Student File** for Academic Year 2008-2009 due in July 2009 | Use **OLD** Race/Ethnic Codes |

Should you have any questions of concerns, please feel free to contact our office at any time,

Sincerely,

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

# Appendix O. Clarifying Memos

## MEMORANDUM

TO:      Institutional Research Officers
            All Public College 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

DATE:    Monday, March 16, 2009

RE:       Transfer Policy Act

---

As many of you may know, HB 1357 has passed and become Act 182 of 2009. This is the Roger Phillips Transfer Policy Act. The act relates only to 4-year public colleges and universities.

This act requires acceptance of credit hours from certain associate degrees by all 4-year public colleges or universities. It also requires us to collect data for reporting. In our advisory team meeting last month, several people objected to the process that was proposed at that time. I want you all to know that we heard you – we have made numerous changes that should decrease the workload on all institutions.

Therefore, please see the attached:

1. <u>Transfer Act Report</u> – this is an explanation of how the report should be completed and
2. <u>Transfer_Act_Report_CollegeAbbr_AY-Term.xls</u> – this is the report form.

However, we do want to provide one more opportunity to review and comment. **Therefore, please review the attached documents and send us your written comments no later than April 1, 2009.** Send your comments to Sharon Butler or myself.

*Note that this report is required each semester for "4-year public" colleges and universities only.*

Should you have any questions of concerns, please feel free to contact our office at any time.

# Appendix O. Clarifying Memos

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                 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

DATE:    Wednesday, July 15, 2009

RE:        IPEDS Required Changes for New 2010 CIP Codes and Degree Level

---

Two important changes were overlooked in the most recent version of the AHEIS/SISDB manual, those being: (1) new 2010 CIP Codes; and (2) IPEDS degree level changes.

### New 2010 CIP Codes
The new 2010 CIP Codes are required to be used in the IPEDS graduate file submission beginning next year (meaning the graduates for AY 2009-2010).  Therefore, we must begin the migrating of the old CIP Codes to the new CIP Codes as soon as possible.

Since this can be a lengthy and detailed process, please notify your academic office that they will be receiving information from Cynthia Moten, ADHE Associate Director for Academic Affairs, (cynthiam@adhe.edu, 501-371-2016) on when this process will begin and how to proceed.  This will require a review of all CIP Codes and Degree Levels in the Program Inventory.

The 2010 CIP Codes website is http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55. You may download the new codes there or you may review the attached list of 2010 CIP Codes.

NOTE: For the Summer Graduate File report due in September 2009 – use the old 2000 CIP Codes for this report as this data will be overwritten by your July 2010 graduate data.

# Appendix O. Clarifying Memos

**Degree Level Changes**
See Appendix I of the AHEIS/SISDB manual for details from IPEDS on these changes.  Essentially, IPEDS is accomplishing the following:

1. Moved Post-First-Professional Certificate and Post-First-Professional Degree into Post-Masters Certificate;
2. Deleted Doctoral Degree;
3. Deleted First-Professional Degree;
4. Deleted Post-First Professional Degree;
5. Added Doctor's Degree – Research/Scholarship;
6. Added Doctor's Degree – Professional Practice; and
7. Added Doctor's Degree – Other.

The above will require changes in the
1. Graduate Table, Degree Level field (degree_level),
2. Course Table, Course Level field (course_level),
3. Student Table, Student Level field (student_level), and
4. Student Table, Enroll Status field (enroll_status).

Please see the attached document (called IPEDS_Degree_Level_Changes) for the specifics of these changes.

NOTE:  Since these changes affect the student and course tables, we will need these changes to be effective for the Summer 2 2009 On-Schedule term (AY 2010, term 0).  The degree level changes will only affect institutions that offer degrees or certificates <u>above</u> the Master's level[1].  Therefore,

- For all institutions, we recommend that you hold off validating the Summer 2 file submission until August 1, and
- For those institutions offering programs above the Master's level, we would expect that their Summer 2 file be re-submitted once the 2010 CIP Codes and Degree Levels have been fully determined and approved by ADHE's Academic Affairs Division.

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[1]  See Degree Level Code 08: Post-Master's Certificate, Specialist, Post-First-Professional Certificate, and Post-First-Professional Degree

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                114 East Capitol, Little Rock, AR 72201
                (501) 371-2066 office, (501) 371-2002 fax
                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.

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 <u>ALL</u> of your IPEDS reports submitted during the <u>Academic Year 2008-2009</u>.  Please submit these as soon as possible via FT.ADHE.EDU.**  If you do not have an electronic copy of the report, please contact Sharon Butler at 501-371-2069 for guidance.

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# Appendix O. Clarifying Memos

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.

For the upcoming Academic Year 2009-2010, please submit the reports per this schedule:

| IPEDS Report | Open Date | Close Date | ADHE Due Date |
|---|---|---|---|
| **Fall**: (1) Institutional Characteristics, (2) Completions, and (3) 12-month Enrollment | September 2, 2009 | October 14, 2009 | November 4, 2009 |
| **Winter**: (1) Human Resources | December 2, 2009 | January 20, 2010 | February 10, 2010 |
| **Spring**: (1) Enrollment, (2) Finance, (3) Student Financial Aid, (4) Graduation Rates, and (5) 200% Graduation Rates | December 2, 2009 | April 14, 2010 | May 9, 2010 |

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               Arkansas Department of Higher Education
               114 East Capitol, Little Rock, AR 72201
               (501) 371-2066 office, (501) 371-2002 fax
               rickj@adhe.edu

DATE:     Wednesday, September 30, 2009

RE:        Two Quick Surveys – LPN Programs and 75 Percent Completers

---

The Higher Education Subcommittee has asked us to provide information that we do not have. Therefore, we are requesting that you provide the information below.

**DUE DATE:** Please have both responses submitted to ADHE (email to both Rick Jenkins and Sharon Butler) by **Monday, November 2, 2009**.

**QUICK SURVEY NO. 1: LPN Programs and Students** – for any and all LPN (Licensed Practical Nursing) or PN (Practical Nursing) programs, please provide the following information in the below referenced table.

> Academic Year/Term – we assume that all programs start with the Fall term. However, if your program has new students that begin in both the fall and spring terms, please list both cohorts and provide the corresponding numbers for both.

> Newly Admitted Students – these are a cohort of students that were admitted to the LPN/PN program for the first time during the term specified. This would normally be considered a first-time entering student, but since most LPN programs require many prerequisite courses, this student is "first-time entering into the LPN program."

> Students Completing the Program – this is the number of students from the original cohort that completed the program and earned the credential (certificate or degree). This number cannot exceed the number of Newly Admitted Students.

> Students that Pass State Licensure Exam – this is the number of students from the original cohort that passed the required state licensing exam. This number cannot exceed the number of Students Completing the Program.

# Appendix O. Clarifying Memos

| Institution: | | | |
|---|---|---|---|
| Academic Year/Term | Number of Newly Admitted Students | Number of Newly Admitted Students that Complete the Program | Number of Students that Pass State Licensure Exam |
| AY2005 (Fall 2004) | | | |
| AY2006 (Fall 2005) | | | |
| AY2007 (Fall 2006) | | | |
| AY2008 (Fall 2007) | | | |
| AY2009 (Fall 2008) | | | |

**QUICK SURVEY NO. 2: 75 Percent Completers** – please provide the best estimate that you can of all students that have completed 75 percent of an Associate or Bachelor's degree but have not earned the credential and are no longer enrolled in your school.

For Associate degrees, please use 45 credit hours as the 75 percent threshold.  Use 90 credit hours as the threshold for the Bachelor's degree.

Please do not consider students that have not been enrolled since AY 2000 (1999-2000).

The final result should simply be a whole number (integer).  If your institution offers both Associate and Bachelor's degrees, then please provide two separate numbers.

| Institution | Number of 75% Completers No Longer Enrolled – Associate Degree Programs | Number of 75% Completers No Longer Enrolled – Bachelor Degree Programs |
|---|---|---|
| | | |

## ADDITIONAL CLARIFICATION

### 1st Clarifying Email of 9/30/2009
I want to quickly clarify 2 issues about these quick surveys:
1. I have assumed that all LPN programs are at the Associate degree level or lower.  If you have an LPN program at the Bachelor's level, please let me know and we can adjust the time frame.
2. Quick Survey No. 2 does not relate to Quick Survey No. 1.  Survey 2 is for ALL students, not just LPN students.

### 2nd Clarifying Email of 9/30/2009
*Rick's comments are in ITALICS.*

*My overall guidance would be to include students that were (1) an associate seeker, (2) obtained 45 or more non-remedial hours, (3) never earned any associate degree from you, and (4) are no longer enrolled.  If they earned a lower credential, I think they should be counted as a 75 percent completer.  If they earned higher, they should not be counted as a 75 percent completer (this may never occur, but is possible).  The same philosophy would apply to bachelor seekers.*

*In defining (1) associate seeker, I would attempt to identify their major for the last term enrolled.  I don't think that it is correct to count a student that changed their mind.*

# Appendix O. Clarifying Memos

Rick,

I have a few questions regarding Quick Survey No. 2: 75 Percent Completers.  I'm really not trying to be difficult.  I just want to be as accurate as I can.

Do we need to exclude remedial hours? *DO NOT INCLUDE, they do not count toward the credential*

In trying to determine which students to count, I have a few hypothetical cases for which I would like clarification.  For the following scenarios, assume that the students have 45 credit hours and are not enrolled this semester.  Do we count them?

1      A student completes a certificate and starts working on an Associate's degree, but doesn't finish. *INCLUDE*
2      A student begins work on an Associate's degree changes majors to certificate-seeking and graduates with a certificate. *DO NOT INCLUDE*
3      A student begins work on an Associate's degree, never changes majors, but graduates with a certificate. *INCLUDE*
4      A student begins work on an Associate's degree changes majors to certificate-seeking and does not finish either. *DO NOT INCLUDE*
5      A student completes an Associate's degree, begins work on a 2nd Associates degree and doesn't finish. *DO NOT INCLUDE*

I guess what I'm trying to ask is do we include students that (a) start as associate-seeking, (b) end as associate-seeking, or (c) were at anytime associate-seeking.  Second do any completions (certificate of proficiency, technical certificate, associate's degree) exclude a student from the count.  *I prefer (b) end as associate-seeking.  I would not count any credentials awarded other than associate or bachelors*.

Another concern mentioned to me was including students that did not graduate here but did transfer and complete elsewhere.  I'm not sure if there is an easy way to account for this, so whoever is using the data needs to be aware.  *I believe that the number of transfers would be substantial.  We will include warnings about this in our report*.

Thank you for reading through this.  I will appreciate your thoughts.

# Appendix O. Clarifying Memos

## MEMORANDUM

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               All Public Colleges and Universities in Arkansas

FROM:     Rick Jenkins
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               114 East Capitol, Little Rock, AR 72201
               (501) 371-2066 office, (501) 371-2002 fax
               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 **dual enrollment student**. |
| 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 **dual enrollment student**. |
| 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 **concurrent "GENED" students**. |
| 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 **concurrent "AP" students**. |
| 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 **concurrent "CTE" students**. |
| A - Doctoral-Other | High School Students are <u>not</u> allowed in this level. |

# Appendix O. Clarifying Memos

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

- 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 <u>not</u> 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** |
| For All Math Courses:<br>Course Level 1<br>Course Level 2 (rare)<br>Course Level 7<br>Course Level 8 | Acceptable Math Test Scores:<br>ACT >= 19<br>SAT >= 460<br>ASSET >= 39<br>COMPASS >= 41<br>EXPLORE >= 15<br>PLAN >= 17 |
| For All English Courses:<br>Course Level 1<br>Course Level 2 (rare)<br>Course Level 7<br>Course Level 8 | Acceptable English Test Sores:<br>ACT >= 19<br>SAT >= 470<br>ASSET >= 45<br>COMPASS >= 75<br>EXPLORE >= 14<br>PLAN >= 16 |
| For All Non-Math or Non-English Courses:<br>Course Level 7<br>Course Level 8 | Acceptable Reading Test Sores:<br>ACT >= 19<br>SAT >= 470<br>ASSET >= 43<br>COMPASS >= 82<br>EXPLORE >= 14<br>PLAN >= 15 |

# Appendix O. Clarifying Memos

**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."

**Good** Example 1: 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 |

**Bad** Example 1: 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 | | | | | | | Concurrent |
|---|---|---|---|---|---|---|---|---|
| | Course Level 0 | Course Level 1 | Course Level 2 | Course Level 7 | Course Level 8 | Course Level 9 | Course Level Totals | |
| 744 | - | 1,089 | - | - | - | - | 1,089 | - |

Why is Bad Example 1 considered bad?
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."
2. No break-out for Course Levels 7-9. While this is possible, it is highly unlikely with such as large number of students.

**Good** Example 2: This is another good example of reporting course levels. Course Levels 7 and 9 are used and 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 | |
| 596 | - | 16 | - | 341 | - | 379 | 736 | 720 |

**Bad** Example 2: 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 | | With a Good Test Score | With a Bad Test Score |
|---|---|---|---|---|
| | Test Type for Math | | | |
| 148 | Valid Tests = | 0 | 5 | 0 |
| | Test Not Required = | 0 | | |
| | Does Not Apply = | 148 | | |

# Appendix O. Clarifying Memos

| Good Example 3: 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** | **Counts by Course Level 7** | | |
| **Enrolled in AY2010 in Math Course** | Test Type for Math | With a Good Test Score | With a Bad Test Score |
| 125 | Valid Tests = 125<br>Test Not Required = 0<br>Does Not Apply = 0 | 125 | 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 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

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 not allowed in this level. |
| 1 – Lower Level (Freshman, Sophomore) | High School Students are allowed in this level.  This is the **dual enrollment student**. |
| 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 **dual enrollment student**. |
| 3 – Masters Level | High School Students are not allowed in this level. |
| 4 – Post-Masters Certificate or Specialist or Post-First Professional Certificate/Degree | High School Students are not allowed in this level. |
| 5 – Doctoral-Research/Scholarship | High School Students are not allowed in this level. |
| 6 - Doctoral-Professional Practice | High School Students are not 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 **concurrent "GENED" students**. |
| 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 **concurrent "AP" students**. |
| 9 – Concurrent CTE (Career Technical Education) | High School Students would be in this course level if the course is not general education or AP.  These are **concurrent "CTE" students**. |
| A - Doctoral-Other | High School Students are not allowed in this level. |

# Appendix O. Clarifying Memos

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

- 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 <u>not</u> 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** |
| For All Math Courses:<br>Course Level 1<br>Course Level 2 (rare)<br>Course Level 7<br>Course Level 8 | Acceptable Math Test Scores:<br>ACT  >= 19<br>SAT  >= 460<br>ASSET  >= 39<br>COMPASS  >= 41<br>EXPLORE  >= 15<br>PLAN  >= 17 |
| For All English Courses:<br>Course Level 1<br>Course Level 2 (rare)<br>Course Level 7<br>Course Level 8 | Acceptable English Test Sores:<br>ACT  >= 19<br>SAT  >= 470<br>ASSET  >= 45<br>COMPASS  >= 75<br>EXPLORE  >= 14<br>PLAN  >= 16 |
| For All Non-Math or Non-English Courses:<br>Course Level 7<br>Course Level 8 | Acceptable Reading Test Sores:<br>ACT  >= 19<br>SAT  >= 470<br>ASSET  >= 43<br>COMPASS  >= 82<br>EXPLORE  >= 14<br>PLAN  >= 15 |

# Appendix O. Clarifying Memos

**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."

Good Example 1: 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 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 | |
| 596 | - | 16 | - | 341 | - | 379 | 736 | 720 |

Good Example 3: 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 | Counts by Course Level 7 | | |
|---|---|---|---|
| Enrolled in AY2010 in Math Course | Test Type for Math | With a Good Test Score | With a Bad Test Score |
| 125 | Valid Tests = 125<br>Test Not Required = 0<br>Does Not Apply = 0 | 125 | 0 |

Bad Example 1:  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 | | | | | | | Concurrent |
|---|---|---|---|---|---|---|---|---|
| | Course Level 0 | Course Level 1 | Course Level 2 | Course Level 7 | Course Level 8 | Course Level 9 | Course Level Totals | |
| 744 | - | 1,089 | - | - | - | - | 1,089 | - |

Why is Bad Example 1 considered bad?
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."
2. No break-out for Course Levels 7-9.  While this is possible, it is highly unlikely with such as large number of students.

# Appendix O. Clarifying Memos

| Bad Example 2: 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** | **Counts by Course Level 1** | | |
| **Enrolled in AY2010 in Math Course** | Test Type for Math | With a Good Test Score | With a Bad Test Score |
| 148 | Valid Tests = 0<br>Test Not Required = 0<br>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

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.

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(501) 371-2066
rick.jenkins@adhe.edu

Please consider the environment before printing this e-mail!

# Appendix O. Clarifying Memos

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.  There 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.**

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---

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

---

# Appendix O. Clarifying Memos

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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Please consider the environment before printing this e-mail!

# Appendix O. Clarifying Memos

To:        All Private Institutions
From:     Rick Jenkins
Cc:        Paul Nations; Sharon Butler; Cedric Konyaole; Scott Zielstra
Sent:     Tuesday, June 23, 2010 9:30 AM
Subject:  Init Admit Date – Student File

Field 76 in the Student File is the Init_Admit_Date (Institutional Admission Date).  This same field is also in the Graduate File.  Therefore, since it is already in the Graduate File, we do not need it in the Student File.  Therefore, please do not report this data in the Student File.  This field is being changed to be a FILLER of 6 blank spaces.  The other field numbers will remain the same.  The online documents are in the process of being updated.

The Init_Admit_Date (Institutional Admission Date) will be collected in the Graduate File as usual.

Should you have questions, please feel free to contact Sharon Butler or myself at any time.

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Arkansas Department of Higher Education
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rick.jenkins@adhe.edu

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:         Institutional Research Officers
               All 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

DATE:     July 1, 2010

RE:         High School Graduation Year – Student File

---

We have discovered an error in the SIS manual – High School Graduation Year (hs_grad_year) is missing from the Student File.  Therefore, we must include this field.  This is being added at the end of the Student File – Field 127 and it is 4 characters long.  This new field does start with the Summer 2 Term File for Academic Year 2010-2011 (due in August).

We will update the online PRIVATE manual as soon as possible.

The specifications are as follows.

| High School Graduation Year<br><br>(hs_grad_year) | 127 | 4 | Enter the year the student graduated from high school or received a GED. YYYY = year of graduation (0000 - 9999)<br><br>If the student:<br> - is currently in high school, enter the anticipated year of graduation.<br> - is first-time entering AND a high school graduate, enter year of high school graduation<br> - is first-time entering AND high school code = 049999 or 999999 AND high school completion status = 2 or 3, enter 8888<br> - is NOT first-time entering and graduation year is   not available, enter 9999.<br><br>NOTE:<br>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.<br><br>A warning is generated when the student's graduation year is greater than 65 years prior to or four years beyond the current year. |
|---|---|---|---|

# 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

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.

# 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

DATE:      July 8, 2010

RE:          RIA List from ADHE's Financial Aid Office

As previously discussed, any student receiving state financial aid assistance through any program administered by ADHE will have an electronic RIA Form completed in the "YOUniversal Application." ADHE's Financial Aid Office will provide all institutions (public, private, nursing schools, and technical institutes) with a complete list of students indicating their response to the Release of Information Authorization (RIA) Form.  This list should be provided to your financial aid office by September 30 for the 2010 Fall Term.

This list should be used by the local Financial Aid Office and your Institutional Research staff in order to update the Lottery RIA field (lottery_ria) in the Student File required by the AHEIS/SISDB fall report.  In the event of a conflict of responses (where the ADHE RIA form response does not correspond with the local RIA form response), we recommend that you use the RIA Form response with the latest date.

Should you have any questions, please feel fee to contact me at any time.

# 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

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<br><br>(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.<br><br>**NOTES:**<br>**1. If you cannot obtain the test score, please enter the code 9999 in this field.**<br>**2. If the student does not have a GED, then leave this field blank.** |

Should you have any questions, please feel fee to contact me at any time.

# 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

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. <u>SIS Validation Errors</u> – (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. <u>No SIS Validation Errors</u> – (no change) when the submitting institution receives a validation indicating no errors, they have completed the submission process.
3. <u>SIS Validation Errors Remaining</u> – (no change) the institution updates the SIS report to correct the identified errors remaining.
4. <u>Exception Requests (ER)</u> – 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 Konyaole, 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).

# Appendix O. Clarifying Memos

5. <u>Exception Request Acknowledge (ERA)</u> – 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 fee to contact me at any time.


**SAMPLE EXCEPTION REQUEST**


TO:             ADHE
FROM:        John Doe, ABC University
DATE:         August 6, 2010
RE:             Exception Requests for Summer II, AY2011 (2010-2011)

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.


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 |

# 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

DATE:          October 8, 2010

RE:            Attempted Credit Hours, Earned Credit Hours, and GPA – Term and Cunulative

---

It has come to our attention that the credit hours and GPA to be reported in the EOT (End-of-Term) files is confusing and that we need to provide additional guidance.

This relates to the registration end-of-term file for the public institutions and the student end-of-term file for the private institutions and specifically relates to these fields in those files – att_crhrs_term, earn_crhrs_term, gpa_term, att_crhrs_cumu, earn_crhrs_cumu, and gpa_cumu.

Attempted and Earned Credit Hours for both Term and Cumulative – include all hours for all courses in which the student was actually enrolled in as a course of study.  This could be a physical or virtual presence (distance education) in the classroom.  Do not include courses in which the student received credit but was not actually enrolled in.  For example, credit from CLEP, challenge, placement or related exams should not be included.  In addition, remedial or transfer hours should not be included.  Hours should only be included for courses in which a grade point could be (or could have been) awarded.  **The overall rule is that the attempted hours must meet or exceed ( >= ) the earned hours.**

Term GPA – the GPA calculated for the term should be based on the same courses included in the attempted and earned credit hours referenced above.  This may require a special calculation.

Cumulative GPA – this GPA is to be the cumulative GPA for the student based on the local institution's calculation of overall GPA, but for hours relating to the local institution only.  The hours and grade points included here are not based on the credit hour definition referenced above, but is based on the local institution's methodology of computing the overall cumulative students GPA (provided that the hours included relate to the local institution only).

NOTE: The credit hours referenced above will not show all placement, transfer, CLEP, challenge, and other related hours as may be shown on the student's transcript.  However, ADHE should gain this total hours when the student graduates using the credit hours completed (cr_hr_completed) field in the graduate file.

As always, if you have any questions or need additional clarification, please feel free to contact us at any time.

# 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

DATE:           October 11, 2010

RE:             Lottery RIA Form and ADHE Financial Aid

---

Tara Smith, ADHE's Coordinator of Financial Aid, recently sent out lists of student responses to the Lottery RIA questions from our online YOUniversal Application.  This has caused substantial confusion with some of our institutions.  Please accept this as clarification.

For Public Institutions
If you have a locally obtained Lottery RIA form on the student and it differs from the list that Tara Smith sent, you do not need to change your SIS Lottery RIA field.  Report what the student elected on your local form.  No change is required.

However, if you do not have a locally obtained Lottery RIA response on a student, you can use the list provided by Tara Smith to update your SIS report so that you do have a valid Lottery RIA response.

For Private Institutions
Private institutions do not have state assistance outside of ADHE's financial aid office therefore they did not need to complete the Lottery RIA form on campus.  They should take the list from Tara Smith and update their SIS file before submitting it.  This will ensure that all state assisted students have a correct Lottery RIA response.

As always, if you have any questions or need additional clarification, please feel free to contact us at any time.

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:             Institutional Research Officers
                All Public Colleges and Universities

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

DATE:           October 11, 2010

RE:             Instructor File – Terminal Degree (Field 65)

Please note that we are making this minor change to field 65 – Terminal Degree – in the instructor file.

| Field Name | Field Number | Field Length | Field Description |
|---|---|---|---|
| Terminal Degree (terminal_degree) | 65 | 1 | Is this the highest degree level in the field of study? (This is only required for teaching staff.) <br><br> **If Academic Rank (Field 75) = 01 – 05, 08, this field is required.** <br> 1 = Yes            2 = No <br><br> **If Academic Rank (Field 75) = 06, 07, 09, 99,** *insert the number 9.* <br> *9 = Not Applicable* |

As always, if you have any questions or need additional clarification, please feel free to contact us at any time.

# 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

DATE:      November 2, 2010

RE:         Lottery RIA Form and ADHE Financial Aid – SUPERSEDING INSTRUCTIONS

---

Tara Smith, ADHE's Coordinator of Financial Aid, recently sent out lists of student responses to the Lottery RIA questions from our online YOUniversal Application. ADHE sent out a memo dated Oct. 11 to clarify the use of such lists. However, this memo is an additional clarification and supersedes the memo dated Oct. 11.

It has come to our attention that updating your Lottery RIA field responses based on ADHE's Financial Aid list may lead to audit findings. Your auditor may question why you used such responses when a locally obtained questionnaire or survey was available. Therefore, ADHE is requesting that you do not update the Lottery RIA field based on the Financial Aid lists from ADHE. Instead, you are to use your locally obtained Lottery RIA response only.

For Public Institutions
Use your locally obtained Lottery RIA form data on the student. If it differs from the list that Tara Smith sent, do not update your SIS Lottery RIA field. Report what the student elected on your local form.

For Private Institutions
Private institutions do not have state assistance outside of ADHE's financial aid office (except for WIG assistance), therefore they do not complete the Lottery RIA form on campus. They should simply use code 5 per the SIS manual. However, private institutions must survey their WIG recipients or other state-assisted students[1] and report the responses as code 1 or 2.

For Everyone – if you have already submitted your 2010 Fall SIS datafile and it is complete, you do not have to make any change(s). If you desire to change it to correspond with the above, that is your option.

**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:

---

[1] Other State-Assisted Students – this relates to any student receiving state assistance but is not included on list provided by ADHE's Financial Aid Office. The students on the ADHE list have been approved by ADHE. Other state-assisted students would be those that the institution approves and then notifies ADHE of such. This includes WIG and any other similar assistance that may be available in the future.

# Appendix O. Clarifying Memos

*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.*

**CORRESPONDING SISDB CHANGES**
Due to the above, ADHE will no longer collect the Lottery RIA field data in the student file. Since a student may elect to change their Lottery RIA response multiple times during the semester, it will be more correct data if this information is reported at the end-of-term (the institution must report the student's most recent response for the term). Therefore, the SISDB is being altered to collect the Lottery RIA field as end-of-term data. For the public institutions, this is the Registration End-of-Term file and for the private institutions (including BSN and JSN), this is the Student End-of-Term file (or Private End-of-Term file.)

Effective date of SISDB change above – the above changes will begin with the end-of-term reports relating to the 2010 Fall Term which are due in February 2011. The data files already submitted for the 2010 Fall Term containing the Lottery RIA field do not have to be re-submitted to remove the Lottery RIA field.

As always, if you have any questions or need additional clarification, please feel free to contact us at any time.

# 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

DATE:      November 5, 2010

RE:          OCR Reports and the EE0-6 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. [1]

**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.

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[1] From http://www.eeoc.gov/eeoc/litigation/manual/4-1-c_services_orip.html on 11/4/2010, *The U.S. Equal Employment Opportunity Commission*

# 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
                Rick.Jenkins@adhe.edu

DATE:     November 16, 2010

RE:        SIS Improvements

---

ADHE requests that all suggestions or change requests to the SIS be submitted in writing to Rick Jenkins (rick.jenkins@adhe.edu) by **Friday January 7th**.  The purpose of these suggestions is to tell us about your problems with the Summer II and Fall submissions and to recommend potential improvements.

ADHE will evaluate the feasibility of the suggestions/change requests with the intent of having a meeting with institutional IR staff in the February-March time frame.  A draft document will then be distributed around April followed by the final document in the May or early June time frame.

As always, if you have any questions or need additional clarification, please feel free to contact us at any time.

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:          Institutional Research Officers
                 All Public Colleges and Universities

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
                 Rick.Jenkins@adhe.edu

DATE:      November 18, 2010

RE:          Change in Post-Test Assessments Requirements

---

ADHE is sending out this memo to clarify a recent change in the reporting of Post-Test Assessments per Act 971 of 2009.

The current instructions in the SISDB manual for post-test assessments state the following:

> 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 student made a passing grade; and
> 4. The course is in the subject of Math, English, or Reading.
>
> The post-test scores are to be tests administered at the end of the remedial course or shortly after the course was completed.

This is being changed to:

> 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); and
> 3. The course is in the subject of Math, English, or Reading.
>
> The post-test scores are to be tests administered at the end of the remedial course or shortly after the course was completed.

The effect of this change is that the local institution will need to provide post-test assessment scores on all students that complete the course (successfully or unsuccessfully).  This will allow ADHE to measure the progress of all students, not just the students passing the course.

<u>Effective Date</u>:  this will be effective immediately and will be required beginning with the Fall End-of-Term file (due in February 2011).

# Appendix O. Clarifying Memos

# 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

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:

> 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.

# Appendix O. Clarifying Memos

| 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[1] | C | NA | 6 | NA | 2-8 |
| Compass E-Write[2] | E | NA | 8 | NA | 2-12 |
| MyMathTest[3] | M | 70 | NA | NA | 1-100 |
| Nelson-Denny[4] | N | NA | NA | 13 | 0-26 |
| TABE | T | 12.9 | 12.8 | 11.1 | 0-12.9 |
| [1] Use minimum score of 6 on the 2-8 scale | | | | | |
| [2] Use minimum score of 7-8 on the 2-12 scale | | | | | |
| [3] 70 on the pre-algebra section of MyMathTest is equivalent to an ACT 19. | | | | | |
| [4] 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 O. Clarifying Memos

# MEMORANDUM

TO:        Institutional Research Officers
                All Colleges and Universities

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

DATE:     June 17, 2011

RE:         Responses to Issues/Questions at AIRO Meeting of 6/15/2011

This memo relates to issues and questions brought up during the AIRO meeting on June 15, 2011 at UALR.

| No. | Comment/Issue | Explanation |
|---|---|---|
| 1 | **All Relevant Files: SSNs and High School Students** – the comment was that high schools do not provide SSNs for high school students (concurrent enrollment) | The provision of SSNs for the SSN_ID field in the SISDB is the college's responsibility.  I recommend that the college require each student to complete a registration form containing a space to collect the SSN.  Regardless, if a valid SSN is not obtained the institution may use the Alternate SISDB Student Number that contains the 2 letter prefix (1 letter for some institutions).  If the institution receives the valid SSN at a later date, then the SSN Change file should be submitted to update all records with the correct SSN. |
| 2 | **Student File: Enroll Status 14 for Transient Students** – it was requested that the first-time provision be dropped | This request will be accommodated and the description will be updated to "undergraduate transfer TRANSIENT student," i.e., the first-time language is being deleted.  However, please ensure that no transient students earn credentials. |

# Appendix O. Clarifying Memos

| No. | Comment/Issue | Explanation |
|-----|---------------|-------------|
| 3 | **Student File: Donated Course** – the question was what is a donated course since we are supposed to exclude this from the SIS reporting | After contacting several people at ADHE, no one can be found to definitively explain "donated course." However, my assumption is that it means the following:<br><br>Donated courses are those that involve no expense and/or revenue to the institution or students involved. These tend to be community service or special interest courses and are often non-credit courses. For example, if a local horticulturist donated their time to instruct a gardening course in which no tuition or fees were charged.<br><br>We will remove the reference to donated courses from the Student File "Who To Exclude" section. |
| 4 | **Student File: Race/Ethnicity Queries** – the queries do not use the same codes | The SIS database used by ADHE does not use the exact same codes as used in the manual, most notably the non_resident_alien field does not contain a leading zero in ADHE's version. The queries were samples based on our system, therefore, institutions must customize these for their use. These should work nicely by adding the leading zero and dropping the reference to the fice_code. |
| 5 | **Student File: Freshman Admit Status (FAS) and FAS Disposition** – have these requirements been repealed? | Act 1290 of 1997 and the AHECB policy (Conditional Admission for High School Graduates) are still in effect and applicable to all public institutions. However, there is no legal mandate for ADHE to collect this data from the institutions. Therefore, ADHE will stop collecting this data but fully expects all public institutions to continue to classify high school graduates as conditionally admitted or unconditionally admitted in accordance with the Act and AHECB policy. Should the need arise for ADHE to report this information in the future we will conduct a survey of the institutions to gain this information. |

# Appendix O. Clarifying Memos

| No. | Comment/Issue | Explanation |
|-----|---------------|-------------|
| 6 | **Graduate File: Initial Admit Date and Concurrent Students** – the question was what date should be inputted for high school students when they earn a CP since they have not been matriculated | We will add part (d) to Note 2 as follows:<br><br>(d) For high school students that earn a Certificate of Proficiency, please enter the date that the student was first enrolled at your institution as a high school student.  If they are matriculated (officially admitted) at your institution after high school graduation and earn a credential at a later date, please use the official matriculation date.<br><br><u>Special Information (not included in SIS Manual)</u><br>This topic brings up the issue about high school students earning awards higher than the Certificate of Proficiency.  This issue has been brought to the attention of ADHE management and is under review.  However, any change in policy will require AHECB action.  Therefore, this issue will not be resolved very soon. |
| 7 | **General: Reports to BLR** – the request was to drop the first number of errors item | We will drop the first number of errors information item from the list and only show the number of errors remaining from the last validation report. |
| 8 | **General: Revision Dates** – the request was to show date of revisions in the SISDB manual | We tried this last year with mixed results.  However, after careful consideration, due to the time and complexity involved we have decided not to include revision dates at this time.  However, we will continue to send out email notices about changes as we have in the past. |

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:             Institutional Research Officers
                All Colleges and Universities

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

DATE:           June 21, 2011

RE:             SSN Change Files

---

As you all know, we recently adopted a new SSN Change File Format.  It was brought to our attention that this file format will not work for SSN changes on annual files.  Therefore, we are making the use of the old SSN Change File Format and the new SSN Change File Format optional, depending on what you are trying to accomplish.  Both file formats will be available.

Please use this guide to determine which to use.

| Topic | Old SSN Change File Format | New SSN Change File Format |
|---|---|---|
| File Extension | .SSN | .SSN2 |
| Contains Academic Year and Term | No | Yes |
| Recommend File Usage | May use on any file as this updates all files where the SSN is found. | Should be used where the old ID and the new ID exist in different terms.  Annual records will be changed, but only for the academic year specified in the change record. |
| WARNING: What is Changed? | This changes every file in the SISDB that contains the SSN for all time periods – **everything is updated.** | This changes only term-based files in which the SSN, Academic Year, and Term is specified.  This will also change annual records if the academic year is included. |

ADHE will accept either file format – you decide which to use.  But please be aware of the above topics.

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:        Institutional Research Officers
                All Public Colleges and Universities

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

DATE:     July 22, 2011

RE:        Remedial Levels in the Course File

---

Most of you have recently received recommendations from us regarding remedial levels for remedial courses.  Keep in mind that those were recommendations.  We do not know your courses as well as you do and you should do what you feel is best for your institution and your courses within the guidelines established by ADHE for the remedial level field.

We have recently added clarification in the SISDB manual relating to this that says:

> If Course-level (field 68) = 0, you must enter the level of course remediation.
> 1 = Lowest Level Remedial (1 per subject)
> 2 = Medium Level Remedial
> 3 = Highest Level Remedial (1 per subject)
>
> - If there is only 1 remedial course in the subject area, use code 3.
> - If there are only 2 remedial courses in the subject area, the lowest should be 1 and the highest 3.
> - The general rule is to have only one 3 (highest) and one 1 (lowest) with all other courses being noted as 2 (mid-level) within the subject area.

Another example: if you have 5 courses in remedial math, then one course should be remedial level 1, one course should be remedial level 3, and the remaining 3 courses should be remedial level 2.

The above is our general guidance.  However, this does not take into account many special situations.  You may have special situations that cause you to deviate from this general guidance.  Some examples of such legitimate special situations include:

1   <u>Co-Requisites</u> – you may have two courses at the same remedial level as they are co-requisites requiring students to take both courses together at the same time.

2   <u>Special Design</u> – courses may be specially designed to be a specific remedial level.  For example, English as a Second Language is not generally considered to be a remedial course (based on the new definition of remedial/course level 0).  However, one institution designed their ESL courses specifically from their Basic English course – it was essentially converting that course to a different language.  This would then be considered a remedial level 3 course.

# Appendix O. Clarifying Memos

There may be other special situations that cause you to have more than one remedial level 1 or 3.  Use your best judgment on these and if unsure, please contact us.  Keep in mind that you can have as many remedial level 2's as you desire.

<u>Definition of Remedial Level 3</u> – the remedial level 3 course is: (A) for math – the course when completed gets the student into College Algebra – this is typically Intermediate Algebra; (B) for English/reading - the course(s) when completed gets the student into English Composition – this is typically Basic Reading and Developmental Reading.  This is based on the Freshman Admission policy.  If your course does not prepare the remedial student for these courses, then it should not be remedial level 3.

<u>New Definition of Course Level 0</u> – remember that course level 0 has been redefined.  Any remedial-level English, mathematics, or reading course must be coded as 0.  The key are the subjects of English, math, and reading.  If the course is not in these subject areas, then it cannot be course level 0 – it should be X or 1.

<u>New Definition of Course Level X</u> – the manual states that *"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."*  The course may be a remedial course, but if it is not in the subject areas of math, English, or reading, then it cannot be course level 0 – it must be X.  A remedial history course would be course level X.  Several institutions offer college success courses – these would be course level X.

The purpose of course level X is to differentiate between "true" remedial courses as defined the AHECB Freshman Admission policy and other remedial courses that are not required to meet such policy.

NOTE: The field of remedial level may eventually be removed due to the advent of a Common Course Numbering System (CCNS).  The CCNS is supposed to relate to all lower level general education transferrable courses as detailed in ACTS (Arkansas Course Transfer System).  While there are no remedial courses included in ACTS, there have been several suggestions to include a core set of remedial courses in the CCNS.  Doing so would enhance reporting on remedial courses and student academic performance.

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:        Institutional Research Officers
                All 4-Year Public Universities

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

DATE:    August 26, 2011

RE:        Roger Phillips Transfer Act Report

---

I was informed yesterday that ADHE did not get an agreement with the CAOs on the Associate of Arts and Associate of Science transfer curricula in time for the institutions to revise their degree plans to meet the requirements of Act 182.  This means that no associate degree was approved for transfer, i.e., there is no data to submit on the Roger Phillips Transfer Act (RPTA) report.

Therefore, we are <u>cancelling</u> the Roger Phillips Transfer Act (RPTA) report for this reporting period – the report was due September 14, 2011 for transfer students in AY2011 (2010-2011).

The RPTA Transfer Report only affected 4-year public universities.

This does not affect the ACTS Transfer Report that is due September 14, 2011.

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:        Institutional Research Officers
                 All Arkansas Institutions of Higher Education

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

DATE:     September 21, 2011

RE:         Financial Aid Report
                 Amount Reduced by Other (reduced_other) Field (42)

---

It has been decided that we will <u>not</u> collect data for Field 42 (Amount Reduced by Other (reduced_other) in the new Financial Aid Report (.FAID).  Simply input the number zero (0) in this field.  In the next version of the SISDB manual, we will drop any reference to this field.  This is effective immediately.

**NOTE: This does not affect Amount Reduced by Stacking (reduced_stacking) Field (37).**

If you have already submitted this file, it is your option to re-submit the report with the above change.

Should you have any questions, please feel free to contact me at any time.

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:          Institutional Research Officers
All Arkansas Institutions of Higher Education
(Public, Independent, and Nursing Schools)

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
rick.jenkins@adhe.edu

DATE:       September 29, 2011

RE:          Financial Aid Report
Estimated Family Contribution (EFC)

---

At a meeting yesterday of the Performance Funding Workgroup it was determined that we need to make a small but significant change to the Financial Aid Report that relates only to EFC (Estimated Family Contribution).  Please revise your EFC based on the following rules and rationale.

Due to our data system not allowing a blank or null numerical field in the EFC record combined with the fact that 0 (zero) is a valid EFC, it has been determined that for students that have no EFC data, no EFC RECORD should be submitted.  In other words, do not submit a blank or zeroed out EFC record, rather leave the entire record out of the data file and only include the COA record and the actual financial aid received records for students where you do not have any EFC data."

1. **If the student does <u>not</u> have a valid EFC from FAFSA, do not report the EFC for this student at all, i.e., do <u>not</u> include an EFC record for this student.**
2. **If the student has a valid EFC of 0 (zero), please report it as zero (0).**
3. If the student has a valid EFC of greater than zero (0), report it as usual.
4. Blank (null) EFC's are not allowed.

If you have already submitted your financial aid report, we request that you make the changes noted above and re-submit the file as soon as possible.

If you have not yet submitted your financial aid report, we request that you make the changes noted above to your data and submit the file as soon as possible.

We sincerely apologize for the inconvenience we have caused.  Should you have any questions, please feel free to contact me at any time.

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:        Institutional Research Officers
                Arkansas Institutions of Higher Education (Public Institutions Only)

FROM:      Rick Jenkins
                Associate Director, Planning and Accountability
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                114 East Capitol, Little Rock, AR 72201
                (501) 371-2066 office, (501) 371-2002 fax
                rick.jenkins@adhe.edu

DATE:      November 9, 2011

RE:         OCR Report B3 – Financial Assistance to Students

---

After a discussion with our legal counsel, it has been decided that the OCR B3 Report – Financial Assistance to Students is no longer required. Because the new financial aid file contains all financial assistance to all students and it is being placed in the SISDB, ADHE staff now has the ability to run reports that are equivalent to the OCR B3 Report. Therefore, the institutions no longer need to complete this report and submit to ADHE.

To summarize:

- **The OCR B3 Report – Financial Assistance to Students is no longer required.**
  - If you have not submitted the B3 report to ADHE this year, do not trouble yourself.
  - If you have already submitted the report, we apologize for not being able to notify you of this development sooner.

Note that this development was due to an institution raising this question on Nov. 8, 2011 (this is evidence that we do listen). As always, if you have any recommendation(s) for improvement to the SISDB system, I encourage you to submit it to us at any time during the year. We will seriously consider all suggestions.

Note that the OCR EEO-6 Report was replaced last year by the IPEDS Human Resources Report. That leaves only 2 OCR reports remaining – Governing Boards (A5) and Applications, Acceptances and Enrollments (B1).

Thank you for all you do.

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:            Institutional Research Officers
                     Arkansas Institutions of Higher Education (Public Institutions Only)

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
                     rick.jenkins@adhe.edu

DATE:       November 9, 2011

RE:            OCR Report B3 – Financial Assistance to Students
                     OCR Report B1 Supplement – County Origin of First-time Entering, In-state Students

---

After a discussion with our legal counsel, it has been decided that the OCR B3 Report – Financial Assistance to Students is no longer required.  Because the new financial aid file contains all financial assistance to all students and it is being placed in the SISDB, ADHE staff now has the ability to run reports that are equivalent to the OCR B3 Report.  In addition, the B1 Supplement can be produced with existing ADHE data, negating the need for you to submit it.  Therefore, the institutions no longer need to complete these reports and submit to ADHE.

To summarize:

- **The OCR B3 Report – Financial Assistance to Students is no longer required.**
- **The OCR B1 Supplement – County Origin of First-Time Entering, In-State Students ONLY (this does <u>not</u> relate to regular B1: Applications, Acceptances, and Enrollments)**
    - If you have not submitted the B3 or B1 Supplement report to ADHE this year, do not trouble yourself (you may submit them if you desire).
    - If you have already submitted the reports, we apologize for not being able to notify you of this development sooner.

Note that these developments were due to institutions raising this question on Nov. 8 and Nov. 9, 2011. As always, if you have any recommendation(s) for improvement to the SISDB system, I encourage you to submit it to us at any time during the year.  We will seriously consider all suggestions.

Note that the OCR EEO-6 Report was replaced last year by the IPEDS Human Resources Report.  That leaves only 2 OCR reports remaining – Governing Boards (A5) and Applications, Acceptances and Enrollments (B1).

Thank you for all you do.

# Appendix O. Clarifying Memos

# MEMORANDUM

TO: Institutional Research Officers
Arkansas Institutions of Higher Education (Public 4-Year Universities Only)

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
rick.jenkins@adhe.edu

DATE: April 16, 2012

RE: Graduate File of the SISDB Database
Fields – EE_CIP_Code and EE_CIP_Detail

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It has come to our attention that institutions are not reporting these two fields (EE_CIP_Code and EE_CIP_Detail, fields 70 and 72) correctly when they submit the graduate file to ADHE. The purpose of this memo is to call special attention to these fields to improve reporting to the SISDB.

These fields are designed to identify students that do not earn an education credential (CIP 13) but that have enough education hours to sit for the teacher certification exam. For example, UALR has a bachelor's degree in Physics that allows the student to select a minor. One of the available minors is education. If a student completes the Physics program with a minor in Education, the student could sit for the teacher certification exam. These fields are designed to track students earning degrees in which they could enter the teaching field.

ADHE cannot identify these programs. Therefore, we ask that you discuss this matter with your academic affairs staff in an attempt to identify these programs and graduates in the future.

This only relates to public 4-year universities.

And as always, please feel free to contact me at any time if you have questions.

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:            Institutional Research Officers
                       All Public Institutions of Higher Education

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
                       rick.jenkins@adhe.edu

DATE:        June 22, 2012

RE:            Course File - Receiving Course Location (recv_locn)

Please note that we are creating a new code for the receiving course location field in the course file.  This new code should allow for more accurate reporting of course locations.  This change will be effective July 1 with the new Academic Year 2013 (2012-2013).

The new code is **0X** (the number zero and the capital letter X).  This new code stands for **Branch Campus or Alternate Site: On-Campus**.  Note that this provides two codes for Branch Campus or Alternate Site – one for On-Campus and one for Off-Campus.

| Receiving Course Location | | | | |
|---|---|---|---|---|
| Code | Name | On Campus* | Off Campus* | Description |
| 0**0** | On-Campus | Y | | This is your main campus location – any course not on your main campus should use a different code as you only have one main campus. |
| **0X** | **Branch Campus or Alternate Site: On-Campus** | **Y** | | **On-campus location that is not the main campus or is not included in the codes below.** |
| **01** | **Branch Campus or Alternate Site: Off-Campus** | | **Y** | **Off-campus location that is not the main campus or is not included in the codes below.** |
| 0**2** | University Center/Other Arkansas Higher Education Institution | | Y | |
| 0**3** | Elementary or High School | | Y | |
| 0**4** | Business/Industry Site | | Y | |
| 0**5** | Clinic/Hospital | | Y | |
| 0**6** | Public Library/Community-Based Organization | | Y | |
| 0**7** | Study Abroad | | Y | |
| 0**8** | Out-of-State/Country Site | | Y | |
| 0**9** | Military Base | | Y | |
| 10 | Correctional Institution | | Y | |
| 11 | Secondary Area Center, On-Campus | Y | | |
| 12 | Secondary Area Center, Off-Campus | | Y | |
| 77 | Student's Home | | Y | |
| 98 | Other | | Y | |
| 99 | Unknown | | Y | |
| *On/Off – denotes whether this receiving course location is on-campus or off-campus | | | | |

And as always, please feel free to contact me at any time if you have questions.

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:             Institutional Research Officers
                All Institutions of Higher Education

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
                rick.jenkins@adhe.edu

DATE:           June 28, 2012

RE:             ACTS Course Index Numbers

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As previously noted, the ACTS Course Index Numbers have been updated.  The changes generally consist of (1) the removal of spaces, (2) BUS courses being changed to BUSI, (3) and ART courses being changed to ARTA.  This ensures that all ACTS Course Index Numbers are 8 characters in length.

These changes are effective immediately.  If you have any re-submitted data files for AY2012 (2011-2012) that generate an error due to these changes, please contact myself or Sharon Butler.  Such errors will be waived for AY2012 files.  However, all files for AY2013 (2012-2013) must use this new list of ACTS Course Index Numbers.

The new course index numbers are as follows.  An excel file is also attached for your convenience.

And as always, please feel free to contact me at any time if you have questions.

```
ACCT2003 Principles of Accounting I          ECON2103 Principles of Macroeconomics
ACCT2013 Principles of Accounting II         ECON2203 Principles of Microeconomics
ANTH1013 Introduction to Anthropology        ENGL1013 Composition I
ANTH2013 Cultural Anthropology               ENGL1023 Composition II
ARTA1003 Art Appreciation                    ENGL2013 Introduction to Creative Writing
ARTA2003 Art History Survey I                ENGL2023 Introduction to Technical Writing
ARTA2103 Art History Survey II               ENGL2113 World Literature I
BIOL1004 Biology for Non-Majors              ENGL2123 World Literature II
BIOL1014 Biology for Majors                  ENGL2213 Western Literature I
BIOL1024 Botany for Non-Majors               ENGL2223 Western Literature II
BIOL1034 Botany for Majors                   ENGL2653 American Literature I
BIOL1054 Zoology                             ENGL2663 American Literature II
BIOL2004 Introductory Microbiology           ENGL2673 British Literature I
BIOL2404 Human Anatomy and Physiology I *    ENGL2683 British Literature II
BIOL2414 Human Anatomy and Physiology II *   FREN1013 French I
BLAW2003 Legal Environment of Business       FREN1023 French II
BUSI1013 Introduction to Business            FREN2013 French III
BUSI1103 Keyboarding                         FREN2023 French IV
BUSI2013 Business Communications             GEOG1103 Introduction to Geography
BUSI2103 Business Statistics                 GEOG1113 Human Geography
CHEM1004 Chemistry I for General Education   GEOG2103 World Regional Geography
CHEM1214 Chemistry I for Health Related      GEOG2113 Cultural Geography
         Professions                         GEOG2223 Physical Geography
CHEM1224 Chemistry II for Health Related     GEOL1114 Physical Geology
         Professions                         GEOL1124 Environmental Geology
CHEM1414 Chemistry I for Science Majors      GEOL1134 Historical Geology
CHEM1424 Chemistry II for Science Majors     GERM1013 German I
CPSI1003 Introduction to Computers           GERM1023 German II
CRJU1023 Introduction to Criminal Justice    GERM2013 German III
DRAM1003 Theatre Appreciation                GERM2023 German IV
```

# Appendix O. Clarifying Memos

```
HEAL1003 Personal Health
HIST1113 World Civilizations I
HIST1123 World Civilizations II
HIST1213 Western Civilization I
HIST1223 Western Civilization II
HIST2113 United States History I
HIST2123 United States History II
MATH1003 College Math
MATH1103 College Algebra
MATH1203 Plane Trigonometry
MATH1305 Pre-Calculus
MATH2103 Introduction to Statistics
MATH2203 Survey of Calculus
MATH2405 Calculus I
MATH2505 Calculus II
MATH2603 Calculus III
MKTG2003 Principles of Marketing
MUSC1003 Music Appreciation
PHIL1003 Introduction to Critical Thinking
PHIL1103 Philosophy
PHSC1004 Physical Science
PHSC1104 Earth Science
PHSC1204 Introduction to Astronomy
PHYS2014 Algebra/Trigonometry-Based Physics I
PHYS2024 Algebra/Trigonometry-Based Physics II
PHYS2034 Calculus-Based Physics I
PHYS2044 Calculus-Based Physics II
PLSC2003 American National Government
PLSC2103 State and Local Government
PSYC1103 General Psychology
PSYC2103 Developmental Psychology
SOCI1013 Introduction to Sociology
SOCI2013 Social Problems
SPAN1013 Spanish I
SPAN1023 Spanish II
SPAN2013 Spanish III
SPAN2023 Spanish IV
SPCH1003 Introduction to Oral Communication
```

# Appendix O. Clarifying Memos

# MEMORANDUM

TO:        Institutional Research Officers
             All Public Institutions of Higher Education

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
             rick.jenkins@adhe.edu

DATE:    July 20, 2012

RE:        Course File - Receiving Course Location (recv_locn)
             Workforce File - Receiving Course Location (recv_locn)
             And all related fields

Please see the additional clarification after the Receiving Course Location table below.

Please note that we are creating a new code for the receiving course location field in the course file.  This new code should allow for more accurate reporting of course locations.  This change will be effective July 1 with the new Academic Year 2013 (2012-2013).

The new code is **0X** (the number zero and the capital letter X).  This new code stands for **Branch Campus or Alternate Site: On-Campus**.  Note that this provides two codes for Branch Campus or Alternate Site – one for On-Campus and one for Off-Campus.

| Code | Name | On Campus* | Off Campus* | Description |
|------|------|:---:|:---:|-------------|
| **Receiving Course Location** | | | |
| 00 | On-Campus | Y | | This is your main campus location – any course not on your main campus should use a different code as you only have one main campus. |
| **0X** | **Branch Campus or Alternate Site: On-Campus** | **Y** | | **On-campus location that is not the main campus or is not included in the codes below.** |
| **01** | **Branch Campus or Alternate Site: Off-Campus** | | **Y** | **Off-campus location that is not the main campus or is not included in the codes below.** |
| 02 | University Center/Other Arkansas Higher Education Institution | | Y | |
| 03 | Elementary or High School | | Y | |
| 04 | Business/Industry Site | | Y | |
| 05 | Clinic/Hospital | | Y | |
| 06 | Public Library/Community-Based Organization | | Y | |
| 07 | Study Abroad | | Y | |
| 08 | Out-of-State/Country Site | | Y | |
| 09 | Military Base | | Y | |
| 10 | Correctional Institution | | Y | |
| 11 | Secondary Area Center, On-Campus | Y | | |
| 12 | Secondary Area Center, Off-Campus | | Y | |
| 77 | Student's Home | | Y | |
| 98 | Other | | Y | |
| 99 | Unknown | | Y | |

# Appendix O. Clarifying Memos

> *On/Off – denotes whether this receiving course location is on-campus or off-campus

**NEW CLARIFICATION**

Even though the new code of 0X is considered on-campus, we want you to treat it as off-campus in the way you identify the related fields.

The Course File
In the course file, we want you to complete the location field (non-traditional sites), the county_code field (county code), and the full_tuition (full tuition rate) fields.

For the location field (non-traditional sites):

| If Receiving Location (Field 97) = | Enter: |
|---|---|
| 00 (On-campus), | blank spaces |
| **0X**, 01-02, 04-10, or 98 (Non-traditional site or via distance learning) | name of specific site |
| 03 (AR public high school) | see Appendix D |
| 11 or 12 (Secondary Area Center | See Appendix E |
| 77 (Student's home) | "Student's Home" |

For county code, insert the appropriate county code if the recv_locn is 0X.

For full tuition rate, you will need to answer 1 or 2 for Code 0X (recv_locn):

> Enter the code indicating whether or not students enrolled in an off-campus course (Receiving Course Location not = 00) are charged less than the "Full Tuition Rate" charged to on-campus students.
> 0 = Not applicable (To use code 0, you must use code 00 for Receiving Course Location [recv_locn])
> 1 = Yes, the "Full Tuition Rate" (or more) paid by on-campus students charged to all students enrolled in this off-campus course.
> 2 = No, one or more students enrolled in this off-course course are charged less than the on-campus, full tuition rate.

In- or Out-of-District (in_district) is not be being changed.

The Workforce File
County Code – complete the county code if the recv_locn is 0X.

Non-Traditional Site (non_trad_site) – we are changing the second statement to the following.

> If Receiving Location (Field 70) = 0X, 01-02, 04-10, or 98, offered at a non-traditional site,
> Then Non-traditional Site (Field 75) = Name of specific site

We apologize for the confusion. But the intent of all of this is to fully identify the location of courses identified by RECV_LOCN Code 0X. If these additional fields were not completed, then proper identification of the location would be prevented. Remember that Code 0X is on-campus, but it is not your main campus.

And as always, please feel free to contact me at any time if you have questions.

# APPENIDX 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.

**Intitution:** _____

**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 <u>fax</u> or <u>email</u> 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 | Public | Private | 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 univerisities | 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