AHEIS
Reference Manual
for the

Student Information System

Public Institutions

Arkansas Department of Higher Education
Little Rock, Arkansas
2014 – 2015

A D H E Division of Research and Planning
2014-2015 Reporting Calendar
for Institutions of Higher Education

Month	Due Date	Indep	Activity
July	07/09/2014 Wed		Financial Aid Crosswalk
July	07/09/2014 Wed	*	Academic Calendar Note: A copy of the academic year calendar from an institutional catalog may be substituted.
July	07/09/2014 Wed	*	Graduated Student File for prior academic year Note: A.D.H.E. will NOT upload the I.P.E.D.S. Completions data to institutional web pages from GSF.
August	08/06/2014 Wed	*	I.P.E.D.S. Registration Opens. Components: Registration; Report Mapping; Institution ID; IC-Header UserIDs and passwords for 2014-15 will be distributed to all institutions on August 6. 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 Report Mapping, Institution Identification, and IC Header during the Registration period. Report Mapping (if applicable) and Institution Identification must be completed, and IC Header must be locked before the Fall surveys can be started. Report Mapping and IC Header are available until the end of the Fall collection. Institution Identification is available through Spring. On August 27, 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.
August	08/13/2014 Wed	*	Summer I End-of-Term (includes Spring Off-Schedule End-of-Term)
August	08/13/2014 Wed	*	Summer II Term File (Student, Registration, Course, Instructor) includes Summer I Off-Schedule
August	08/13/2014 Wed		Perkins Annual Assessment (for prior academic year)
August	08/13/2014 Wed		Annual Instructor File (for prior academic year)
August	08/27/2014 Wed		Military Compensation - Annual Report on type and amount of compensatory options awarded to students called to military service per Act 85 of 2005.
September	09/03/2014 Wed	*	I.P.E.D.S. Fall Collection Opens (closes 10/15/2014) Components: Institutional Characteristics; Completions; 12-month Enrollment
September	09/03/2014 Wed		Workforce Education and Training Course File (Summer I data)
September	09/10/2014 Wed		ACTS Transfer Report
September	09/10/2014 Wed	*	Estimated Fall Census Enrollment (submit totals via form in Appendix P)
September	09/24/2014 Wed	*	Financial Aid Data File
October	10/15/2014 Wed	*	I.P.E.D.S. Fall Collection Closes for Institutions
October	10/15/2014 Wed	*	Send pdf copies of IPEDS Fall form data via ft server with email notification to ADHE
October	10/15/2014 Wed	*	Graduated Student File for current academic year (July and August graduates)
October	10/15/2014 Wed	*	Summer II End-of-Term File (includes Summer I Off-Schedule End-of-Term)
October	10/15/2014 Wed	*	Fall Term File (Student, Registration, Course, Instructor) includes Summer II Off-Schedule
October	10/15/2014 Wed		Workforce Education and Training Course File (Summer II data)
October	10/15/2014 Wed		Intercollegiate Athletic File (for prior academic year)
November	11/05/2014 Wed		O C R A-5: Governing Board Composition
November	11/05/2014 Wed		O C R B-1: Student Applications, Acceptances , and Enrollments
December	12/10/2014 Wed		Grade-Update File: This optional file gives public institutions the opportunity to update previous academic year End-of-Term grades (ex: "I").
December	12/10/2014 Wed	*	I.P.E.D.S. Winter Collection Opens (closes 2/11/2015) Components: Student Financial Aid; Graduation Rates; 200% Graduation Rates, **Admissions**
December	12/10/2014 Wed	*	I.P.E.D.S. Spring Collection Opens (closes 4/08/2015) Components: Fall Enrollment; Finance; Human Resources; **Academic Libraries**
February	02/11/2015 Wed	*	I.P.E.D.S. Winter Collection Closes for Institutions
February	02/11/2015 Wed	*	Send pdf copies of IPEDS Winter form data via ft server with email notification to ADHE (officially due 03/05/2014)
February	02/25/2015 Wed	*	Fall End-of-Term File, includes Summer II Off-Schedule End-of-Term
February	02/25/2015 Wed	*	Spring Term File (Student, Registration, Course, Instructor) includes Fall Off-Schedule
February	02/25/2015 Wed		Workforce Education and Training Course File (Fall data)
April	04/08/2015 Wed	*	I.P.E.D.S. Spring Collection Closes for Institutions
April	04/08/2015 Wed	*	Send pdf copies of IPEDS Spring form data via ft server with email notification to ADHE (officially due 04/30/2014)
June	06/17/2015 Wed	*	Spring End-of-Term File, includes Fall Off-Schedule End-of-Term
June	06/17/2015 Wed	*	Summer I Term File (Student, Registration, Course, Instructor) includes Spring Off-Schedule
June	06/17/2015 Wed		Workforce Education and Training Course File (Spring data)

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Who to Contact

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SISDB Changes for AY2015 (2014-2015)

GENERAL NOTE: A validation report that results in "no errors detected" or "0 errors detected" typically means that there are no significant errors in the data being validated. However, due to many potential issues, it does not mean that the data submitted was in full compliance with all of ADHE's policies and practices. When oddities are discovered, ADHE may elect to ask that certain institutions, or all institutions, correct and re-submit their data files. This is at ADHE's discretion and it depends upon the nature of the oddity. ADHE fully understands the workload involved in preparing data files for the SISDB and will only ask for re-submissions when needed.

FICE TABLE CHANGES – Add Ecclesia College and Shorter College to the FICE table.

Ecclesia College 9653 Nations Drive Springdale, AR 72762 (479) 248-7236 Federal School Code: 038553 IPEDS ID: 446233	Shorter College 604 Locust St. North Little Rock, AR 72114 (501) 374-6305 Federal School Code: 001105 (old) IPEDS ID: 107840

STUDENT TABLE

STUDENT 1, **Field 90/68: Student Level (both public and private)** – add one (1) new code. Add code 14.

    00 = Unclassified undergraduate (see note 4)
    01 = Freshman
    02 = Sophomore
    03 = Junior
    04 = Senior
    05 = Master's level
    06 = Post-Baccalaureate Certificate or Specialist or First-Professional Certificate/Degree
    07 = Doctoral - Research/Specialist
    08 = Doctoral - Other
    09 = Doctoral - Professional Practice
    10 = Unclassified post-baccalaureate (see note 3)
    11 = Unclassified graduate (see note 5)
    13 = High school student (not a senior)
    14 = High school senior

Enroll Status	Student Type	Student Level
13 = High school student	High School Students	13 = High school student (not a senior) **14 = High school senior**
01 = First-time entering undergraduate 02 = Other first-year continuing student 03 = First-time entering undergraduate transfer student 06 = Continuing undergraduate student 08 = Readmitted undergraduate student 09 = Unclassified pre-baccalaureate 14 = Undergraduate transfer TRANSIENT student 10 = Unclassified post-baccalaureate: undergraduate student	Undergraduate Students	00 = Unclassified undergraduate 01 = Freshman 02 = Sophomore 03 = Junior 04 = Senior 10 = Unclassified post-baccalaureate
04 = First-time entering graduate student 11 = Graduate transfer 12 = Readmitted graduate student 05 = First-time entering doctoral student 07 = Continuing graduate or doctoral student 15 = Unclassified post-baccalaureate: graduate student	Graduate Students	05 = Master's level 06 = Post-Baccalaureate Certificate or Specialist or First-Professional Certificate/Degree 07 = Doctoral - Research/Specialist 08 = Doctoral - Other 09 = Doctoral - Professional Practice 11 = Unclassified graduate

STUDENT 2, **Field 98: Reason for Enrollment (enroll_reason) (public only)** – drop/delete this field.

SISDB Changes for AY2015 (2014-2015)

STUDENT 3: High School Code (hs_code)
(public in student file, Field 112; private in PEOT, Feld 50) – allow the use of a generic high school code for all students that are not first-time entering.

> **High School codes will only be required for students that are first-time entering (enroll status = 01). For all students that are not first-time entering, use 999999 as the high school code. However, you may enter the actual high school code if desired.**
>
> 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.
>
> Because our database does not contain all high school codes for all states, if the high school is out of state, use the state code and 9999. See Appendix C for the list of State Codes.
>
> Examples:
> 041695 (AR State Code + Monticello High School)
> 049999 (AR High School unknown or GED)
> 269999 (MO State Code + 9999)
> ~~969999 (home-schooled student)~~
> Insert the high school code as follows.

Diploma/GED Code	High School Code	
	From Arkansas	**Not From Arkansas**
0 – has high school diploma from Arkansas	ACT high school code	XX9999 (use state code for XX)
1 – GED from Arkansas	049999	
2 – no diploma/GED, but still high school age	6 spaces	6 spaces
3 – no diploma/GED, but Not high school age	6 spaces	6 spaces
4 – home-schooled with equivalent of diploma/GED	049999	XX9999 (use state code for XX)
5 – GED Not from Arkansas		XX9999 (use state code for XX)
9 – not a first-time entering undergraduate	6 spaces	6 spaces

STUDENT 4, Field 100: High School GPA (high_school_gpa) (both public and private: public in student file; private in PEOT, Field 56) – See note 2.

> 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.
>
> 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
> (d) a GPA of 0.50 should be reported as 0500, etc.
>
> NOTE:
> 1. If the student is in this cohort, enter their GPA.
> **2. If the student is in this cohort and you absolutely cannot get their GPA, leave this Field blank. Note that this will generate an error which will necessitate the use of an exception request.**
> **3. Ensure that all GPA's are on a 4.0 scale – convert them if necessary.**
> 4. Enter four zeroes (0000) for all other (non-first-time entering) students.

SISDB Changes for AY2015 (2014-2015)

STUDENT 5, **Field 133+: Placement Test Scores for High School Students (public only) –** the validation for high school students enrolling in college must be changed to reflect the following.

Number of Test Scores Required				
Enrollment	Math Score Required	English Score Required	Reading Score Required	Total Test Scores Required
Any General Education Math Course (defined as CIP 27.0101 or 27.0102 and having Academic Type = 1 or Course Level = 7/8)	Yes	No	Yes	2
Any General Education English Course (defined as CIP 23.1301 or 23.1304 and having Academic Type = 1 or Course Level 7/8)	No	Yes	Yes	2
Any General Education Course (not Math or English and having Academic Type = 1 or Course Level =7/8)	No	No	Yes	1
CTE Course (Academic Type = 2 or Course Level = 9)	No	No	No	0

Concurrent High School Students			
High School Students (student level = 13/14 or enroll status = 13)			
Course Levels 7 & 8	Math (defined as 27.0101 and 27.0102)	English (defined as 23.1301 and 23.1304)	Reading (defined as NOT 23.1301, 23.1304, 27.0101, and 27.0102)
ACT	19	19	19
SAT	460	450	470
Asset	39	45	43
Compass	41	80	83
Explore	15	14	14
Plan	17	16	15
PSAT	46	45	47
NOTE: Ignore Academic Type for course levels 7-9 as course levels 7/8 are defined as general education and course level 9 is defined as career technical education.			

Dual Enrolled High School Students			
High School Students (student level = 13/14 or enroll status = 13) and Academic Type = 1			
Course Levels 1 & 2 (not 0, 7, 8, or 9)	Math (defined as 27.0101 and 27.0102)	English (defined as 23.1301 and 23.1304)	Reading (defined as NOT 23.1301, 23.1304, 27.0101, and 27.0102)
ACT	19	19	19
SAT	460	450	470
Asset	39	45	43
Compass	41	80	83
Explore	15	14	14
Plan	17	16	15
PSAT	46	45	47

SISDB Changes for AY2015 (2014-2015)

Course Level 0	Math (defined as 32.MATH, 32.MAEN, 32.MARE, and 32.COMB)	English (defined as 32.ENGL, 32.MAEN, 32.ENRE, and 32.COMB)	Reading (defined as 32.READ, 32.MARE, 32.ENRE, and 32.COMB)
ACT	17	17	17
SAT	420	420	430
Asset	34	44	41
Compass	26	67	77
Explore	14	13	13
Plan	15	14	14
PSAT	42	42	43

High School Seniors Enrolling in Remedial Courses
High School Students (student level = 14)
High school seniors must have a minimum score of 17 on the ACT (or its equivalent) to enroll in a remedial course.

NOTE: Concordances were not found for the numbers shown in green. These were estimated by ADHE. The Explore and Plan scores were estimated by pro-rating scores from the ACT College Readiness Benchmarks (11/11/2013) and the SAT/PSAT score were estimated from the June 2008 ACT to SAT Concordance.

STUDENT 6, **Field 125: Entrance Exam Score (ent_exam_score) (both public and private)** – Add a note as follows.
NOTE: For the SAT exam, use the combined critical reading and math score for the composite score (ent_exam_score).

STUDENT 7, **Field 130: Math Score (test_math) (both public and private)** – Revise as follows.

Enter the student's math test score from the test type indicated in the math placement test.

ASSET: If the student was assessed using the ASSET test, the intermediate algebra test score is used for placement purposes. If the student took any other parts of the ASSET 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.

COMPASS: There are three (3) different types of Compass scores resulting from basically the same Compass exam. These scores are referred by ACT as Pre-Algebra, Algebra, and College Algebra.

(1) If the resulting score was the Pre-Algebra score, enter 3 for the test_type_math field, 999 for the test_math field (score), and 3 for the math_placement_stat field. If a score of 999 is used, the math_placement_stat field must be coded as 3.
(2) If the resulting score was the Algebra score, enter 3 for the test_type_math field, enter the score earned for the test_math field (score), and the appropriate math_placement_stat code.
(3) If the resulting score was the College Algebra score, enter 3 for the test_type_math field and use the concordance tables provided by ACT (see below) to translate the score into an appropriate Algebra score (see Tables 6 and 7). Enter the appropriate math_placement_stat code.

Use the concordant from ACT (https://www.act.org/compass/pdf/Concordance.pdf) to translate scores from the College Algebra score to the Algebra score. While ACT does not recommend this practice of translating scores (in 3 above), ADHE requires that the score used to be the equivalent of the Compass Algebra score.

Compass Score	test_type_math	test_math	math_placement_stat
Pre-Algebra	3	999	3
Algebra	3	Actual score	1, 2, 3, 8, or 9
College Algebra	3	Use ACT concordant	1, 2, 3, 8, or 9

NOTE: For the SAT exam, use the math score for the math score (test_math).

STUDENT 8, **Field 135: English Score (test_english) (both public and private)** – Add a note as follows.
NOTE: For the SAT exam, use the writing score for the English score (test_english).

STUDENT 9, **Field 140: Reading Score (test_reading) (both public and private)** – Add a note as follows.
NOTE: For the SAT exam, use the critical reading score for the reading score (test_reading).

STUDENT 10, **Field 163: GED Test Score (ged_test_score) (both public and private)** – Revise as follows.
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. If no composite is provided, simply average all subject scores to obtain a composite. Use integers only in the field and zero-fill the score so that a score of 150 is shown as 0150. (The new version of Arkansas GED tests, effective 1/1/2014, are on a different scale from past scores.)

SISDB Changes for AY2015 (2014-2015)

COURSE 1, Field 91: Academic Type (academic_type) (public only) – this is a new field.
Please specify the type of academic course as noted below.

>1 = General Education Course
>2 = Career Technical Education (CTE) Course
>3 = Other

REGISTRATION 1, Field 52: Free Tuition (free_tuition) (public only) – A new field called free tuition (free_tuition) is being added.
Did the student receive free tuition for this course?

>1 = Yes
>2 = No

Free tuition does <u>not</u> include tuition charges paid by scholarships or other forms of discounts or waivers, provided that such assistance was reported against the institution's scholarship cap and reported on the annual Financial Report (FAID). If the tuition charges were paid by a public school district, a college/university scholarship, a grant, or a private foundation, then the response must be 2 (No). Students that receive a tuition discount or waiver would also reported as 2 (No) if the discount/waiver is properly reported (this includes students receiving border county waivers, senior citizen discounts/waivers, and other such discounts/waivers).

Code 1 (Yes) would be used for those students that receive free tuition and such aid is not counted on the scholarship cap report (to Institutional Finance) or is not reported as aid received on the financial aid file (FAID).

END-OF-TERM 1: (public and private) Add explanatory notes as follows.
Overall, the EOT file and the specific fields of att_crhrs_term_ug, earn_crhrs_term_ug, att_crhrs_term_gr, and earn_crhrs_term_gr should be reported based on the latest available data for the entire term. Generally, this means that the regular term file EOT will include hours from the previous term off-schedule report, i.e., the Fall EOT will include Summer II Off-Schedule. Ideally, the data provided for these reports will be identical for the regular term and off-schedule term. However, from a practical standpoint, the off-schedule EOT will probably include more hours as it will be submitted at a later date.

Such data in these fields may or may not balance with data reported in the course and registration fields. ADHE will not attempt to make these fields balance. ADHE recognizes that the EOT data is based on the latest available information and the course/registration tables are based on the 11th day reporting. This discrepancy will be eliminated if ADHE ever moves to a post-term reporting system.

1. If the student is an undergraduate (or high school) student and takes only undergraduate courses, please provide data for the undergraduate fields only.
2. If the student is a graduate student and takes only graduate courses, please provide data for the graduate fields only.
3. For students taking both undergraduate and graduate coursework, report either: (1) the undergraduate or graduate results based on the student's reported student level; or (2) report the student's hours based on calculations using the course level field. Use course levels 1, 2, 7, 8, and 9 for undergraduate coursework and 3, 4, 5, 6, and A for graduate coursework. The course levels for undergraduates may change based on what is decided for course levels 0 and X in the planned survey.

END-OF-TERM 2, Field 55-64: (public only)
If your institution has an approved student success plan on file with ADHE, use blanks for all Post-Test Score fields (post_test_type_math, post_test_type_english, post_test_type_reading, post_test_math, post_test_english, and post_test_reading).

SISDB Changes for AY2015 (2014-2015)

END-OF-TERM 3(a): State Aid (public only, Field 67) – Add a new field as follows.
Did the student receive state financial assistance?

      1 = Yes
      2 = No

State Assistance is defined as:
A state-supported scholarship, grant, tuition waiver, or tuition reimbursement funded with state funds or net proceeds from the state lottery awarded by:

  (A) The Department of Higher Education; or
  (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:
  (i) Scholarships awarded on the basis of entrance exam scores or high school academic achievement;
  (ii) Tuition waivers based on age, military service, occupation, or other factors;
  (iii) Out-of-state tuition waivers for undergraduate students from contiguous states in close proximity to a college or university;
  (iv) Scholarships for transfers from two-year institutions;
  (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
(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.

END-OF-TERM 3(b): State Aid (private only, Field 44) – Add a new field as follows.
Did the student receive state financial assistance?

      1 = Yes
      2 = No

The private end-of-term file should contain a complete record of all students reported in the student file.
- For all students marked as 1 (Yes) complete all fields as appropriate.
- For all students marked as 2 (No) complete only fields 1-44 (record type, data type, registration term, SISDB student ID, filler, and college student ID [college student ID is optional]). All other fields must be left blank.

State Assistance is defined as:
A state-supported scholarship, grant, tuition waiver, or tuition reimbursement funded with state funds or net proceeds from the state lottery awarded by:

  (A) The Department of Higher Education; or
  (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:
  (i) Scholarships awarded on the basis of entrance exam scores or high school academic achievement;
  (ii) Tuition waivers based on age, military service, occupation, or other factors;
  (iii) Out-of-state tuition waivers for undergraduate students from contiguous states in close proximity to a college or university;
  (iv) Scholarships for transfers from two-year institutions;
  (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
(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.

SISDB Changes for AY2015 (2014-2015)

WORKFORCE 1, Field 56: CEUs (ceu) (public only) – revise as follows.
> Enter the total number of Instruction Hours awarded for NON-CREDIT courses rounded to the tenths position. The decimal is implied; therefore, do NOT enter the decimal in this field. Use leading zeroes in the CEU field. For example:

CUEs	Enter
10.0	00100
5.0	00050
1.0	00010
0.7	00007
0.5	00005
0.1	00001

> Definition: One CEU = Ten (10) contact/instruction hours of participation in organized education/training experience under responsible, qualified direction and instruction. (one contact hour = 60 minutes of instruction)
>
> Every 1-credit-hour college course = 15 contact hrs., unless more hours are required. So, a 3-credit-hour course = 45 contact hours or 4.5 CEUs (report as 00045).
>
> NOTE:
> Workforce courses cannot show both credit hours and CEUs for the exact same course. One of these fields must be zero (0) and the other greater than zero (0). If you have any such course(s), simply split the course into separate sections and report as two separate records. Please ensure that the sequence number is unique. This will follow a similar pattern to the split courses in the course file.

TERM INSTRUCTOR TABLE

TERM INSTRUCTOR 1, Field 45: Contract Salary (contract_salary) (public only) – revise as follows.
Enter the salary recorded on the employee's contract for the current reporting year. ~~If this employee is a spring or summer appointment only, enter the salary for that term.~~ If the instructor is not paid from institutional funds, enter 0000000 for the contract salary. Do NOT include salary paid for overload or other duties outside of the contractual agreement. **In other words, for regular faculty and staff, report the annual contract amount only. For adjunct faculty and other part-timers, report the sum of all adjunct/part-time contracts for the term reported.**

All notes have been removed.

TERM INSTRUCTOR 2, Field 74: EEOC Category (eeoc_cat) - drop/delete

TERM INSTRUCTOR 3, Field 78: CIP 2010 Code (cip_2010_code) (public only) – change this field to report the 2-digit CIP Code category only, rather than the 6-digit CIP Code.

TERM INSTRUCTOR 4, Field 84: Proportion Employed (proportion_emp) (public only) – Revise as follows.
Enter the proportion of time that this person is employed at your institution. This percentage should be based on a full-time workload as defined by your institution for the term you are reporting or a 40-hour week. To be considered full-time, individuals must be reported here as 100% (the equivalent of 1 FTE). **The percentage of employment cannot exceed 100%.**
> Examples: 100% = 100
>   50% = 050

TERM INSTRUCTOR 6, Field 92: Percent Research (pct_research) (public only) – drop/delete

TERM INSTRUCTOR 7, Field 95: Percent Public Service (pct_publsvc) (public only) – drop/delete

TERM INSTRUCTOR 8, Field 98: Percent Academic Student Support (pct_acadstudspprt) (public only) – drop/delete

TERM INSTRUCTOR 9, Field 101: Percent Institutional Support (pct_instspprt) (public only) – drop/delete

TERM INSTRUCTOR 10, Field 104: Percent Professional Development (pct_profdevlp) (public only) – drop/delete

TERM INSTRUCTOR 11, Field 107: Percent Other (pct_other) (public only) – drop/delete

SISDB Changes for AY2015 (2014-2015)

GRADUATE TABLE

GRADUATE 1, **Fields 58**, **62**, **66: Degree Codes (degree_1, degree_2, degree_3) (public only)** – add a note at beginning of graduate file and each field: degree_1, degree_2, and degree_3.
NOTE: Degree codes are unique identifiers of academic programs. A student cannot earn the same credential more than once; therefore, the same degree code cannot be reported for the same student more than once, regardless of whether it is in the same year or different years. Programs with options or emphases have the same degree code, but the student cannot earn the credential more than one time. This also applies to double- and triple-majors: the degree code used in the degree_2 or degree_3 fields cannot match the degree_1 field for any student in any year.

GRADUATE 2, **Field 29: Degree Level (degree_level) (private)** – add a note regarding diplomas.
NOTE: Codes for diplomas have been added to the degree level list for use by the nursing schools (BSN and JSN) only. Diplomas are not generally considered as higher education credentials. The 33 public institutions cannot currently offer diplomas. The additional codes for diplomas were provided for potential future use only.

GRADUATE 3: Deadline for Summer Only Graduate file (public and private) – move the summer only graduate file (the short grad file) past October 1.

ANNUAL INSTRUCTOR TABLE

ANNUAL INSTRUCTOR 1, **Field 25: SOC Codes (pubic only)** – revise as follows – this only adds the phrase "USE ONLY THESE SOC CODES."
    Beginning with the 2012-2013 reporting year, IPEDS will require the reporting of the 2010 SOC Codes in the human resources data collection.

- ADHE will also add the SOC code and SOC detail to the annual instructor file.
- For information on SOC Codes, please see http://www.bls.gov/soc/#materials and Appendix I-B.
- 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.
- **Use only the SOC Codes listed below**.

USE ONLY THESE SOC CODES	
SOC Code	**Occupation Category**
110000	Management Occupations
130000	Business and Financial Operations Occupations
150000	Computer and Mathematical Occupations
170000	Architecture and Engineering Occupations
190000	Life, Physical, and Social Science Occupations
210000	Community and Social Service Occupations
230000	Legal Occupations
270000	Arts, Design, Entertainment, Sports, and Media Occupation
251000	Postsecondary Teachers Instructional Staff
251191	Graduate Teaching Assistants
254010	Archivists, Curators, and Museum Technician
254020	Librarians
254030	Library Technicians
252000	Pre-school, Primary, Secondary, and Special Education School Teacher
253000	Other Teachers and Instructors
259000	Other Education, Training, and Library Occupation
290000	Healthcare Practitioners and Technical Occupations
310000	Healthcare Support Occupations
330000	Protective Service Occupations
350000	Food Prep and Serving Related Occupations
370000	Building and Grounds Cleaning and Maintenance Occupations
390000	Personal Care and Service Occupations
410000	Sales and Related Occupations
430000	Office and Administrative Support Occupations
450000	Farming, Fishing, and Forestry Occupation
470000	Construction and Extraction Occupations
490000	Installation, Maintenance, and Repair Occupation
510000	Production Occupations
530000	Transportation and Material Moving Occupations
550000	Military Specific Occupations

ANNUAL INSTRUCTOR 2, **Fields 71**, **74**, **77**, **80**, **83**, **86: Add note to percent fields (public only)**
NOTE: The sum of the percentages reported in the percent fields (sal_instruction, sal_dept_serv, sal_instu_admin, sal_res_scholar, sal_public_serv, and sal_other) cannot exceed 100%.

SISDB Changes for AY2015 (2014-2015)

GLOSSARY 1: Full-time equivalent (FTE): A statistic generally derived from the student credit hour production of an institution. (1) Undergraduate FTE is obtained by dividing the total number of undergraduate student semester credit hours (SSCH) by 15 (term) or 30 (annual). (2) Graduate FTE is obtained by dividing the total number of graduate student semester credit hours (SSCH) by 12 (term) or 24 (annual). This calculation excludes the credit hours for First Professional Degree (Doctoral Degree: Professional Practice) students. (3) SSCH is not used when calculating FTE for First Professional Degree students (Doctoral Degree: Professional Practice). For such students, full-time students are counted as 1.0 FTE and part-time students are counted as 0.6 FTE with the sum of both being the final FTE (per IPEDS).

NEW SUBMISISON FILE (PUBLIC INSTITUTIONS ONLY)

A new submission file is being allowed to update grades only. Frequently, grades are changed by the institution after the original EOT has been submitted. This file allows past grades to be updated. It uses the file extension of GUP (for Grade UPdate) and a data type of U.

The file is considered an annual file which will be due by approximately December 15th each year. The file should be for the previously completed academic year. The December date was chosen to coincide with the preparation of the Performance Funding metrics but may fluctuate slightly based on the calendar. A GUP file is not required; if your institution has no grades to be updated, then the file is not needed.

Grade Update File (GUP) File Layout				
HEADER RECORD (once per file)				
Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	01
Data Type		3	1	U
College FICE Code	fice_code	4	6	XXXXXX
Academic Year	academic_year	10	4	YYYY
DATA RECORD (once for each student grade change)				
Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	U
Registration Term	term	4	1	0 - 7
SISDB Student ID	ssn_id	5	9	
Course Number	course_number	14	10	
Course Section	course_section	24	3	
Course Sequence Number	sequence	27	6	
New Grade	grade	33	2	See table in file definition
TRAILER RECORD (once per file)				
Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	99
Data Type		3	1	U

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 indicate a data extraction or conversion problem, whereas a small number of errors in the same field are 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.

Preparing Files for Submission to ADHE

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).

Inconsistency Across Fields and/or Files

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

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

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

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

File Name Conventions

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

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

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

A. Institutional File Name Conventions

\<School Abbr\>\<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.) should be submitted as *FOUR* (4) separate files and *NOT* merged 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 2014/2015	
YY = 2-digit <u>calendar</u> year *of data* T = on-schedule term *of data* YR = 2-digit <u>academic</u> year *of data*	
Term Files	**\<School Abbr>YYT.\<Extension>**
Summer II 2014 Regular Term File	\<School Abbr>140.DAT
Fall 2014 Regular Term File	\<School Abbr>141.DAT
Spring 2015 Regular Term File	\<School Abbr>152.DAT
Summer I 2015 Regular Term File	\<School Abbr>153.DAT
Summer II 2014 End of Term	\<School Abbr>140.EOT
Fall 2014 End of Term	\<School Abbr>141.EOT
Spring 2015 End of Term	\<School Abbr>152.EOT
Summer I 2015 End of Term	\<School Abbr>153.EOT
Summer II 2014 Private/Student End of Term*	\<School Abbr>140.PEOT
Fall 2014 Private/Student End of Term*	\<School Abbr>141.PEOT
Spring 2015 Private/Student End of Term*	\<School Abbr>152.PEOT
Summer I 2015 Private/Student End of Term*	\<School Abbr>153.PEOT
Workforce files report data for the *previous* term	**\<School Abbr>YYT.WRK**
Summer II 2014 Work Force	\<School Abbr>140.WRK
Fall 2014 Work Force	\<School Abbr>141.WRK
Spring 2015 Work Force	\<School Abbr>152.WRK
Summer I 2015 Work Force	\<School Abbr>153.WRK
Annual Files	**\<School Abbr>YR.\<Extension>**
Annual Instructor	\<School Abbr>14.ANN
Athlete	\<School Abbr>14.ATH
Financial Aid	\<School Abbr>14.FAID
Graduated Student (All students graduating between 1 July 2014 and 30 June 2015)	\<School Abbr>15.GRD
Perkins Annual File	\<School Abbr>15.PRK
Grade Update	\<School Abbr>14.GUP
As Needed	
Identification Number Change File	\<School Abbr>.SSN
Identification Number Change File	\<School Abbr>.SSN2

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

Header and Trailer Record Layout

Header Record Layout

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

Trailer Record Layout

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

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 file type</u>.
Column 3: the type of file. In the case of the Workforce File it would be N.
As a further note, in the term files such as fall, there may be *several* header and trailer records.

Examples:

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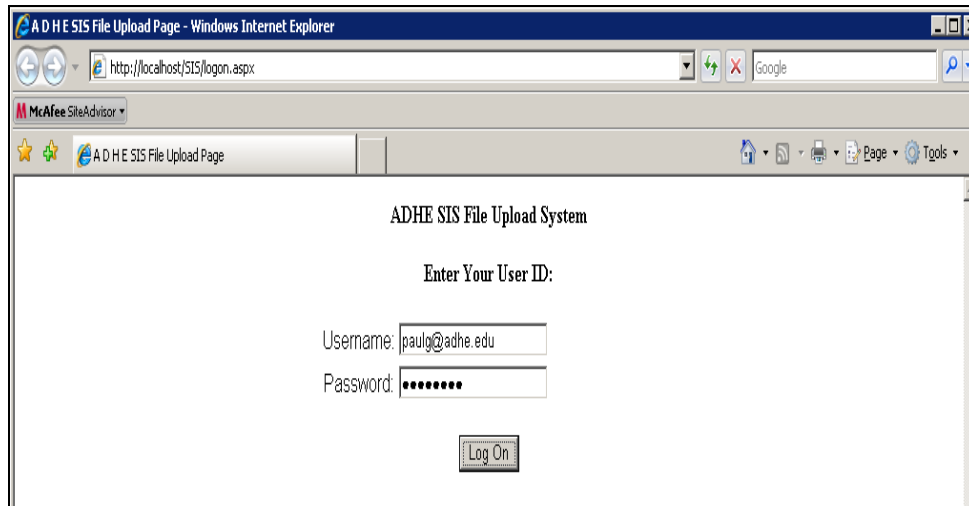
The Log On Page, Figure 1
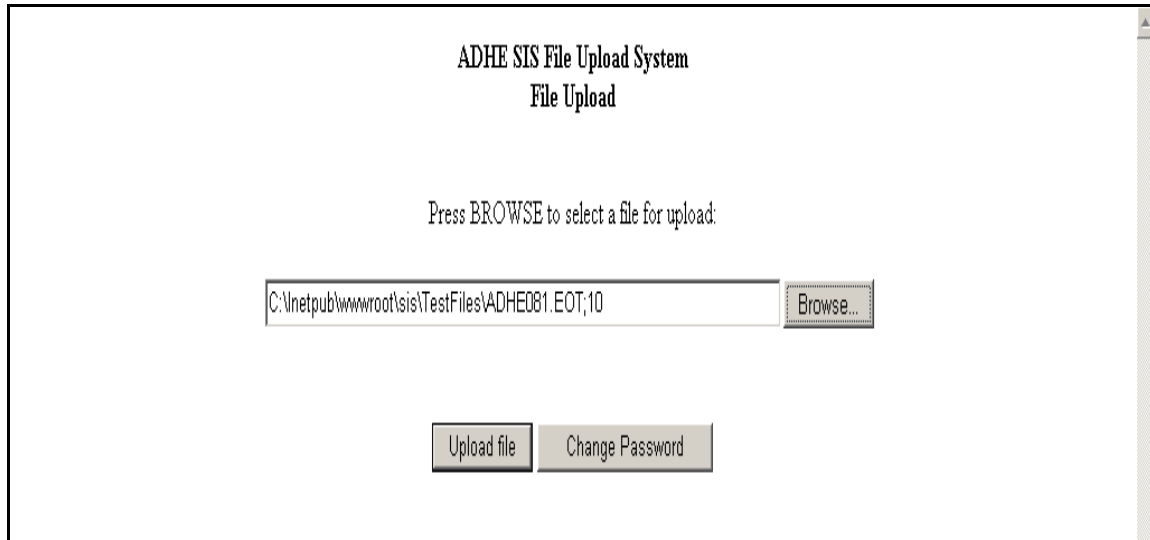
The log on page has two edit boxes for entering the user name and password. The user name is the e-mail address of the person or persons authorized by the institution to upload student information files. The initial user password will be assigned by ADHE. Each submitting institution is responsible for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

Upload Warnings and Error Messages

ADHE SIS File Upload System

```
FATAL ERROR! FATAL ERROR! FATAL ERROR!

The file extention .EOT;10 is not an acceptable SIS file extension.
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
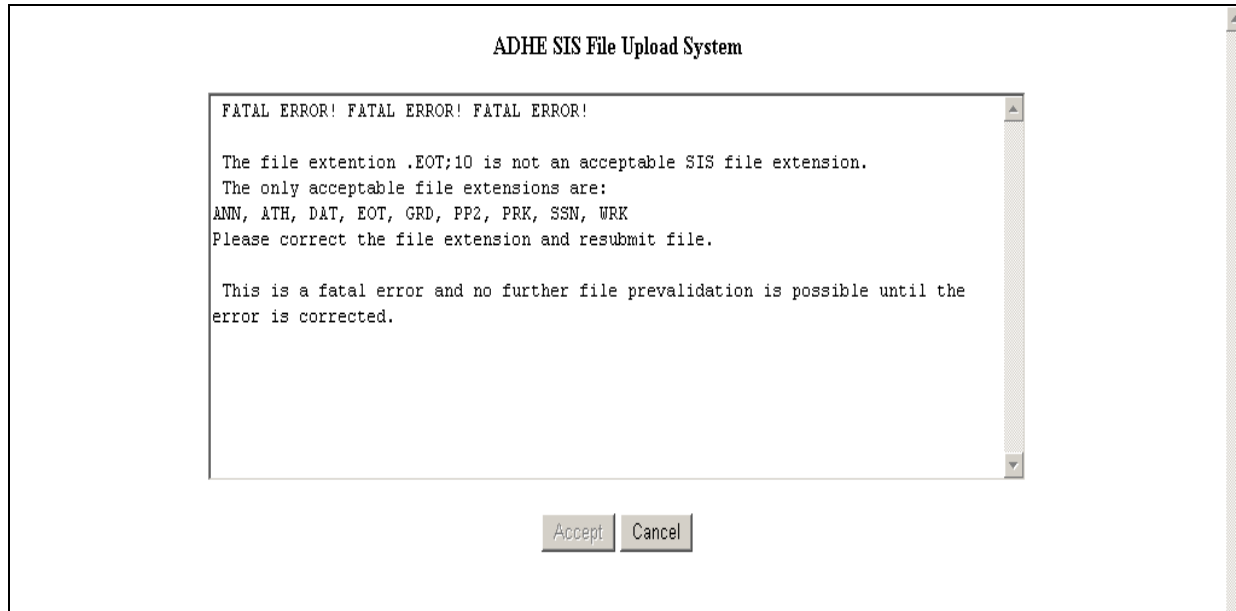
Incorrect File Extension Error Page, Figure 3

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
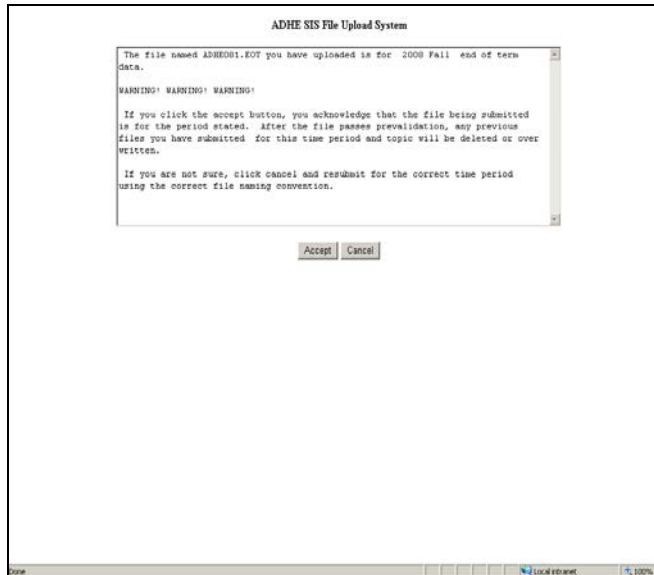
File <u>Warning</u> Page, Figure 4.
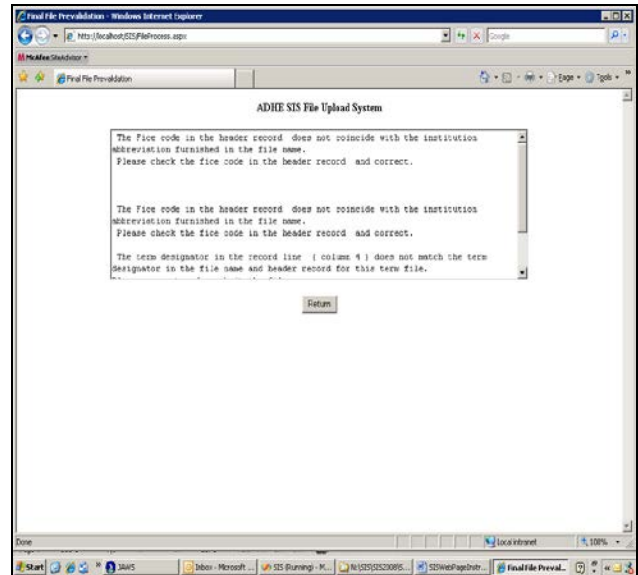
File <u>Error</u> Page, Figure 5.

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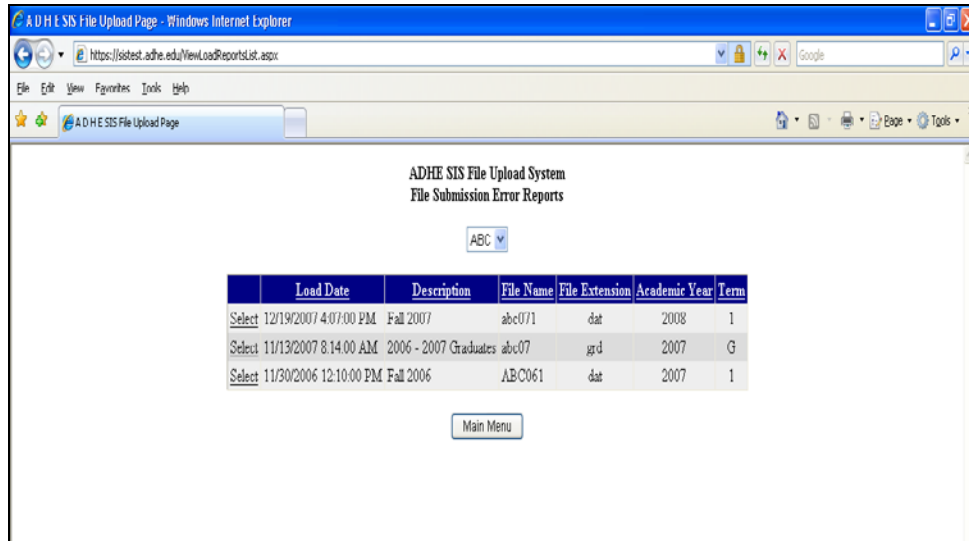
If the log in is successful, the file upload page should appear. To view the file /files error report, click on the "View File Error Reports" button.

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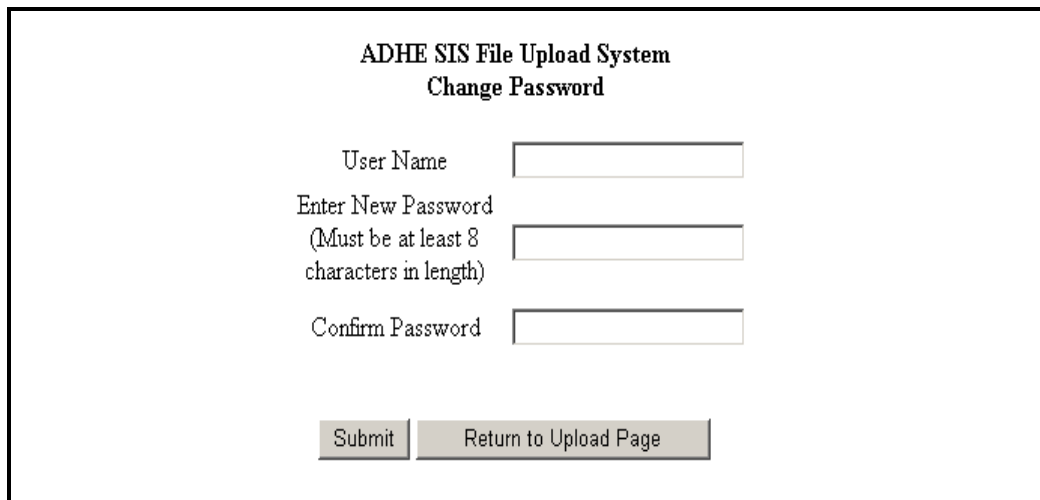
As a second example, a student registers only for fall courses beginning on October 10. All associated records for him/her (student, course, registration, and instructor) are coded as 5, and he/she would not have any on-schedule records.

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

ADHE SIS File Upload System
Change Password

User Name [   ]

Enter New Password
(Must be at least 8
characters in length) [   ]

Confirm Password [   ]

Submit   Return to Upload Page

Changing Passwords, Figure 6.

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

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

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

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

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

ID Change for Student or Instructor Record Layout 1
.SSN

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 file naming convention is: <institutional abbr>.

Field Name	Field #	Length	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. Ex: MMDDYYYY where: MM = month (1 - 12) DD = day (1 - 31) YYYY = year (0000 - 9999) If birth date is unknown, enter eight zeros.
Change Record Type	30	1	Enter the type of identification number type to be changed. 1 = Student Record 4 = Instructor Record Notes: • 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, Registration Table, Fall Cohort Table, and Athlete Cohort Table. • Instructor changes will be applied to all instances of the original number at the reporting institution in the: Instructor Table, Annual Instructor Table, and Course Table.

ID Change for Student or Instructor
Record Layout 2
.SSN2

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

Field Name	Field #	Length	Description
Record Type	1	2	Enter 02 for detail record
Data Type	3	1	Enter C for identification number change
Term	4	1	Term to be changed
Original Identification Number	5	9	Enter the social security number or college identification number reported in previous submissions
New Identification Number	14	9	Enter the corrected or current social security number or college identification number reported in previous submissions.

Date of Birth	23	8	Enter the date of birth for the student or instructor's date. If the birth date is known, use the first two positions to designate the month, the second two positions for the day, and the last four positions for the year.
			
			   Ex: MMDDYYYY where:
			     MM = month (01-12)
			     DD = day (01-31)
			     YYYY = year (0000 – 9999)
			
			If birth date is unknown, enter eight zeros.

Change of Record Type	31	1	Enter the type of identification number type to be changed.
			     1 = Student Record
			     4 = Instructor Record
			Notes:
			  1. Student changes will be applied to all instances of the original number at the reporting institution in the: Student Table, Graduated Student Table, Athlete Table, and Registration Table.
			  2. Instructor changes will be applied to all instances of the original number at the reporting institution in the: Instructor Table, Annual Instructor Table, and Course Table.

Academic Year	32	4	Academic year to be changed

Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)

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

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

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

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

Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)

**Substitute, Alternate, or Locally Generated SSN_ID Structure
(SISDB Student Number)**

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

Adjustment to Cohort
Record Layout

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, <u>and</u> meet the definitions in Change Record Type, Field 13.

Students who return and complete their degree/certificate within 150% of the normal required time <u>may</u> 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: <institutional abbr>.**ADJ**

Field Name	Field #	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter R for removing student from <u>or</u> 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. 1 = The student is deceased or is totally and permanently disabled and thus unable to return to school. 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.) 3 = The student left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps. 4 = The student left school to serve on an official church mission. 9 = Restore student to cohort Notes: • 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.

Grade Update File (GUP)
Record Layout

HEADER RECORD: (ONCE PER FILE)

Field Name		Field #	Length	Valid Choices
Record Type		1	2	01
Data Type		3	1	U
College FICE Code	fice_code	4	6	XXXXXX
Academic Year	academic_year	10	4	YYYY

DATA RECORD: (ONCE FOR EACH STUDENT)

Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	U
Registration Term	term	4	1	0 - 7
SISDB Student ID	ssn_id	5	9	
Course Number	course_number	14	10	
Course Section	course_section	24	3	
Course Sequence Number	sequence	27	6	
New Grade	grade	33	2	See table in file definition

TRAILER RECORD: (ONCE PER FILE)

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

FILENAME FOR GUP FILE:

<School Abbreviation><YR>.GUP

YR = two-digit academic year

TERM

FILES

STUDENT

Student Record Layout

HEADER RECORD: (ONCE PER FILE)

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

DATA RECORD: (ONCE FOR EACH STUDENT)

Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	1
Registration Term	term	4	1	0 - 7
College Student ID	college_id	5	10	(Optional)
SISDB Student ID	ssn_id	15	9	
Filler		24	6	Pad with 6 spaces
Student Name	student_name	30	30	(Last, First M.I. Suffix)
Current Legal Residence	resident_state	60	2	See Appendix C
County of Origin	geo_county	62	3	See Appendix B
State of Origin	geo_state	65	2	See Appendix C
Tuition Status	res_tuition_status	67	1	0 - 3
Border County Waiver	tuition_waiver	68	1	1 - 2
Gender	gender	69	1	1 - 2
Non-resident Alien or Unknown	non_resident_alien	70	2	06, 09, 00
Filler		72	2	Pad with 2 spaces
Date of Birth	date_of_birth	74	8	MMDDYYYY
Enrollment Status	enroll_status	82	2	01 - 15
Transfer FICE Code	transfer_fice	84	6	
Student Level	student_level	90	2	00 - 11, 13, **14**
Degree Intent	degree_intent	92	1	2, 3, 4, 6, 7, 8, 9, D
Attendance Status	attend_status	93	1	0 - 1
Total Credit Hours		94	2	01 - 99
Filler		96	4	Pad with 4 spaces
~~Reason for Enrollment~~	~~enroll_reason~~	~~98~~	~~2~~	~~01 - 06, 08, 98, 99~~
High School GPA	high_school_gpa	100	4	9999
Filler		104	2	Pad with 2 spaces
Asian	asian	106	1	1, 2, 0
Black	black	107	1	1, 2, 0
Hispanic Ethnicity	hispanic	108	1	1, 2, 0
American Indian	amerind	109	1	1, 2, 0
White	white	110	1	1, 2, 0
Native Hawaiian	hawaiian	111	1	1, 2, 0
High School Code	hs_code	112	6	See Appendix D
High School Graduation Year	hs_grad_year	118	4	YYYY
~~Undocumented Student~~	~~undocumented~~	~~122~~	~~1~~	~~1, 2, 3 X~~
Filler		122	1	Pad with 1 space
High School Completion Status	diploma_ged	123	1	0 - 5, 9
Entrance Exam Test Type	ent_exam_type	124	1	0 - 3, 7, 9
Entrance Exam Score	ent_exam_score	125	4	
Math Test Type	test_type_math	129	1	0 - 5, 7, 9
Math Score	test_math	130	3	
Math Placement Status	math_placement_stat	133	1	1 - 3, 8, 9
English Test Type	test_type_english	134	1	0 - 5, 7, 9

Student Record Layout

Field Name	db Name	Field #	Length	Valid Choices
English Score	test_english	135	3	
English Placement Status	english_placement_stat	138	1	1 - 3, 8, 9
Reading Test Type	test_type_reading	139	1	0 - 5, 7, 9
Reading Score	test_reading	140	3	
Reading Placement Status	reading_placement_stat	143	1	1 - 3, 8, 9
ACT Science Reasoning Score	test_science	144	2	01 - 36, 99
Filler		**146**	**8**	**Pad with 8 spaces**
First Degree Major Code	degree_1	154	4	
Second Degree Major Code	degree_2	158	4	
Uteach	uteach	162	1	1, 2
GED test score, if applicable	ged_test_score	163	4	0000-9999

TRAILER RECORD: (ONCE PER FILE)

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

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.

The end-of-term mark (grade) of AU in the end-of-term file is included in the event the student's enrollment status is changed to audit during the term. Similarly, course registrations from which a student has withdrawn as of the census date should not be reported in the Registration File. Only the institution that registers the student should report students enrolled via distance learning.

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 during the term. (Agenda Item 17; April 28, 2006)

Name	#	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter 1 for student record.
Registration Term term	4	1	Enter the term for this student's on-schedule registration record. If a student is registered for off-schedule hours, create a second record for this student and report the off-schedule hours there. 0 = Summer 2 On-Schedule 1 = Fall On-Schedule 2 = Spring On-Schedule 3 = Summer 1 On-Schedule 4 = Summer 2 Off-Schedule 5 = Fall Off-Schedule 6 = Spring Off-Schedule 7 = Summer 1 Off-Schedule NOTE: Report the term when the credit hours were generated and not the term when the hours were submitted.
College Student ID college_id	5	10	OPTIONAL: If your institution has an assigned student identification ID, enter that ID here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification ID 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.

Student File Definitions

Name	#	Length	Field Description
SISDB Student ID ssn_id	15	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see Note C. below. a. If a new (changed) ID is being reported for this student, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student ID)" for working with Alternate SISDB Student ID.
Student Name student_name	30	30	Enter student's last name (comma, space), first name (space), middle initial (period space), and then enter suffix, if applicable. Example: Brown, William J. Jr.
Current Legal Residence State resident_state	60	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.
Geographic Origin – AR or Border Counties geo_county	62	3	Enter the three-digit county code associated with the student's legal residence at the time of admission to the institution. This entry includes all Arkansas counties and selected border counties in states that are contiguous to Arkansas. See county codes in Appendix B. NOTE: Code 000 may be assigned to no more than 5% of an Institution's students.
Geographic Origin –State or Nation geo_state	65	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: Geographic origin may differ from the state of current legal residence. Refer to the definitions of current legal residence (Appendix H) and geographic origin in the Glossary (Appendix G).
Tuition Status res_tuition_status	67	1	Enter the student's status according to the type of tuition charged: 0 = In-state 1 = Out-of-state 2 = In-district 3 = Out-of-district (see note 4) NOTE: 1. Universities, two-year branch campuses, and technical colleges must use 0 or 1. 2. Community colleges must use 1, 2, or 3. 3. Report code 1 if a student's residency is not Arkansas including those who reside in a border county. 4. Enter code 3 when a student is an Arkansas resident but not within the community college's taxing district.
Border County Waiver tuition_waiver	68	1	Report if this student receives a tuition waiver due to residency in one of the out-of-state border counties identified in Appendix B. 1 = Student does not receive border county waiver 2 = Student receives border county waiver

Student File Definitions

Name	#	Length	Field Description
Gender gender	69	1	Enter the gender of student. 1 = Male 2 = Female
Non-resident Alien or Unknown non_resident_alien	70	2	Enter the appropriate code to indicate the student's race/ethnicity or foreign residency classification. 06= Non-Resident Alien 09 = Unknown or Refused to answer (for citizens or resident aliens) 00 = Not Applicable NOTE: No more than 5% of an institution's students may be assigned to code 09. Designations are used for cohort reporting purposes only. Refer to the Glossary (Appendix G) for definitions. If Not Applicable (Code 00), refer to fields 106-111 to report student's specific race/ethnicity. Please compare this field to the six race/ethnic fields. The student should be coded as 09 above, if (in the race/ethnic fields) a student response is: no ones [all 2s (No)] or all zeros (Refused to Report) or any combination thereof
Date of Birth date_of_birth	74	8	If the birth date is known, enter the student's Month/ Day/ Year of birth. Use: the first two positions to designate the 2-digit month, the second two positions for the 2-digit day, and the last four positions for the 4-digit year. If the birth date is not known, enter eight zeros in this field. (No spaces!) Format: MMDDYYYY where: MM = month (01 - 12) DD = day (01 - 31) YYYY = year (0000 - 9999) NOTE: 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.

Student File Definitions

Name	#	Length	Field Description
Enrollment Status enroll_status	82	2	Enter the student's current status at your institution. See Glossary (Appendix G) for definitions of enrollment status. 01 = First-time entering undergraduate 02 = Other first-year continuing student 03 = First-time entering undergraduate transfer student 04 = First-time entering graduate student 05 = First-time entering doctoral student 06 = Continuing undergraduate student 07 = Continuing graduate or doctoral student 08 = Readmitted undergraduate student 09 = Unclassified pre-baccalaureate 10 = Unclassified post-baccalaureate 11 = Graduate transfer 12 = Readmitted graduate student 13 = High school student 14 = Undergraduate transfer TRANSIENT student 15 = Unclassified post-baccalaureate graduate student NOTES: • Community and technical colleges must use codes 01, 02, 03, 06, 08, 09, 10, 13, or 14. • Code 01 - IPEDS Defines a First-Time Entering Student as a First-time 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 (a) students enrolled in academic or occupational programs, (b) students enrolled in the fall term who attended college for the first time in the prior summer term, or (c) 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 (except for situation b above) and should not be confused with entering undergraduate transfer students. • Code 03 or 11 - 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. If the student was a first-time entering transfer student in the summer term, please also report them as a first-time entering transfer student for the fall term. See definition of transfer student under enrollment status in the Glossary (Appendix G). • Code 10 – use this code only for students that have previously earned a bachelor's degree and are seeking another undergraduate credential. • Code 13 - Students currently enrolled in high school must be coded as 13 here and in the student level field. • Code 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, placement test score, and transfer fice are not required for these students. 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; however, transfer fice codes are required for code 03 students. • Code 15 - use this code only for students that have previously earned a bachelor's degree and are seeking a graduate credential or taking graduate coursework. If they can fit into codes 04, 05, 07, 11, or 12 please use them instead of code 15. Use code 15 only as a last resort.

Student File Definitions

Enroll_Status	Student Type	Student_Level
13 = High school student	High School Students	13 = High school student 14 = High school senior
01 = First-time entering undergraduate 02 = Other first-year continuing student 03 = First-time entering undergraduate transfer student 06 = Continuing undergraduate student 08 = Readmitted undergraduate student 09 = Unclassified pre-baccalaureate 14 = Undergraduate transfer TRANSIENT student 10 = Unclassified post-baccalaureate: undergraduate student	Undergraduate Students	00 = Unclassified undergraduate 01 = Freshman 02 = Sophomore 03 = Junior 04 = Senior 10 = Unclassified post-baccalaureate
04 = First-time entering graduate student 11 = Graduate transfer 12 = Readmitted graduate student 05 = First-time entering doctoral student 07 = Continuing graduate or doctoral student 15 = Unclassified post-baccalaureate: graduate student (NEW)	Graduate Students	05 = Master's level 06 = Post-Baccalaureate Certificate or Specialist or First-Professional or Certificate/Degree 07 = Doctoral - Research/Specialist 08 = Doctoral - Other 09 = Doctoral - Professional Practice 11 = Unclassified graduate

Name	#	Length	Field Description

Transfer Institution FICE Code
 	
transfer_fice
	84	6	Enter the FICE code from the student's transfer institution.
			
			If enrollment status (field 82) is coded as 03, 04, 05 or 11, a FICE code for the transfer institution must be reported.
			
			If transfer institution is in state:
			    Enter the fice code (See Appendix A for Institutional FICE Code)
			
			If transfer institution is out of state:
			    Enter the state Code + 9999
			      ex: Alabama = 019999 (See Appendix C for list of state codes).
			
			If student is not reported as a transfer in field 82, leave six blank spaces.
			
			NOTE:
			
			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.

Student File Definitions

Name	#	Length	Field Description
Student Level student_level	90	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. 00 = Unclassified undergraduate (see note 4) 01 = Freshman 02 = Sophomore 03 = Junior 04 = Senior 05 = Master's level 06 = Post-Baccalaureate Certificate orSpecialist or First-Professional Certificate/Degree 07 = Doctoral - Research/Specialist 08 = Doctoral - Other 09 = Doctoral - Professional Practice 10 = Unclassified post-baccalaureate (see note 3) 11 = Unclassified graduate (see note 5) 13 = High school student **14 = High school senior** NOTES: 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. 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. 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). 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. 5. Students with a baccalaureate degree enrolled in graduate coursework but not admitted into a graduate degree program should be reported as code 11.

Student File Definitions

Name	#	Length	Field Description
Degree Intent degree_intent	92	1	Enter the code corresponding to the student's degree intent. 2 = Degree-seeking, complete baccalaureate level program at reporting institution (universities only) 3 = Non-award or non-degree seeking 4 = Degree-seeking, complete associate level program 6 = Degree-seeking, complete baccalaureate level (or higher) program at another institution after transfer 7 = Degree-seeking, complete Certificate of Proficiency 8 = Degree-seeking, complete Technical Certificate 9 = Degree-seeking, but not an undergraduate student D = Diploma-seeking (to be used by BSN or JSN only) NOTE: A high school student must be reported as non-degree-seeking until the college or the university matriculates the student.
Attendance Status attend_status	93	1	Enter the student's status according to the credit hours reported for this student in this submission. 0 = Full-time 1 = Part-Time For FALL or SPRING: Full-time: Undergraduate is >= 12 hr; Graduate >=9 hr Part-time: Undergraduate is < 12 hr; Graduate < 9 hr For SUMMER I or SUMMER II: Full-time Undergraduate is >= 6 hr; Graduate >= 5 hr Part-time Undergraduate is < 6 hr; Graduate < 5hr NOTE: 1. Enter 0 if the student is enrolled only in an interim term. 2. For all First Professional students (ex., law school students), the definition of full-time status is to be determined by the institution.
Total Credit Hours total_credit_hours	94	2	Enter the number of total credit hours in which the student is enrolled at your institution.
~~Reason for Enrollment~~ ~~enroll_reason~~	~~98~~	~~2~~	~~Enter the primary reason for the student attending the institution this term.~~ ~~01 = Complete coursework toward degree or certificate completion at home institution~~ ~~02 = Complete coursework toward degree or certificate completion at another institution~~ ~~03 = Obtain or improve job skills~~ ~~04 = Acquire or maintain licensure~~ ~~05 = Improve self/Personal enrichment (non-job-related skills)~~ ~~06 = Complete coursework for concurrent or dual enrollment~~ ~~08 = Explore educational opportunities~~ ~~98 = Other~~ ~~99 = Unknown~~

Student File Definitions

Name	#	Length	Field Description
High School GPA high_school_gpa	100	4	Enter the high school GPA for students who are under 26 years of age (age 25 or younger), first-time, full-time, and degree or technical certificate seeking freshmen completing 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. GPA Syntax – This field is LEFT-aligned. Please drop the decimal point and use all 4 spaces. Examples: (a) a GPA of 3.50 should be reported as 3500; (b) a GPA of 1.00 should be reported as 1000; (c) a GPA of 2.875 should be reported as 2875; and so forth. NOTE: 1. If the student is in this cohort, enter their GPA. 2. **If the student is in this cohort and you absolutely cannot get their GPA, leave this field blank. Note that this will generate an error which will necessitate the use of an exception request.** 3. **Ensure that all GPA's are on a 4.0 scale – convert them if necessary.** 4. Enter four zeroes (0000) for all other students.
			If student is NOT non-resident alien, unknown, or refused to report (field 70 = 00), more than one race (fields 106, 107, 109, 110, 111) may apply.
Asian [Race] asian	106	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Black [Race] black	107	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Hispanic [Ethnicity] hispanic	108	1	If Hispanic is chosen, one or more race MUST also be chosen. 1 = Yes 2 = No 0 = Refused to report or not applicable
American Indian [Race] amerind	109	1	1 = Yes 2 = No 0 = Refused to report or not applicable
White [Race] white	110	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Native Hawaiian [Race] Hawaiian	111	1	1 = Yes 2 = No 0 = Refused to report or not applicable

Student File Definitions

Name	#	Length	Field Description

High School Code
 	
hs_code
	112	6	**High School codes will only be required for students that are first-time entering (enroll status = 01). For all students that are not first-time entering, use 999999 as the high school code. However, you may enter the actual high school code if desired.**
			
			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.
			
			Because our database does not contain all high school codes for all states, if the high school is out of state, use the state code and 9999. See Appendix C for the list of State Codes.
			
			Examples:
			    041695 (AR State Code + Monticello High School)
			    049999 (AR High School unknown or GED)
			    269999 (MO State Code + 9999)
			    ~~969999 (home-schooled student)~~
			
			Insert the high school code as follows.

Diploma/GED Code	High School Code	
	From Arkansas	Not From Arkansas
0 – has high school diploma from Arkansas	ACT high school code	XX9999 (use state code for XX)
1 – GED from Arkansas	049999	
2 – no diploma/GED, but still high school age	049999	XX9999 (use state code for XX)
3 – no diploma/GED, but Not high school age	049999	XX9999 (use state code for XX)
4 – home-schooled with equivalent of diploma/GED	049999	XX9999 (use state code for XX)
5 – GED Not from Arkansas		XX9999 (use state code for XX)
9 – not a first-time entering undergraduate	049999	XX9999 (use state code for XX) OR 999999

Name	#	Length	Field Description
High School Graduation Year hs_grad_year	118	4	Enter the 4-digit year the student graduated from high school or received a GED. enter the anticipated year of graduation if - the student is currently in high school enter year of high school graduation if - the student is first-time entering - AND a high school graduate enter 8888 if - the student is first-time entering - AND high school code = 049999 or 969999 - AND high school completion status = 2 or 3 enter 9999 if - the student is NOT first-time entering - AND graduation year is not available NOTE: If the term census date is prior to May of the high school graduation year reported in field 118, then fields 82 and 90 must be coded as a high school student. A warning is generated when the student's graduation year is greater than 65 years prior to or four years beyond the current year.

Student File Definitions

Name	#	Length	Field Description
~~Undocumented Student~~ ~~undocumented~~	~~122~~	~~1~~	~~Is the student an undocumented student or undocumented resident? An undocumented student is a foreign national who: (1) entered the United States without inspection or with fraudulent documents; (2) entered legally as a nonimmigrant but then violated the terms of his or her status and remained in the United States without authorization (as defined by the National Immigration Law Center); (3) an enrolled student that refuses to provide documentation of legal residence in the United States.~~ ~~1 — Yes~~ ~~2 — No~~ ~~3 — High School student (Federal law prohibits high schools from collecting undocumented status information. Therefore, simply answer 3 if the student is a current high school student.)~~ ~~NOTES:~~ ~~(1) This field will be validated against the enroll status and student level field to ensure that all code 3 (high school students) are identified uniformly.~~ ~~(2) All students taking courses outside of the continental United States (foreign countries) should use code 2 (No). Foreign nationals are not residents. U.S. citizens enrolled at our institutions overseas are legal residents.~~ ~~Use the capital letter X on the undocumented student field in the student file for all students.~~ ~~Do not use the codes of 1, 2, or 3.~~ ~~Use the capital letter X only.~~
High School Completion Status diploma_ged	123	1	Enter high school completion status for ALL undergraduate students. 0 = Student has high school diploma (not home-school credential) 1 = Student has GED from Arkansas 2 = Student does not have diploma or GED (student is still in high school or is high school age) 3 = Student does not have diploma or GED (student is not in high school or is not high school age) 4 = Student was home-schooled and has the equivalent of a high school diploma/GED 5 = Student has GED from a non-Arkansas state 9 = Not Applicable, student is not an undergraduate

Student File Definitions

Placement Test Scores for High School Students – the validation for high school students enrolling in college must be changed to reflect the following.

Number of Test Scores Required				
Enrollment	Math Score Required	English Score Required	Reading Score Required	Total Test Scores Required
Any General Education Math Course (defined as CIP 27.0101 or 27.0102 and Academic Type = 1 or Course Level = 7/8)	Yes	No	Yes	2
Any General Education English Course (defined as CIP 23.1301 or 23.1304 and Academic Type = 1 or Course Level 7/8)	No	Yes	Yes	2
Any General Education Course (not Math or English and Academic Type = 1 or Course Level =7/8)	No	No	Yes	1
CTE Course (Academic Type = 2 or Course Level = 9)	No	No	No	0

Concurrent High School Students High School Students (student level = 13/14 or enroll status = 13)			
Course Levels 7 & 8	Math (defined as 27.0101 or 27.0102)	English (defined as 23.1301 or 23.1304)	Reading (defined as NOT 23.1301, 23.1304, 27.0101, or 27.0102)
ACT	19	19	19
SAT	460	450	470
Asset	39	45	43
Compass	41	80	83
Explore	15	14	14
Plan	17	16	15
PSAT	46	45	47
NOTE: Ignore Academic Type for course levels 7-9 as course levels 7/8 are defined as general education and course level 9 is defined as career technical education.			

Dual Enrolled High School Students High School Students (student level = 13/14 or enroll status = 13) and Academic Type = 1			
Course Levels 1 & 2 **(not 0, 7, 8, or 9)**	Math (defined as 27.0101 or 27.0102)	English (defined as 23.1301 or 23.1304)	Reading (defined as NOT 23.1301, 23.1304, 27.0101, or 27.0102)
ACT	19	19	19
SAT	460	450	470
Asset	39	45	43
Compass	41	80	83
Explore	15	14	14
Plan	17	16	15
PSAT	46	45	47

High School Seniors Enrolling in Remedial Courses High School Students (student level = 14) High school seniors must have a minimum score of 17 on the ACT (or its equivalent) to enroll in a remedial course.			
Course Level 0	Math (defined as 32.MATH, 32.MAEN, 32.MARE, or 32.COMB)	English (defined as 32.ENGL, 32.MAEN, 32.ENRE, or 32.COMB)	Reading (defined as 32.READ, 32.MARE, 32.ENRE, or 32.COMB)
ACT	17	17	17
SAT	420	420	430
Asset	34	44	41
Compass	26	67	77
Explore	14	13	13
Plan	15	14	14
PSAT	42	42	43
NOTE: Concordances were not found for the numbers shown in green. These were estimated by ADHE. The Explore and Plan scores were estimated by pro-rating scores from the ACT College Readiness Benchmarks (11/11/2013) and the SAT/PSAT score were estimated from the June 2008 ACT to SAT Concordance.			

Student File Definitions

Freshmen Assessment Policy

The Freshman Assessment Policy was amended by AHECB resolution in April 2012. The data collection for this group of students will take effect in Academic Year 2013-2014. 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.

Due to the Lottery Act, test score data will also be required every semester for all undergraduate and high school students receiving state assistance (as defined by the Lottery Act. (You should have this information on file for all students that entered your institution as a first-time entering freshman. You may or may not have it for transfer students.)

Notes:
 (a) Regarding the Lottery Act student test scores, a good rule of thumb would be when in doubt provide the test score.
 (b) Placement Status is only required for first-time entering students.

Test types and test scores (ACT, etc.) must be provided for the following types of students:
 (1) first-time entering freshmen with degree intent of 2, 4, or 6
 (2) high school students
 (Note that the Clarifying Memo of July 2, 2010 exempts transfer students.)

A new ACTS course should be available in the 2013 Fall term – Applied Technical Mathematics (for CTE associate majors only; ACTS Course Index Number = MATH1013). This course is allowed for students with ACT of 16, Asset of 31 (Intermediate Algebra test), and Compass of 21 (Algebra test).

This validation test will be employed for all students enrolled. If enrolled in Applied Technical Mathematics (if ACTS Course Index Number = MATH1013), the student must:
1. Have ACT score of 16 or above, SAT score of 460 or above, Asset score of 31 or above, or Compass test of 21 or above;
2. Have a major degree code in a CTE field, designated in the degree fice year table as an award of AAS, AD, APS, ASN, or ASNT for degree level 03 or any degree level of 01 or 02; and
3. Have math placement status code that is <u>not</u> 3 (placed in remediation).

Cutoff Scores Per AHECB Policy:

Test Type	Valid Score	Freshman and Concurrent Students			Freshman	Freshman CTE Major
		English	Reading	Math (MATH1103) College Algebra	Math (MATH1003) College Math	Math (MATH1013) Applied Technical Mathematics
0-ACT	1-36	19	19	19	19	16
1-SAT	Individual test: 200-800 Composite: 400-1600	450	470	460	460	460
2-Asset	Math: 23-55 Writing: 23-54 Reading: 23-53	45	43	39	39	31
3-Compass	1-99	80	83	41	36	21
4-Explore	1-25	14	14	15		
5-Plan	1-32	16	15	17		
6-PSAT	20-80	45	47	46		

Student File Definitions

1. Students needing remediation in <u>math</u> or <u>English</u> must complete the appropriate remedial course <u>or</u> state approved student success plan.
2. Students needing remediation in <u>reading</u> must complete the appropriate remedial course during their first or second semester.

For concurrent students (enroll status = 13 and course level = 7 or 8):

Enrolled in:	Required Scores:	Optional Scores:
Math (CIP 27)	Math	English/Reading
English (CIP 23)	English	Math/Reading
Other general education courses (not CIP 23 or CIP 27)	Reading	Math/English

The new freshman assessment policy allows first-time entering students to enroll in college level courses provided the student
(1) has satisfied the remedial course requirement,
(2) is enrolled simultaneously in the needed remedial course, or
(3) has completed a state approved student success plan.

The following college level courses are checked to determine which students to review for compliance, i.e., if the student is enrolled in these courses, ADHE will check for past or current remedial enrollment/success and/or the presence of a state approved student success plan. (These are ACTS Course Index Numbers.)

Subject	ACTS Course Index Number/Name
Math	MATH1003: College Math
	MATH1103: College Algebra
English	ENGL1013: English Composition I
Reading	ANTH1013: Introduction to Anthropology
	ARTA1003: Art Appreciation
	BIOL1004: Biology for Non-Majors
	BIOL1014: Biology for Majors
	BIOL1024: Botany for Non-Majors
	BIOL1034: Botany for Majors
	BIOL1054: Zoology
	CHEM1004: Chemistry I for General Education
	CHEM1214: Chemistry I for Health Related Professions
	CHEM1224: Chemistry II for Health Related Professions
	CHEM1414: Chemistry I for Science Majors
	CHEM1424: Chemistry II for Science Majors
	CPSI1003: Introduction to Computers
	CRJU1023: Introduction to Criminal Justice
	DRAM1003: Theatre Appreciation
	FREN1013: French I
	FREN1023: French II
	GEOG1103: Introduction to Geography
	GEOG1113: Human Geography
	GEOL1114: Physical Geology
	GEOL1124: Environmental Geology
	GEOL1134: Historical Geology
	GERM1013: German I
	GERM1023: German II
	HEAL1003: Personal Health
	HIST1113: World Civilizations I
	HIST1123: World Civilizations II
	HIST1213: Western Civilization I
	HIST1223: Western Civilization II
	MUSC1003: Music Appreciation
	PHIL1003: Introduction to Critical Thinking
	PHIL1103: Philosophy
	PHSC1004: Physical Science
	PHSC1104: Earth Science
	PHSC1204: Introduction to Astronomy
	PSYC1103: General Psychology
	SOCI1013: Introduction to Sociology
	SPAN1013: Spanish I
	SPAN1023: Spanish II
	SPCH1003: Introduction to Oral Communication

Student File Definitions

All test score fields (ent_exam_score, test_math, text_english, test_reading, and test_science) <u>must</u> have leading zeros as appropriate.

Score (field length = 3)	Enter As:	Score (field length = 2)	Enter As:
123	123	25	25
19	019	10	10
9	009	5	05

Name	#	Length	Field Description
Entrance Exam Type ent_exam_type	124	1	Enter the code corresponding to the test type used for the composite score. 0 = ACT 1 = SAT 2 = ASSET 3 = COMPASS 7 = Test not required 9 = Does not apply NOTE: If code 9 is entered here, test type math, test type English, and test type reading fields also must be coded 9.
Entrance Exam Score ent_exam_score	125	4	If the Entrance Exam Type was: ACT – enter the composite test score SAT – enter the total of the Math and Critical Reading scores 　　　(test_math + test_reading) All other tests – enter 0000.

Student File Definitions

Please use the following definitions for fields 129-143.

Test Used for Placement	Enter the code corresponding to the test type used to place the student in math, English, or reading.
	
	0 = ACT
	1 = SAT
	2 = ASSET
	3 = COMPASS
	4 = EXPLORE (high school students only)
	5 = PLAN (high school students only)
	6 = PSAT (high school students only)
	7 = Test not required
	9 = Does not apply (student was not referenced in previous section)
	
	NOTES:
	1. This field is required for first-time entering freshmen with degree intent of 2, 4, or 6, high school students, and state-assisted students.
	   (Note that the Clarifying Memo of July 2, 2010 exempts transfer students.)
	2. If the student enroll status is coded as first-time entering undergraduate and degree intent indicates either associate or baccalaureate degree seeking, code 0, 1, 2, 3, 4, or 5 must be reported in this field.
	3. If test option 0, 1, 2, 3, 4, 5, or 6 is reported, a score must be reported in the score field (test_math, test_English, or test_reading).
	4. If student has not been tested and is placed in remediation, enter:
	   - 2 for the test type
	   - 999 for the score.
	5. If code 7 is reported, degree intent must be 3, 7, or 8 for first-time entering students only.
	6. Test scores are to be reported for students
	   - who change from seeking a certificate-level award to seeking an associate degree,
	   - whose degree intent changes from non-degree to degree-seeking
	   - non-degree-seeking students who enroll in mathematics or English composition.
	
	(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].")

Placement Status	Enter the code corresponding to the student's placement status. 1 = College-level placement (ACT, SAT, ASSET, COMPASS) 2 = College-level placement 3 = Placement in remedial course 8 = First-time freshman not in associate or baccalaureate program, but in a 2-yr or technical certificate program 9 = Is not required (the student is not one of the students referenced on previous page) NOTES: 1. Placement status information is only required for first-time entering students. 2. Code 2 is used only when the student is placed in college-level coursework after completing the ACT, SAT, ASSET, COMPASS, EXPLORE, PLAN or PSAT to determine if AHECB remediation standards are met and (1) a local exam or analysis is administered for placement purposes; or (2) when the student has successfully completed a state approved student success plan. 3. If code 8 is entered, the degree intent field must be 3, 7 or 8. 4. Code 9 may be used for state-assisted students that consented to the release of information provided they are not first-time entering or high school students. 5. See Appendix F for additional information on freshman assessment and placement.

Student File Definitions

Name	#	Length	Field Description
Test Used for Math Placement test_type_math	129	1	Enter the code corresponding to the test type used to place student in math. Refer to definition.

Math Score
 	
test_math
	130	**3**	**Enter the student's math test score from the test type indicated in the test for math placement (field 129). If the test type was:**
			  0, ACT, enter the math score
			  1, SAT, enter the math score
			  2, ASSET, enter the intermediate algebra test score. If the student took any other parts of the ASSET for math, enter 999 in the field.
			  3, COMPASS. There are three (3) different types of Compass scores resulting from basically the same Compass exam. These scores are referred by ACT as Pre-Algebra, Algebra, and College Algebra. If:
			   - Pre-Algebra, enter 999.
			   - Algebra, enter the score earned
			   - College Algebra, use concordance Tables 6 and 7 provided by ACT **https://www.act.org/compass/pdf/Concordance.pdf to translate the score into an appropriate Algebra score. While ACT does not recommend this practice of translating scores, ADHE requires that the score used to be the equivalent of the Compass Algebra score.**

Math Placement Status math_placement_stat	133	1	Enter the code corresponding to the student's math placement status regardless of whether or not the student was enrolled in math during the reporting term. Refer to definition. If a math score of 999 was entered, a value of 3 must be entered for the math placement status field.
Test Used for English Placement test_type_english	134	1	Enter the code corresponding to the test type used to place the student in English. Refer to definition.
English Score test_english	135	3	Enter the student's English test score from the test type indicated in the English placement test field. If the test type was: - SAT(including TSWE), enter the writing score - ASSETT, enter the language usage score
English Placement Status english_placement_stat	138	1	Enter the code corresponding to the student's English placement status regardless of whether or not the student was enrolled in English during the reporting term. Refer to definition. If an English score of 999 is entered, a value of 3 must be entered for the English placement status field.

Student File Definitions

Name	#	Length	Field Description
Test Used for Reading Placement test_type_reading	139	1	Enter the code corresponding to the test type used to place the student in reading. Refer to definition.
Reading Score test_reading	140	3	Enter the student's reading test score If the test type was: - SAT, enter the critical reading score
Reading Placement Status reading_placement _stat	143	1	Enter the code corresponding to the student's reading placement status regardless of whether or not the student was enrolled in reading during the reporting term. Refer to definition. If a reading score of 999 is entered, a value of 3 must be entered for the reading placement status field.
ACT Science Reasoning Score test_science	144	2	Enter the student's ACT science reasoning score if the student took the ACT. If the student did not take the ACT, enter "99". If ACT composite score is reported (field 125) and the student is a first-time entering freshman, a valid score must be entered. NOTE: 1. This field is required for first-time entering undergraduates. 2. If student is coded as first-time entering undergraduate for enrollment status (field 82) and degree intent (field 92) indicates either associate or baccalaureate degree seeking, a score must be reported in field 144 if the test score is an ACT.
First Degree / Major Code degree_1	154	4	Enter the student's primary major from your institution's list of valid degree/major codes. If undeclared, enter 0010.
Second Degree / Major Code degree_2	158	4	Enter the student's second major from your institution's list of valid degree/major codes. NOTE: Do NOT report the same degree code entered in field 154. Leave blank spaces if this field does not apply to this student.
UTeach	162	1	Is the student: - majoring in an education field (defined as CIP 13) OR - 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. 1 = Yes 2 = No

Student File Definitions

Name	#	Length	Field Description
GED Test Score, if applicable ged_test_score	163	4	Please provide the student's GED test score if they have a GED. All GED students should have a 1 or 5 on the diploma_ged field. If no composite is provided, simply average all subject scores to obtain a composite. Use <u>integers only</u> in the field and zero-fill the score so that a score of 150 is shown as 0150. (The new version of Arkansas GED tests, effective 1/1/2014, are on a different scale from past scores.)

CREDIT COURSE

Credit Course Record Layout

HEADER RECORD: (ONCE PER FILE)

Field Name	Field #	Length	Valid Choices
Record Type	1	2	01
Data Type	3	1	5
College Fice Code	4	6	000001 - 999999
Academic Year	10	4	YYYY
Filler	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	5
Course Term	term	4	1	0 - 7
Unique Course Sequence Number	sequence	5	6	0 - 999999
Technical Institute Funding (applies only to ATU, UAM, & ASUJ)	tech_inst_funding	11	1	O = Ozark; C = Crossett M = McGehee; T = Marked Tree
Course Title	course_name	12	30	N A
Course Number	course_number	42	10	Include Dept Abbrev
Course Section Number	course_section	52	3	N A
Course Program-Level	cip_2010_code	55	2	01, 03-05, 09-16, 19, 21-54, 60
Course Detail-Level	cip_2010_detail	57	4	0000 - 9999
Course Type	course_type	61	1	1 - 2
Course Method	delv_method	62	2	01 - 21, 98, 99
Technology Type	technology	64	2	00, WB, SS, OT
Course Credit Hours	credit_hours	66	2	01 - 99
Course Level	course_level	68	1	X, 0 - 9, A
Remedial Course Level	remedial_level	69	1	1 - 3
ACT Course	acts_course	70	1	1 - 2
SISDB Instructor ID	ssn_id	71	9	See Page xx for valid ssn's
Linked Course Indicator	link_indicator	80	1	0 - 2
Linked Unique Course Sequence Number	link_sequence	81	6	000000 - 999999
Course Enrollment	enrollment	87	4	0001 – 9999
Academic Type	**academic_type**	**91**	**1**	**1, 2, 3**
Filler		92	1	Pad with 1 spaces
Department Code	dept_code	93	4	N A
Receiving Course Location	recv_locn	97	2	0X, 00 - 12, 77, 98, 99
In- or Out-of-District Status	in_district	99	1	1 - 3
Non-traditional Site	location	100	30	
County Code	county_code	130	3	000 - 075
Filler		133	1	Pad with space
ACTS Course Number	acts_course_number	134	9	
College Instructor ID	college_id	143	10	(Optional)

TRAILER RECORD: (ONCE PER FILE)

Field Name	Field #	Length	Valid Choices
Record Type	1	2	99
Data Type	3	1	5

Credit Course File Definitions

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)

Exclude the following type of courses:
- 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.

Name	#	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter 1 for student record.
Course Term term	4	1	Enter the term for this student's on-schedule registration record. If a student is registered for off-schedule hours, create a second record for this student and report the off-schedule hours there. 0 = Summer 2 On-Schedule 1 = Fall On-Schedule 2 = Spring On-Schedule 3 = Summer 1 On-Schedule 4 = Summer 2 Off-Schedule 5 = Fall Off-Schedule 6 = Spring Off-Schedule 7 = Summer 1 Off-Schedule NOTE: Report the term when the credit hours were generated and not the term when the hours were submitted.
Unique Course Sequence Number sequence	5	6	Enter a unique sequence number to identify each course record. Unique course sequence numbers must be different for each record (unlinked, primary, or secondary) that is submitted in the same file. The sequence number for a secondary record must follow the sequence number of its primary record.

Credit Course File Definitions

Name	#	Length	Field Description
Technical Institute Funding tech_inst_funding	11	1	For ASUJ, ATU, and UAM only. Identify courses that should be excluded from the funding formula. Technical, occupational, or vocational courses offered by what were the technical institutes at Ozark, Crossett, and McGehee should be excluded from the funding formula in order to avoid double funding. All other schools, please leave this field blank O=Ozark C=Crossett M=McGehee T=Marked Tree
Course Title course_name	12	30	Enter the title of the course. Examples: Elementary Statistics; Manufacturing Processes
Course Number course_number	42	10	Enter the course/catalog number for the course. Examples: GEOG 496, MATH 1102, BUS 318
Course Section course_section	52	3	Enter the section number for the course.
Course CIP Code, Program-Level cip_2010_code	55	2	Enter the program-level CIP code (first 2 digits) for this course. See the NCES publication Classification of Instructional Programs, 2010 Edition. Note: 1. The CIP code must match the course curriculum but may or may not be the same as the academic program offering the course. Example A: A business program class (e.g., BUS496) should be assigned a 52 CIP code. Example B: An English course delivered by a general education program has a 23, not a 24, CIP code. 2. Remedial courses: • A 32 CIP code must be assigned to any remedial-level English, mathematics, or reading course • The course level (field 68) must be coded as remedial, 0. 3. Other 32 CIP courses: • courses that serve as an orientation to your college or university • basic skills courses.

Credit Course File Definitions

Remedial courses in the past could only be differentiated by using the CIP Code – 32.0104 (math) and 32.0108 (English or reading). Because of the Remedial Level changes and the re-design of remedial courses at many institutions, each subject must be distinguished by using specific CIP Codes for remedial courses.

For all remedial courses (course level = 0), use the following new special CIP Code designations.

CIP Code	CIP Detail	Subject	CIP6
32	MATH	Math Only	32.MATH
32	ENGL	English Only	32.ENGL
32	READ	Reading Only	32.READ
32	MAEN	Math & English	32.MAEN
32	MARE	Math & Reading	32.MARE
32	ENRE	English & Reading	32.ENRE
32	COMB	All 3 - Math, English & Reading	32.COMB

Name	#	Length	Field Description
Course CIP Detail-Level cip_2010_detail	57	4	Enter the detail-level CIP code (last 4 digits) for this course. See the Classification of Instructional Programs 2010 edition. ALL SHOULD NOT BE ZEROS. See chart above for remedial courses.
Course Type course_type	61	1	Enter the type of course according to whether it meets as an organized or individualized format (see definitions below). 1 = Organized course 2 = Individualized course Note: An organized course is provided principally by regularly scheduled classes in classrooms or other instructional facilities at stated times (e.g., lecture, seminar). An individualized instruction course is not conducted in regularly scheduled class meetings (e.g., individual lessons, private study).Assign code "1" if the course type cannot be differentiated.

Credit Course File Definitions

Name	#	Length	Field Description
Course Method delv_method	62	2	Report the type of delivery method that best characterizes this course. Use the term that reflects your institution's description of the method. 01 = Lecture 02 = Lecture/Laboratory (lecture course which includes a lab component as part of the same course registration); see Note 4. 03 = Laboratory (credit-bearing or zero credit lab which requires a registration separate from the lecture component of the course) 04 = Shop 05 = Practice Teaching (Don't report as off-campus) 06 = Internship/Practicum 07 = Apprenticeship/Externship 08 = Independent Study 09 = Readings 10 = Special Topics 11 = Private Study 12 = Individual Lessons 13 = Applied Instruction 14 = Self-paced 15 = Clinical Rotation/Instruction (Don't report as of 16 = Studio Course 17 = Dissertation/Thesis Research 18 = Activity Course (e.g., physical education) 19 = Seminar 20 = Telecommunications 21 = Correspondence 98 = Other 99 = Unknown Note: 1. Use code 20 in this field only if the course is offered via telecommunications. 2. If this course is delivered via telecommunications simultaneously with another course method, report as a set of linked records as outlined in fields 80 and 81 and report the technology type in field 64. 3. If a code other than 20 is reported, enter 00 in field 64. 4. Courses designated as code "02" should be categorized as organized in field 61 and will be included in the "lecture" section totals in the Delaware Study of Faculty Productivity calculations.

Credit Course File Definitions

Technology Type Description	Web Based (WB)	Site-to-Site (SS)	Other (OT)
00 = Not applicable--course method is not telecommunications			
10 = One Way Real-Time immediate Technology			X
11 = Broadcast Television			X
12 = Cable Television			X
13 = Radio			X
19 = Other			X
20 = Two Way Real-Time immediate Technology		X	
21 = Videoconferencing, including freeze frame, compressed, and full-motion video systems		X	
22 = CuSeeMe compressed digital video over the web		X	
23 = Interactive satellite uplink/downlink			X
24 = Conference calls/audio teleconferencing			X
25 = Audiographic conferencing			X
26 = One-to-one telephone			X
27 = Real-time e-mail chat			X
39 = Other			X
40 = One Way Asynchronous delayed Technology			X
41 = HTML web sites	X		
42 = Web sites without web boards	X		
43 = Video and audio tapes via mail			X
44 = CD-ROMs			X
49 = Other			X
50 = Two Way Asynchronous delayed Technology		X	
51 = One-to-one e-mail			X
52 = Electronic group discussion/computer mediated communication, including ListServ / bulletin and web boards	X		
98 = Other			X

Name	#	Length	Field Description
Technology Type technology	64	2	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. 00 = Not Applicable, course method is not telecommunications WB = Web-Based SS = Site-to-Site OT = Other NOTE: Use codes WB, SS, or OT only if delv_method field is coded as 20. SREB Definition: 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); and Other (OT) – courses delivered via satellite, cable TV, broadcast TV/radio, closed-circuit, video tape, CD ROMS, DVDs, e-mail, etc. The previous codes used in the SISDB would cross-walk to the new codes as follows.
Course Credit Hours credit_hours	66	2	Enter the credit hour value of this course. Enter 0 only if the course is zero credit, such as a lab or shop class.

Credit Course File Definitions

Name	#	Length	Field Description
Course Level course_level	68	1	Enter the level of this course. See course level definitions in the Glossary (Appendix G). X = Non-Remedial, non-college level course 0 = Remedial 1 = Lower level course (freshman, sophomore) 2 = Upper level course (junior, senior) 3 = Master's level 4 = Post-Master's Certificate or Specialist or Post-First Professional Certificate / Degree 5 = Doctoral – Research/Scholarship 6 = Doctoral – Professional Practice 7 = Concurrent endorsed general education course listed in ACTS for which students receive both high school and college credit (a general education course intended for high school students only; NOT **blended** with high school advanced placement class) 8 = **Blended** concurrent/AP course (a concurrent course taught at a high school that is offered in conjunction with an advanced placement course for which students receive both high school and college credit) 9 = Concurrent career-technical education course (a CTE [non-general education] course intended for high school students only for which students receive both high school and college credit) A = Doctoral – Other NOTES: 1. All remedial-level English, mathematics, or reading courses must be coded as course level 0. 2. If course level = 0, you must select the remedial course level below. 3. If course level = 7 or 8, you must answer Yes (1) on the ACTS_COURSE field and provide the ACTS Course Index Number in the ACT_COURSE_NUMBER field. By definition, course levels 7 and 8 are general education courses. 4. If course level = 7 or 8, then the appropriate test score field must be submitted for all students enrolled in these courses. This is required by the Memo of December 2009. 5. If course level = 9, the course must be a non-general education, career-technical education (CTE) course. 6. Courses with course level 7, 8, or 9 are intended solely for high school students. However, if a non-high school student happens to enroll, this can be allowed provided the student is placed in a different course section with the appropriate course level (most likely 1) and you use the linked course indicator and linked unique course sequence number. Essentially, the college data system would show this as two different course sections and it would be reported to ADHE as two different course sections (2 separate records), however, the two linked fields would be used as shown in Example 2 of Course Linking. (This is not applicable to course level 8.) 7. Code X is for non-remedial, non-college level courses. These courses do not count toward a certificate or degree and are not really considered remedial or developmental in the math, English, or reading subject areas. An example might be keyboarding.

Credit Course File Definitions

Name	#	Length	Field Description

Remedial Course Level
 	
remedial_level
	69	1	Per Clarifying Memo of 9/28/2012.
			
			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)
			
			Follow these guidelines for coding the remedial level taking into account the exceptions below:
			1. If there is only 1 remedial course in the subject area, use code 3.
			2. If there are only 2 remedial courses in the subject area, the lowest should be 1 and the highest 3.
			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.
			4. Exceptions: If your institution has revised your remedial courses, the remedial level should be chosen based on the designed intent of the course as follows:
			  a) If course is designed so that the student can complete the course curriculum and satisfy all remedial requirements in the subject area (math, English, or reading) thereby allowing the student to enroll in college level coursework in the subject area, then the remedial level must be 3.
			  b) If course is designed so that the student can complete the course curriculum and satisfy all remedial requirements in the subject area (math, English, or reading) except for one remaining remedial course in the subject area, thereby allowing the student to enroll in that one remaining remedial course, then the remedial level must be 2.
			  c) If course is designed so that the student can complete the course curriculum and satisfy all remedial requirements in the subject area (math, English, or reading) except for two or more remaining remedial courses in the subject area, thereby allowing the student to enroll in one of the two or more remaining remedial courses, then the remedial level must be 1.
			
			NOTE: (1) The above is based on the design of the course. Data provided to ADHE on courses must be based on the design and intent of the course and not the progress, or lack thereof, of the specific student. (2) Based on the above, it is possible that all remedial courses at your institution may be remedial level 3.
			
			SPECIAL NOTE: Remember that for all students enrolled in Remedial Level 3 courses that earn a passing grade (A, B, C, S, CR, or R), the institution must provide a post-test score unless the institution has an approved Student Success Plan on file with ADHE.

ACTS acts_course	70	1	Is this course part of the Arkansas Course Transfer System? 1 = Yes 2 = No

Credit Course File Definitions

Name	#	Length	Field Description
SISDB Instructor ID ssn_id	71	9	Enter the instructor's social security number or work permit number. This entry is not strictly numeric and must match the social security number or work permit number used in the Term Instructor File. If a new ID for the instructor is being reported, use the process described in the ID change section at the front of this manual to update. See Page xx for valid ssn's. Enter the instructor's current social security number (if they provide it). This entry must match the SSN_ID used in the instructor file. If the instructor does not provide a valid social security number, see note c below. a. If a new (changed) ID is being reported for this instructor, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Instructor ID)" for working with Alternate SISDB Instructor ID. NOTE: An individual can withhold his/her SSN as long as he/she can provide proof of citizenship or permission to work within the U. S.

Credit Course File Definitions

Name	#	Length	Field Description
Linked Course Indicator link_indicator	80	1	Enter the linked course indicator for this course record. See examples at the end of this section for reporting linked courses. 0 = Not a linked course 1 = Primary course record 2 = Linked (secondary) course record Note: 1. If code 0 is used, the course has no multiple dimensions to report and only one record is created for this course. 2. A linked record should be used when a single course simultaneously has some multiple dimensions such as the following: (See examples at the end of this section.) multiple prefixes assigned to the same course (e.g., an International Studies course also may carry a course prefix in political science, geography, anthropology, and history simultaneously); see example1; multi-level (i.e., are offered simultaneously for undergraduate and graduate credit); see example 2; multi-locational (e.g., taught in a campus classroom and transmitted simultaneously to another site); see example 3; multi-sectional (e.g., a remedial course of multiple sections offered simultaneously by same instructor); see example 4); multiple instructors (e.g., course is team taught by two or more faculty); see example 5; or multi-credit (e.g., a course where students earn varying amounts of credit hours); see example 6. 3. When a linked course occurs, multiple records are produced which reflect the diversity of disciplines, levels, locations, sections, instructors, or credit hours. One discipline, level, location, section, instructor, or credit hours must be designated as the primary record and this field is coded as 1 on that record. All linked courses require division of enrollments and registrations between the primary and secondary record(s). 4. After the primary record has been designated, remaining discipline(s), level(s), location(s), section(s), instructor(s), or credit hour value(s) is/are designated as (a) secondary record(s). The secondary--or linked--records are coded as a 2 in this field. Any number of linked records may be used which relate back to the primary record, with all secondary records coded as 2. 5. A primary record must be read before a secondary record, although the two records do not have to be adjacent. 6. Secondary records can be linked to only one primary record; secondary records cannot be linked to other secondary records. 7. If code 2 is used, the Linked Unique Course Sequence Number in field 81 must match the Unique Course Sequence Number in the Course File. 8. For courses with multiple instructors, divide the enrollment between the primary and secondary record(s). The allocation should be based on the percentage of workload that the instructor contributes to the course. See example 3 at the end of this section for a layout that illustrates linking for a course with multiple variations.
Linked Unique Course Sequence Number link_sequence	81	6	If this course is not linked or is a primary linked record, leave six blank spaces. If this is a secondary record, enter the unique course sequence number of the related primary course record reported in field 5.
Course Enrollment enrollment	87	4	Enter the number of students enrolled in the course as of the term census date. If a linked course, divide the enrollments between the primary and secondary record(s).

Credit Course File Definitions

Name	#	Length	Field Description

Academic Type
 	
academic_type
	91	**1**	**Please specify the type of academic course as noted below.**
			
			       1 = General Education Course
			       2 = Career Technical Education (CTE) Course
			       3 = Other

Department Code dept_code	93	4	Enter the department code for this course from the list of valid codes for your institution. If course is team taught, enter the code for the unit budgeted for this course.

Receiving Course Location				
Code	**Name**	**On Campus***	**Off Campus***	**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.
0X (Zero X)	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	

*On Campus and Off Campus – denotes whether this receiving course location is on or off-THE main campus.

Per Clarifying Memo of 6/22/2012:

Even though the new code of 0X(Zero X) is considered on-campus, we want you to treat it as off-campus in the way you identify the related fields. For example, PTC has a campus in south Little Rock at the old Expo center. This is considered an on-campus location, but it is not the primary on-campus site in North Little Rock. Therefore, this site should be coded as 0X. The location field (see below) should also be completed to properly identify the location, i.e., South Little Rock Campus, PTC South, South Pulaski County Campus, etc.

Credit Course File Definitions

Name	#	Length	Field Description
Receiving Course Location recv_locn	97	2	Enter the location where this course is received (i.e. location of students). Per Clarifying Memo of 6/22/2012: 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. Notes: (1) If the course is delivered at non-traditional sites and/or via distance learning (not recv_locn code 00), complete field 100 (non-traditional site/location). (2) 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. (3) 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.
In- or Out-of-District Status in_district	99	1	Enter code describing in- or out-of-district status, if a community college. 1 = Not applicable (4-year institutions) (2-year branch campuses, and technical colleges only) 2 = Course taught in-district 3 = Course taught out-of-district Note: Community colleges must enter a 2 or 3. See Glossary (Appendix G.) for definitions of in- and out-of-district.
Non-traditional Sites location	100	30	(see table below)

County Code
 	
county_code
	130	3	Complete this data element for courses.
			
			If the receiving location is not 00, enter the county code.
			
			IF ALL of these conditions are met:
			- Field 61 (Course Type) = 1, Organized *AND*
			- Field 62 (Course Method) is NOT = 20, telecommunications *AND*
			- Field 97 (Receiving Course Location) is NOT = 00
			
			Enter the 3-digit County Code identifying the county where an off-campus course meets. (See Appendix B)
			    001 – 075 = In-state
			    999 = Out-of-state or County Unknown

Non-traditional Sites (Field 100) table:

If Receiving Location (Field 97) =	Location =
00 (On-campus),	Blank spaces
OX (On-Campus) (Zero and capital X)	Name of Specific Site
01-02, 04-10, 98 or 99 (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"

Do NOT enter room numbers or building names.
If the specific site is unavailable, then enter the city and state where the course is held.   ex: Little Rock Air Force Base

Credit Course File Definitions

Name	#	Length	Field Description
ACTS Course Number acts_course_ number	134	9	Enter the ACT course index. See Appendix J. You may contact ADHE's Planning and Accountability Office for a current copy of the ACT Course Index Number list. ACTS course index must EXACTLY match those in Appendix J.
College Instructor ID (Optional)	143	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.

Course Linking

Example 1. Course Offered with Geography and History

Note: This **multi-prefix** course requires two course records: a primary record identifying the part of the course designated for geography and a secondary or linked record identifying the history segment.

Course: International Studies

Starting Position	Field Name	Primary Course Record — Geography		Secondary / Linked Course Record — History
1	Header	2		2
3	Record Type	5		5
4	Course Term	1		1
5	**Unique Course Sequence #**	**111130**	Enter a unique sequence # for both records.	**111131**
11	Filler			
12	Course Title	International Studies		International Studies
42	**Course Number**	**GEOG3200**		**HIST3200**
52	Course Section	4		4
55	2-Digit CIP	45		45
57	CIP Detail	**0701**		**0801**
61	Course Type	1		1
62	Course Method	1		1
64	Technology Type	0		0
66	Course Credit Hours	3		3
68	Course Level	1		1
69	Filler			
71	Instructor ID Number	929292929		929292929
80	**Linked Course Indicator**	**1**		**2**
81	**Linked Unique Course Sequence #**	**[leave blank spaces]**	Enter the unique course sequence # of the linked primary record.	**111130**
87	**Class Enrollment**	**15**	Enter the enrollment associated with each prefix.	**10**
91	Remedial Course	0		0
92	Filler			
93	**Department Code**	**1410**	Enter the code of the department receiving the SSCH.	**1500**
97	Receiving Course Location	0		0
99	In- Out-of-District Status	0		0
100	Off-Campus Site	[leave blank spaces]		[leave blank spaces]

Course Linking

Example 2. Course Offered for Undergraduate and Graduate Credit

Note: the course designated for undergraduate credit and a secondary or linked record identifying the graduate segment.

Starting Position	Field Name	Course: Financial Problems in Business		Secondary / Linked Course Record
		Primary Course Record		
		Undergraduate		**Graduate**
1	Header	2		2
3	Record Type	5		5
4	Course Term	1		1
5	**Unique Course Sequence #**	**111140**	Enter a unique sequence #	**111141**
11	Filler			
12	Course Title	Financial Problems in Business		Financial Problems in Business
42	Course Number	BUS4300		BUS5300
52	Course Section	1		1
55	2-Digit CIP	52		52
57	CIP Detail	0101		0101
61	Course Type	1		1
62	Course Method	1		1
64	Technology Type	0		0
66	Course Credit Hours	3		3
68	**Course Level**	**2**		**3**
69	Filler			
71	Instructor ID Number	929292929		929292929
80	**Linked Course Indicator**	**1**		**2**
81	**Linked Unique Course Sequence #**	**[leave blank spaces]**	Enter the unique course sequence # of the linked primary	**111140**
87	**Class Enrollment**	**18**	Enter the enrollment associated with each	**8**
91	Filler	0		0
93	Department Code	1170		1170
97	Receiving Course Location	0		0
99	In- Out-of-District Status	0		0
100	Off-Campus Site	[leave blank spaces]		[leave blank spaces]

Course Linking

**Example 3. Course Offered On-Campus and Transmitted Simultaneously
by Interactive Satellite to a Business Site**

Note: This **multi-locational course** requires two course records: a primary record identifying the part of the course designated for on-campus and a secondary or linked record identifying the

Course: General Psychology

Starting Position	Field Name	Primary Course Record On-Campus		Secondary / Linked Course Record Telecommunication
1	Header	2		2
3	Record Type	5		5
4	Course Term	1		1
5	**Unique Course Sequence #**	**111150**	Enter a unique sequence # for both records.	**111151**
11	Filler			
12	Course Title	General Psychology		General Psychology
42	Course Number	PSYC1300		PSYC1300
52	Course Section	1		1
55	2-Digit CIP	42		42
57	CIP Detail	0101		0101
61	Course Type	1		1
62	**Course Method**	**1**		**20**
64	**Technology Type**	**0**		**23**
66	Course Credit Hours	3		3
68	Course Level	1		1
69	Filler			
71	Instructor ID Number	429292929		429292929
80	**Linked Course Indicator**	**1**		**2**
81	**Linked Unique Course Sequence**	**[leave blank spaces]**	Enter the unique course sequence # of the linked primary	**111150**
87	**Class Enrollment**	**16**	Enter the enrollment associated with each	**11**
91	Filler			
93	Department Code	2080		2080
97	**Receiving Course Location**	**0**		**4**
99	In- Out-of-District Status	0		0
100	Off-Campus Site	[leave blank spaces]		Alltel

Course Linking

Example 4. Three Sections of a Course Offered Simultaneously by the Same Instructor

Note: This **multi-sectional** course requires three course records: a primary record identifying one of the sections of the course and two secondary or linked records identifying the other two course

Starting Position	Field Name	Primary Course Record Section 1		Secondary / Linked Course Record Section 2	Secondary / Linked Course Record Section 3
		Course: Fundamentals of English			
1	Header	2		2	2
3	Record Type	5		5	5
4	Course Term	1		1	1
5	**Unique Course Sequence #**	**111150**	Enter a unique course sequence # for all three records.	**111151**	**111152**
11	Filler				
12	Course Title	Fundamentals of English		Fundamentals of English	Fundamentals of English
42	Course Number	ENGL0100		ENGL0100	ENGL0100
52	**Course Section**	**1**		**2**	**3**
55	2-Digit CIP	32		32	32
57	CIP Detail	0101		0101	0101
61	Course Type	1		1	1
62	Course Method	1		1	1
64	Technology Type	0		0	0
66	Course Credit Hours	3		3	3
68	Course Level	1		1	1
69	Filler				
71	Instructor ID Number	930303030		930303030	930303030
80	**Linked Course Indicator**	**1**		**2**	**2**
81	**Unique Course Sequence #**	**[leave blank spaces]**	Enter the unique course sequence # of the linked primary record.	**111150**	**111150**
87	**Class Enrollment**	**16**	Enter the enrollment associated with each section.	**11**	**14**
91	Filler				
93	Department Code	1310		1310	1310
97	Receiving Course Location	0		0	0
99	In- Out-of-District Status	0		0	0
100	Off-Campus Site	[leave blank spaces]		[leave blank spaces]	[leave blank spaces]

Course Linking

Example 5. Course Taught by Two Teachers Splitting Responsibilities 75% to 25%

Note: This **multi-instructor** course requires two course records: a primary record identifying the part of the course designated for the instructor teaching 75% of the course, and a secondary or linked record identifying the instructor teaching 25% of the course.

Course: General Biology

Starting Position	Field Name	Primary Course Record — Instructor Teaching 75% of Course		Secondary / Linked Course Record — Instructor Teaching 25% of Course
1	Header	2		2
3	Record Type	5		5
4	Course Term	1		1
5	**Unique Course Sequence #**	**111160**	Enter a unique course sequence # for both	**111161**
11	Filler			
12	Course Title	General Biology		General Biology
42	Course Number	BIOL1400		BIOL1400
52	Course Section	4		4
55	2-Digit CIP	26		26
57	CIP Detail	0101		0101
61	Course Type	1		1
62	Course Method	1		1
64	Technology Type	0		0
66	Course Credit Hours	4		4
68	Course Level	1		1
69	Filler			
71	**Instructor ID Number**	929292929		930303030
80	**Linked Course Indicator**	1		2
81	**Linked Unique Course Sequence**	[leave blank spaces]	Enter the unique course sequence # of the linked primary record.	111160
87	**Class Enrollment**	45	Divide the enrollment and registration records between both	15
91	Filler			
93	Department Code	2500		2500
97	Receiving Course Location	0		0
99	In- Out-of-District Status	0		0
100	Off-Campus Site	[leave blank spaces]		[leave blank spaces]

Course Linking

Example 6. Course Where Students Can Earn Three, Four, or Five Credit Hours

Note: This **multi-credit course** requires three course records: a primary record identifying the part of the course awarding three credit hours and two secondary or linked records identifying the other two credit hour amounts.

Course: Independent Study

Starting Position	Field Name	Primary Course Record Part Awarding 3 Cr Hrs		Secondary / Linked Course Record Part Awarding 4 Cr Hrs	Secondary / Linked Course Record Part Awarding 5 Cr Hrs
1	Header	2		2	2
3	Record Type	5		5	5
4	Course Term	1		1	1
5	**Unique Course Sequence #**	**111160**	Enter a unique course sequence # for all three records.	**111161**	**111162**
11	Filler				
12	Course Title	Independent Study		Independent Study	Independent Study
42	Course Number	BUS5100V		BUS5100V	BUS5100V
52	Course Section	1		1	1
55	2-Digit CIP	52		52	52
57	CIP Detail	0101		0101	0101
61	Course Type	2		2	2
62	Course Method	8		8	8
64	Technology Type	0		0	0
66	**Course Credit Hours**	**3**		**4**	**5**
68	Course Level	3		3	3
69	Filler				
71	Instructor ID Number	930303030		930303030	930303030
80	**Linked Course Indicator**	**1**		**2**	**2**
81	**Linked Unique Course Sequence #**	**[leave blank spaces]**	Enter a unique course seq. # of the linked primary record.	**111160**	**111160**
87	**Class Enrollment**	**5**	Enter the enrollment associated with each amount of credit.	**2**	**1**
91	Filler				
93	Department Code	1670		1670	1670
97	Receiving Course Location	0		0	0
99	In- Out-of-District Status	0		0	0
100	Off-Campus Site	[leave blank spaces]		[leave blank spaces]	[leave blank spaces]

REGISTRATION

AND

END OF TERM

Registration and End of Term Record Layouts

Field Name	Field #	Length	Valid Choices
Record Type	1	2	01
Data Type	3	1	6 = Registration OR 9 = End of Term
College Fice Code	4	6	000001 - 999999
Academic Year	10	4	YYYY
Filler	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	6 = Registration or 9 = End of Term
Registration Term	term	4	1	0 - 7
College Student ID	college_id	5	10	
SISDB Student ID	ssn_id	15	9	
Filler		24	9	Pad with spaces
Course Number	course_number	33	10	Include Dept Abbr
Course Section	course_section	43	3	
Course Sequence Number	sequence	46	6	
Free Tuition	**free_tuition**	**52**	**1**	**1, 2**

The following fields should be completed only with the End of Term File.				
Grade	grade	53	2	
Post Math Test Type	post_test_type_math	55	1	0 - 3, M, T
Post Math Score	post_test_math	56	3	000 - 999
Post English Test Type	post_test_type_english	59	1	0 - 3, C, E, T
Post English Score	post_test_english	60	3	000 - 999
Post Reading Test Type	post_test_type_reading	63	1	0 - 3, N, T
Post Reading Score	post_test_reading	64	3	000 - 999
State Aid	**state_aid**	**67**	**1**	**1, 2**
Filler		68	20	Pad with spaces
Undergraduate Term, Attempted Credit Hours	att_crhr_term_ug	88	3	000 - 999
Undergraduate Term, Earned Credit Hours	earn_crhr_term_ug	91	3	000 - 999
Undergraduate Term, GPA	gpa_term_ug	94	4	0000 - 4000
Undergraduate Cumulative, Attempt Credit Hr	att_crhr_cumu_ug	98	3	000 - 999
Undergraduate Cumulative, Earned Credit Hr	earn_crhr_cumu_ug	101	3	000 - 999
Undergraduate Cumulative, GPA	gpa_cumu_ug	104	4	0000 - 4000
Graduate Term, Attempted Credit Hours	att_crhr_term_gr	108	3	000 - 999
Graduate Term, Earned Credit Hours	earn_crhr_term_gr	111	3	000 - 999
Graduate Term, GPA	gpa_term_gr	114	4	0000 - 4000
Graduate Cumulative, Attempted Credit Hours	att_crhr_cumu_gr	118	3	000 - 999

Registration and End of Term Record Layouts

Field Name	db Name	Field #	Length	Valid Choices
Graduate Cumulative, Earned Credit Hours	earn_crhr_cumu_gr	121	3	000 - 999
Graduate Cumulative, GPA	gpa_cumu_gr	124	4	0000 - 4000

TRAILER RECORD: (ONCE PER FILE)

Field Name	Field #	Length	Valid Choices
Record Type	1	2	99
Data Type	3	1	6 = Registration OR 9 = End of Term

FILENAME FOR <u>END OF TERM</u> FILE:

School Abbreviation + **YY** + Term Code .EOT

YY = two-digit actual year that the term occurred

Registration File Definitions

All students reported in the Student File must be included in the **Registration File**. Each record must reflect a student's status as of the 11th class day for fall and spring terms and the 5th class day for summer terms. This file must have a record for each credit course taken by a student (e.g., a student enrolled in five courses will have five records). Student registration records for courses beginning after the census date (off-schedule courses) should be included in the following term's data submission. The total number of records must equal the total enrollment reported in the Credit Course File.

All course registrations withdrawn by or for students as of or effective to the census date must be excluded from the Registration File and enrollments adjusted in the Credit Course File accordingly.

Name	#	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter 6 for student registration record if a census date submission. Enter a 9 for student registration record if an end of term submission.
Registration Term term	4	1	Enter the term for this student's on-schedule registration record. If a student is registered for off-schedule hours, create a second record for this student and report the off-schedule hours there. 0=Summer 2 4=Summer 2 Off-Schedule 1=Fall 5=Fall Off-Schedule 2=Spring 6=Spring Off-Schedule 3=Summer 1 7=Summer 1 Off-Schedule
College Student ID College_id	5	10	OPTIONAL: If your institution has an assigned student ID, 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.
SISDB Student ID ssn_id	15	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Filler	24	9	Pad field with 9 spaces.
Course Number course_number	33	10	Enter the course/catalog number as defined and identified in the Credit Course File. The course numbers in the two records must be identical.
Course Section course_section	43	3	Enter the course section number as defined and identified in the Credit Course File. The section numbers in the two records must be identical.
Unique Course Sequence Number sequence	46	6	Enter the unique course sequence number as identified in the Credit Course File. The sequence numbers in the two records must be identical. If this registration is associated with a linked course, the registration must be reported using the appropriate primary or secondary course sequence number.

Registration File Definitions

Name	#	Length	Field Description
Free Tuition **free_tuition**	**52**	**1**	**Did the student receive free tuition for this course?** **1 = Yes** **2 = No** **Free tuition does <u>not</u> include tuition charges paid by scholarships or other forms of discounts or waivers, provided that such assistance was reported against the institution's scholarship cap and reported on the annual Financial Report (FAID). If the tuition charges were paid by a public school district, a college/university scholarship, a grant, or a private foundation, then the response must be 2 (No). Students that receive a tuition discount or waiver would also reported as 2 (No) if the discount/waiver is properly reported (this includes students receiving border county waivers, senior citizen discounts/waivers, and other such discounts/waivers).** **Code 1 (Yes) would be used for those students that receive free tuition and such aid is not counted on the scholarship cap report (to Institutional Finance) or is not reported as aid received on the financial aid file (FAID).**

End of Term File Definitions

The **End of Term File** is a resubmission of the Registration File with addition fields. The list of student registrations must be identical (i.e., students should not be added to or deleted from the census file).

Report **off-schedule** term data with the following **on_schedule** term data
EXAMPLE:

Term	Report term data in:	Report EOT data in:
Summer II Off-Schedule	Fall	Fall
Fall Off-Schedule	Spring	Spring
Spring Off-Schedule	Summer I	Summer I
Summer I Off-Schedule	Summer II	Summer II

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

Name	#	Length	Field Description
Grade (grade)	53	2	If this is a registration record, leave this field blank. If this is End of Term record, enter the student final grade or mark using the following chart.

End of Term File Definitions

POST-TEST SCORES

IF YOUR INSTITUTION HAS AN APPROVED STUDENT SUCCESS PLAN ON FILE WITH ADHE, USE BLANKS FOR ALL POST-TEST FIELDS
(POST_TEST_TYPE_MATH, POST_TEST_TYPE_ENGLISH,POST_TEST_TYPE_READING, POST_TEST_MATH, POST_TEST_ENGLISH, AND POST_TEST_READING).

If you <u>do not</u> have a Student Success Plan approved by the ADHE's Academic Affairs per the new Freshman Assessment and Placement Program, please provide post-course test scores for all students enrolled in courses meeting all of the following criteria:

1. The course level is 0 (remedial);
2. The remedial course level is 3 (highest);
3. The course is in the subject of Math, English, or Reading; and
4. The student made a passing grade
   (passing grade is D or above unless your institution defines it as a C or above).

Post-tests are to be administered at the end of the remedial course or shortly after the course was completed.

NOTE: Since the course covered only one subject, there should generally be only one set of scores for that particular course. For example, for students enrolled in the MATH0013 course (Intermediate Algebra), only math end-of-course assessments would be included. For the ENG 0003 (Basic Writing) course, only English end-of-course assessments would be included. However, if the remedial course included more than one subject, provide all appropriate post-test scores (32.MAEN, 32.MARE, and 32.ENRE would require 2 post-test scores whereas 32.COMB would require 3 post-test scores).

In addition to the ACT, SAT, Asset, and Compass tests, the following tests are allowed for use in providing post-test scores for remedial students.

Cutoff Scores Per AHECB Policy				
Test	SISDB Code	Math	English	Reading
ACT	0	>= 19	>= 19	>= 19
SAT	1	>= 460	>= 450	>= 470
Asset	2	>= 39	>= 45	>= 43
Compass - STEM Majors	3	>= 41	>= 80	>= 83
Compass - NON-STEM Majors	3	>= 36	>= 80	>= 83

Supplemental Post-Test Scores				
Test	**SISDB Code**	**Math**	**English**	**Reading**
Compass E-Write (2-8 scale)	C	NA	6	NA
Compass E-Write (2-12 scale)	E	NA	8	NA
MyMathTest	M	70	NA	NA
Nelson-Denny	N	NA	NA	13
TABE	T	12.9	12.8	11.1

NOTES:
1. Compass E-Write (code C) - use minimum score of 6 on the 2-8 scale.
2. Compass E-Write (code E) - use minimum score of 7-8 on the 2-12 scale.
3. MyMathTest (code M) - 70 on the pre-algebra section of MyMathTest is equivalent to an ACT 19.
4. Nelson-Denny (code N) - score of not less than 13.0 (use combined minimum score of 26 on vocabulary & comprehension exams).
5. Compass (code 3) - use Algebra scores only, do not use Pre-Algebra scores.
6. For all TABE scores, please multiply the score by 10 and drop the decimal, so that a 12.9 is entered as 129, etc.

End of Term File Definitions

Name	#	Length	Field Description

Post-Math Test Type	55	1	For all students enrolled in remedial math courses at remedial course level 3 in which the student earned a passing or satisfactory grade, please enter the code corresponding to the test type used as an end-of-course assessment in math.
			    0 = ACT
			    1 = SAT
			    2 = ASSET
			    3 = COMPASS
			    M = MyMathTest
			    T = TABE
			
			NOTE: This field is required for all students enrolled in developmental math courses defined as course level 0 (remedial) and remedial course level 3 (highest) and earning a passing or satisfactory grade.

Post-Math Score	56	3	For all students enrolled in remedial math courses at remedial course level 3 in which the student earned a passing or satisfactory grade, please enter the student's math test score from the test type indicated in the math test type field. If no test was taken, leave blank. **NOTE:** For all TABE scores, please multiply the score by 10 and drop the decimal, so that a 12.9 is entered as 129, etc.

Post-English Test Type	59	1	For all students enrolled in remedial English courses at remedial course level 3 in which the student earned a passing or satisfactory grade, 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
			
			NOTE: This field is required for all students enrolled in developmental English courses defined as course level 0 (remedial) and remedial course level 3 (highest) and earning a passing or satisfactory grade.

Post-English Score	60	3	For all students enrolled in remedial English courses at remedial course level 3 in which the student earned a passing or satisfactory grade, please enter the student's English test score from the test type indicated in the English test type field. If no test was taken, leave blank. **NOTE:** For all TABE scores, please multiply the score by 10 and drop the decimal, so that a 12.9 is entered as 129, etc.

Post-Reading Test Type	63	1	For all students enrolled in remedial reading courses at remedial course level 3 in which the student earned a passing or satisfactory grade, please enter the code corresponding to the test type used as an end-of-course assessment in reading.
			    0 = ACT
			    1 = SAT
			    2 = ASSET
			    3 = COMPASS
			    N = Nelson-Denny
			    T = TABE
			
			NOTE: This field is required for all students enrolled in developmental reading courses defined as course level 0 (remedial) and remedial course level 3 (highest) and earning a passing or satisfactory grade.

Post-Reading Score	64	3	For all students enrolled in remedial reading courses at remedial course level 3 in which the student earned a passing or satisfactory grade, please enter the student's reading test score from the test type indicated in the reading test type field. If no test was taken, leave blank. **NOTE:** For all TABE scores, please multiply the score by 10 and drop the decimal, so that a 12.9 is entered as 129, etc.

End of Term File Definitions

Name	#	Length	Field Description

State Aid
 	
State_aid
	67	**1**	**Did the student receive state financial assistance?**
			    1 = Yes
			    2 = No
			
			State Assistance is defined as:
			A state-supported scholarship, grant, tuition waiver, or tuition reimbursement funded with state funds or net proceeds from the state lottery awarded by:
			    (A) The Department of Higher Education; or
			    (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:
			    (i) Scholarships awarded on the basis of entrance exam scores or high school academic achievement;
			    (ii) Tuition waivers based on age, military service, occupation, or other factors;
			    (iii) Out-of-state tuition waivers for undergraduate students from contiguous states in close proximity to a college or university;
			    (iv) Scholarships for transfers from two-year institutions;
			    (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
			    (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.

End of Term File Definitions

For the Credit Hours and GPA Information referenced, simply repeat the identical credit hour and GPA information on every record applicable to the student. For example:

SSN_ID	Credit Hours Attempted, Term	Credit Hours Earned, Term	GPA Term	Credit Hours Attempted, Cumulative	Credit Hours Earned, 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
Attention: Many fields are left out of this example.						

NOTES:
1) **For credit hours, please <u>right</u>-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Ex: if 85, report as 085**
2) **For GPA, please <u>left</u> justify the number. Carry the decimal out to three (3) places and then drop the decimal point, so that a GPA of 3.50 will be reported as 3500.**
3) **Overall, the EOT file and the specific fields of att_crhrs_term_ug, earn_crhrs_term_ug, att_crhrs_term_gr, and earn_crhrs_term_gr should be reported based on the latest available data for the entire term. Generally, this means that the regular term file EOT will include hours from the off-schedule report, i.e., the Fall EOT will include Fall Off-Schedule. Ideally, the data provided for these reports will be identical for the regular term and off-schedule term. However, from a practical standpoint, the off-schedule EOT will probably include more hours as it will be submitted at a later date.**

   Such data in these fields may or may not balance with data reported in the course and registration fields. ADHE will not attempt to make these fields balance. ADHE recognizes that the EOT data is based on the latest available information and the course/registration tables are based on the 11th day reporting. This discrepancy will be eliminated if ADHE ever moves to a post-term reporting system.

If the student is an undergraduate (or high school) student and takes only undergraduate courses, please provide data for the undergraduate fields only.

If the student is a graduate student and takes only graduate courses, please provide data for the graduate fields only.

For students taking both undergraduate and graduate coursework, report either: (1) the undergraduate or graduate results based on the student's reported student level; or (2) report the student's hours based on calculations using the course level field. Use course levels 1, 2, 7, 8, and 9 for undergraduate coursework and 3, 4, 5, 6, and A for graduate coursework. The course levels for undergraduates may change based on what is decided for course levels 0 and X in the planned survey.

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.

End of Term File Definitions

**EARNED CREDIT HOURS <u>CANNOT</u> EXCEED ATTEMPTED CREDIT HOURS.
(UNDERGRADUATE OR GRADUATE)**

Name	#	Length	Field Description
Undergraduate Term, Attempted Credit Hours	88	3	Enter the total credit hours attempted by the student for the completed term as an undergraduate student.
Undergraduate Term, Earned Credit Hours	91	3	Enter the total credit hours earned by the student for the completed term as an undergraduate student.
Undergraduate Term, GPA	94	4	Enter the grade point average (GPA) for the completed term for the student as an undergraduate student.
Undergraduate Cumulative, Attempted Credit Hours	98	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.
Undergraduate Cumulative, Earned Credit Hours	101	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.
Undergraduate Cumulative, GPA	104	4	Enter the grade point average (GPA) for the student's cumulative history at your institution only as an undergraduate student.
Graduate Term, Attempted Credit Hours	108	3	Enter the total credit hours attempted by the student for the completed term as a graduate student.
Graduate Term, Earned Credit Hours	111	3	Enter the total credit hours earned by the student for the completed term as a graduate student.
Graduate Term, GPA	114	4	Enter the grade point average (GPA) for the completed term for the student as a graduate student.
Graduate Cumulative, Attempted Credit Hours	118	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.
Graduate Cumulative, Earned Credit Hours	121	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.
Graduate Cumulative, GPA	124	4	Enter the grade point average (GPA) for the student's cumulative history at your institution only as a graduate student.

TERM

INSTRUCTOR

Term Instructor Record Layout

HEADER RECORD: (ONCE PER FILE)

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

DATA RECORD: (ONCE FOR EACH INSTRUCTOR)

Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	4
Instructional Term	term	4	1	0 - 7
SISDB Instructor ID	ssn_id	5	9	See Page xx for valid ssn's.
Instructor Name	name	14	30	Last, First MI Suffix
Contract Term	contract_term	44	1	1 - 4
Contract Salary	contract_salary	45	7	

THE FOLLOWING FIELDS SHOULD BE SUBMITTED FOR THE FALL AND SPRING TERMS

Name	db Name	Field #	Length	Valid Choices
Academic Position Source	include_pos_report	52	1	0, 1
Maximum (LIM) Salary	max_salary_auth	53	7	
Gender	gender	60	1	1, 2
Non-resident Alien or Unknown	non_resident_alien	61	2	00, 06, 09
Highest Degree Attained	highest_degree	63	2	00 - 08, 17 - 19
Terminal Degree	terminal_degree	65	1	1, 2, 9
Date of Birth	date_of_birth	66	8	MMDDYYYY
~~EEOC Category~~	~~eeoc_cat~~	~~74~~	~~1~~	~~1 - 7~~
Filler		74	1	Pad with 1 space
Academic Rank	acad_rank	75	2	01 - 06, 08, 09, 99
Faculty Category	tenure_status	77	1	1 - 5
Primary CIP Code	cip_2010_code	78	2	
Filler		80	4	**Pad with 4 spaces**
Percent of Time Employed	proportion_emp	84	3	001 - 100
Course Credit Hours	credit_hours	87	2	01 - 30
Instructional Assignment	pct_instruction	89	3	000 - 100
~~Research/Scholarly Assignment~~	~~pct_research~~	~~92~~	~~3~~	~~000 - 100~~
~~Public Service Assignment~~	~~pct_publsvc~~	~~95~~	~~3~~	~~000 - 100~~
~~Acad./Student Support Assignment~~	~~pct_acadstudspprt~~	~~98~~	~~3~~	~~000 - 100~~
~~Institutional Support Assignment~~	~~pct_instspprt~~	~~101~~	~~3~~	~~000 - 100~~
~~Prof. Development Assignment~~	~~pct_profdevlp~~	~~104~~	~~3~~	~~000 - 100~~
~~Other Assignment~~	~~pct_other~~	~~107~~	~~3~~	~~000 - 100~~
Filler		92	20	**Pad with 20 spaces**
Position Title Code	title_code	112	2	31 - 36
Asian	asian	114	1	1, 2, 0
Black	black	115	1	1, 2, 0
Hispanic	hispanic	116	1	1, 2, 0
American Indian	amerind	117	1	1, 2, 0
White	white	118	1	1, 2, 0

Term Instructor Record Layout

Name	db Name	Field #	Length	Valid Choices
Native Hawaiian	hawaiian	119	1	1, 2, 0
College Instructor ID		120	10	(Optional)

TRAILER RECORD: (ONCE PER FILE)

Field Name		Field #	Length	Valid Choices
Record Type		1	2	99
Data Type		3	1	4

Term Instructor File Definitions

All faculty and personnel involved in instruction and / or paid out of an academic position in your institution's state appropriation must be reported in the Term Instructor File.

For the fall and spring on-schedule term, complete all fields.

For the summer I, summer II, and off-schedule terms, complete only fields 1 through 45.

Also note that non-teaching personnel should be reported only in the fall on-schedule term (term 1) submission. Only those who teach should be reported in all other terms.
Information from your institution's state appropriation is needed to complete this file. A major use of the fall submission is generation of your institution's Delaware Study of Faculty Productivity submitted by ADHE to SREB.

* * * SPECIAL HELP: ADMINISTRATORS WHO TEACH * * *

Field #	Field Name	Values
44	Contract Term	(From the individual's contract)
45	Contract Salary	The individual's salary
52	Academic Position Source	1 (Paid from source other than an academic position)
74	EEOC Category	1 (Executive/administrative/managerial professional)
75	Academic Rank	99 (Not appropriate)
77	Faculty Category	4 (Supplemental faculty)
78	Instructor Primary CIP Code	the cip code best representing the area in which the individual is teaching
84	Percent of Time Employed by Institution	(From the individual's contract)
89	Instructor Assignment	To be calculated based upon teaching load rules of your campus.

Name	#	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter 4 for instructor record.
Instructional Term term	4	1	Enter the term for this instructor's on-schedule course record. If an instructor is teaching off-schedule hours, create a second record for this instructor and report the off-schedule hours there. 0 = Summer 2 4 = Summer 2 Off-Schedule 1 = Fall 5 = Fall Off-Schedule 2 = Spring 6 = Spring Off-Schedule 3 = Summer 1 7 = Summer 1 Off-Schedule

Term Instructor File Definitions

Name	#	Length	Field Description
SISDB Instructor ID (ssn_id)	5	9	Enter the instructor's current social security number (if they provide it). This entry must match the SSN_ID used in the instructor file. If the instructor does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this instructor, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Instructor ID)" for working with Alternate SISDB Instructor ID. NOTE: An individual can withhold his/her SSN as long as he/she can provide proof of citizenship or permission to work within the U. S.
Instructor Name (name)	14	30	Enter the employee's last name (comma space), first name (space), middle initial (period space), and then enter suffix, if applicable (e.g., Jr., Sr., etc.). Example: Smith, Mary G.
Contract Term (contract_term)	44	1	Enter the length of contract for this instructor's employment as it applies to the term being reported. 1 = 9/10 month 2 = 11/12 month 3 = One semester 4 = Summer term(s) Full-time employees that occasionally teach should be identified by either 1 or 2, not as 3 or 4, since they are considered as full-time employees. Please ensure that the position title code field is marked appropriately (use code 33 for staff or administrators).
Contract Salary (contract_salary)	45	7	Enter the salary recorded on the employee's contract for the current reporting year. ~~If this employee is a spring or summer appointment only, enter the salary for that term.~~ If the instructor is not paid from institutional funds, enter 0000000 for the contract salary. Do NOT include salary paid for overload or other duties outside of the contractual agreement. **In other words, for regular faculty and staff, report the annual contract amount only.** **For adjunct faculty and other part-timers, report the sum of all adjunct/part-time contracts for the term reported.** Example: $35,000 = 0035000

Term Instructor File Definitions

The following fields should be submitted for the Fall and Spring terms			

Name	#	Length	Field Description
Academic Position Source (include_pos_report)	52	1	Enter the code indicating if this position is compensated through an academic position in your institution's state appropriation. 0 = Yes, instructor or employee is paid out of an academic position 1 = No, zero salary or is paid from source other than an academic position NOTE: Individuals coded 0 include those who may not be teaching during the year but are paid out of an academic position. Similarly, part-time employees who are paid from an academic position should be coded 0.
Maximum LIM Salary (max_salary_auth)	53	7	Enter the maximum salary (line item maximum (LIM) authorized for this position if the LIM was exceeded in field 45. Enter 0000000 if at or below LIM.
Gender (gender)	60	1	Enter the gender of the employee. 1 = Male 2 = Female
Non-Resident Alien or Unknown (non_resident_alien)	61	2	Enter the appropriate code to indicate the instructor's race/ethnicity or foreign residency classification. 06 = Non-Resident Alien 09 = Unknown or Refused to report 00 = Not Applicable NOTE: 1. No more than 5% of an institution's instructors may be assigned to code 09. 2. Designations are used for reporting purposes only. Refer to the Glossary (Appendix G) for definitions. 3. If Not Applicable (Code 00), refer to fields 114-119 to report instructor's specific race/ethnicity.

Term Instructor File Definitions

Name	#	Length	Field Description

Highest Degree Level
 	
(highest_degree)
	63	2	Enter the highest degree level attained by this individual if they are coded as 01-05, 08 on Academic Rank (field 75).
			
			If Academic Rank (Field 75) = 01 – 05, 08, this field is required.
			
			    00 = Life Experiences
			    01 = Certificate of Proficiency
			    02 = Technical Certificate
			    03 = Associate Degree
			    04 = Advanced Certificate
			    05 = Baccalaureate Degree
			    06 = Post-baccalaureate Certificate
			    07 = Master's Degree
			    08 = Specialist Degree,
			        Post-Masters Certificate, or
			        Post-First Professional Certificate/Degree
			    17 = Doctor's Degree – Research/Scholarship
			    18 = Doctor's Degree – Professional Practice
			    19 = Doctor's Degree – Other
			
			If not teaching staff, (Academic Rank, Field 75 = 06, 07, 09, 99), leave blank.

Terminal Degree (terminal_degree)	65	1	This pertains to teaching staff, academic rank, field 75 = 01 – 05, 08. Is this the highest degree level in the field of study? 1 = Yes 2 = No 9 = NA, not teaching staff (Academic Rank, field 75 = 06, 07, 09, 99)

Date of Birth
 	
(date_of_birth)
	66	8	Enter the employee's date of birth. If unknown, enter 00000000. If 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 to identify the year.
			
			MMDDYYYY where: MM = month (01 – 12);
			                        DD = day (01 – 31);
			                        YYYY = year (0000 – 9999)
			
			If not teaching staff, (Academic Rank, Field 75 = 06, 07, 09, 99), enter eight 9's

~~EEOC Category~~ ~~(eeoc_cat)~~	~~74~~	~~1~~	~~Enter the Equal Employment Opportunity Commission classification in which this position is most appropriately categorized. See definition for the EEOC Categories in the Glossary (Appendix G).~~ ~~Exempt:~~ ~~1 = Executive/administrative/managerial professional~~ ~~2 = Instruction/research professional~~ ~~3 = Specialist/support professional~~ ~~Nonexempt:~~ ~~4 = Technical employee~~ ~~5 = Office/clerical employee~~ ~~6 = Crafts/trade employee~~ ~~7 = Service employee~~ ~~NOTE:~~ ~~For SIS reporting, chairs of academic departments should be included in category 2.~~

Term Instructor File Definitions

Name	#	Length	Field Description
Academic Rank (acad_rank)	75	2	Enter the current academic rank of the instructor. In addition, for codes 01 – 05 and 08 below, you must also complete Highest Degree Level field (highest_degree). 01 = Professor 02 = Associate Professor 03 = Assistant Professor 04 = Instructor 05 = Lecturer 06 = Graduate Assistant (includes Teaching Assistant/Associate and Research Assistant/Associate) 07 = RESERVED, do <u>NOT</u> use 08 = No Rank (see note 1 below) 09 = Undesignated (see note 2 below) 99 = Not Applicable (see note 3 below) NOTES: 1. Institutions that do not designate instructional faculty by rank should use code '08'. 2. Use the undesignated option for special faculty not included in the rank categories, (e.g., visiting scholars, emeritus faculty, and other special ranks.) 3. The 'not applicable' option should be assigned to an employee that is not appointed to the faculty as his/her primary responsibility and may or may not be teaching. Assign administrators who carry academic rank to the appropriate code listed in options 01 – 05.

Term Instructor File Definitions

Name	#	Length	Field Description

Faculty Category
 	
(tenure_status)
	77	1	Enter the faculty category of this instructor. Code librarians according to the appropriate category for your institution. If the librarian does not teach, assign a CIP code of 99.9999 in field 78 to exclude him/her from Delaware Study calculations.
			
			    1 = Regular faculty, tenured
			    2 = Regular faculty, tenure track
			    3 = Regular faculty, non-tenure track
			    4 = Supplemental faculty
			    5 = Graduate assistant (teaching or research)
			    6 = RESERVED, do <u>NOT</u> use
			
			NOTES:
			1. Enter code 1 for faculty who hold tenure. At most institutions, this category includes assistant, associate, and full professors.
			2. Faculty from whom tenure is expected should be coded 2. At most institutions this includes assistant professors.
			3. Report code 3 for those individuals who teach on a *recurring* contractual basis but are ineligible for tenure. At most institutions this includes instructors, lecturers, etc.
			4. Those individuals considered supplemental faculty (code 4), have a *non-recurring* appointment, although the same individual might receive a temporary appointment for several successive terms. The key consideration is that funding is *temporary*, and there is no guarantee of a continuing appointment. This category includes adjuncts, administrators, and professional personnel at the institution who teach but whose primary job responsibility is non-faculty, contributed service personnel, etc.
			5. Code 5, graduate assistant, applies to students at the institution who receive stipends strictly for instructional activity. This category includes teaching assistants that are instructors of record, and GTAs that function as discussion or recitation section leaders, laboratory section leaders, and other types of organized class sections in which instruction takes place but which may not carry credit and for which there is no formal instructor of record. Also includes GTAs that serve as graders or in other instructional functions. Graduate research assistants should also be included here.
			6. Community colleges and technical colleges that do not grant tenure must use codes 3 or 4.

Term Instructor File Definitions

Name	#	Length	Field Description
Instructor Primary CIP Code **(cip_2010_code)**	78	2	**Enter the <u>two</u>-digit CIP code that reflects the program in which the instructor is budgeted. See Classification of Instructional Programs 2010 Edition publication for valid CIP codes.** **NOTE:** **1. If the employee's time is divided between two or more programs, enter the CIP code of the program in which he/she is budgeted for instruction. For example, if a chemistry professor teaches two chemistry courses and one in chemical engineering, the CIP code of the chemistry program should be reported in this field.** **2. When (credit_hours = 0), enter 99. This occurs when an employee is budgeted in an academic position but not in an academic program and, therefore, not involved in instruction (e.g., librarians) or is teaching only non-credit courses.** **3. When credit_hours > 0, enter the cip code that best matches the course being taught.**
Percent of Time Employed by Institution (proportion_emp)	84	3	Enter the proportion of time that this person is employed at your institution. This percentage should be based on a full-time workload as defined by your institution for the term you are reporting or a 40-hour week. To be considered full-time, individuals must be reported here as 100% (the equivalent of 1 FTE). **The percentage of employment cannot exceed 100%.** Examples: 100% = 100 50% = 050

Course Credit Hours
 	
 (credit_hours)
	87	2	Enter the <u>total number</u> of course credit hours <u>taught</u> by the instructor.
			
			 NOTE:
			 1. The following guide should be used in converting contact hours to course credit hours:
			  If Lecture, 1 contact hour =1 credit hour
			  If Clinical, 4 contact hours = 1 credit hour
			  If Technical program labs, 3 contact hours = 1 credit hour
			 2. The number of hours entered in field 87, in most instances, should equal the sum of the course credit hours reported for this instructor's identification number in field 66 of the Credit Course File for the term.

Term Instructor File Definitions

Name	#	Length	Field Description
Instructional Assignment (pct_instruction)	89	3	Enter the percentage of effort assigned to instruction as a proportion of your institution's full-time workload for this term. This number cannot exceed 100, which represents one full-time equivalent (FTE) and should be based on time spent teaching students. Examples:　　1.00 FTE = 100 　　　　　　　　0.20 FTE = 020 NOTE: 1. Instructional activities are those performed by individuals that support course offerings by the institution. This category typically includes general academic instruction, occupational and vocational instruction, remedial and tutorial instruction, etc. 2. Time devoted to instructional support activities (e.g., curriculum development, advising, etc.) should not be included ~~here but rather in one of the other categories~~. 3. If the instructor is assigned 100 percent of time to instruction, this field should be coded 100. If the instructor has no assignment to instruction, enter 000. 4. ~~The sum of fields 89 through 107 should equal 100% if instructor is reported as 100% in field 84.~~ 5. See examples for calculating time at the end of this section, Parts II and III.
~~Research / Scholarly Activity Assignment~~ ~~(pct_research)~~	~~92~~	~~3~~	~~Enter the percentage of effort assigned to research and/or scholarly activity as a proportion of your institution's full-time workload for this term. This number cannot exceed 100, which represents one full-time equivalent (FTE).~~ ~~Examples: 0.25 FTE = 025~~ ~~0.50 FTE = 050~~ ~~NOTE:~~ ~~1. Research activities are those performed by individuals that are organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted within the institution.~~ ~~2. The sum of fields 89 through 107 should equal 100%.~~ ~~3. See examples for calculating time at the end of this section, Parts II and III.~~
~~Public Service Assignment~~ ~~(pct_publsvc)~~	~~95~~	~~3~~	~~Enter the percentage of effort assigned to public service as a proportion of your institution's full-time workload for this term. This number cannot exceed 100, which represents one full-time equivalent (FTE).~~ ~~Examples: 0.75 FTE = 075~~ ~~0.25 FTE = 025~~ ~~NOTE:~~ ~~1. Public service activities are those performed by individuals relating to programs, which make resources and capabilities of an institution available to a community with a need or a problem in need of a solution. This category includes services of the faculty and staff made available outside the context of the institution's required instruction and research activities.~~ ~~2. The sum of fields 89 through 107 should equal 100%.~~ ~~3. See examples for calculating time at the end of this section, Parts II and III.~~

Term Instructor File Definitions

Name	#	Length	Field Description

Academic / Student Support Assignment
 	
(pct_Acadstudspprt)
	98	9	Enter the percentage of effort assigned to academic and/or student support as a proportion of your institution's full-time workload for this term. This number cannot exceed 100, which represents one full-time equivalent (FTE).
			
			Examples 0.25 FTE = 025
			                0.50 FTE = 050
			
			NOTE:
			1. Academic support activities are those performed by individuals that carry out direct support of one or more of the three primary programs (instruction, research, public service). The activities in this category include:
			   a. Activities related to the preservation, maintenance, and display of information and educational materials (e.g., library services and museums)
			   b. Activities that contribute to the way in which instruction is delivered or research is conducted (e.g., educational media services, academic computing support)
			   c. Activities directly related to the administration of academic programs
			   d. Activities related to the professional development of academic personnel.
			2. Student support services are those activities that contribute to the emotional and physical well-being of students, as well as to their intellectual, cultural, and social development outside the context of the institution's formal instruction program.
			3. Be sure to report only those individuals in student affairs who teach and/or are paid from an academic position. Activities in this category include student affairs personnel in admissions and records, athletics and recreation, career services and cooperative education, counseling and testing centers, day care centers, disabled student services, financial aid, health centers, multicultural services, residence life, and student organizations.
			4. ADHE recognizes that organizational structures vary across campuses, with no commonly accepted classification as to what constitutes an academic vs. a student support function. Since academic and student support activities are reported here in the same field, however, this should not pose a reporting problem.
			5. The sum of field 89 through 107 should equal 100%.
			6. See examples for calculating time at the end of this section, Parts II and III.

Institutional Support Assignment (pct_instspprt)	101	3	Enter the percentage of effort assigned to institutional support as a proportion of your institution's full-time workload for this term. This number cannot exceed 100, which represents one full-time equivalent (FTE). Example: 0.50 FTE = 050 NOTE: 1. Institutional support activities are those performed by individuals that provide for both the day-to-day functioning and the long-range viability and effectiveness of the institution. Typically, central administrators, deans, and academic department chairs are included here. 2. The sum of fields 89 through 107 should equal 100%. 3. See examples for calculating time at the end of this section, Parts II and III.

Term Instructor File Definitions

Name	#	Length	Field Description
~~Professional Development Assignment~~ ~~(pet_profdevlp)~~	~~104~~	~~3~~	~~Enter the percentage of effort assigned to professional development as a proportion of your institution's full-time workload for this term. This number cannot exceed 100, which represents one full-time equivalent (FTE).~~ ~~Example: 1.00 FTE = 100~~ ~~NOTE:~~ ~~1. Professional development activities are those performed by individuals that are related to individual and organizational enrichment (e.g., sabbatical, conferences, short courses, and additional degree-related coursework).~~ ~~2. The sum of fields 89 through 107 should equal 100%.~~ ~~3. See examples for calculating time at the end of this section, Parts II and III.~~
~~Other Assignment~~ ~~(pet_other)~~	~~107~~	~~3~~	~~Enter the percentage of effort assigned to other activities not included in any of the preceding assignment fields as a proportion of your institution's full-time workload for this term. This number cannot exceed 100, which is one full-time equivalent (FTE).~~ ~~Example: 0.25 FTE = 025~~ ~~NOTE:~~ ~~1. Any assigned activities performed outside those described in fields 89 through 104 should be documented here.~~ ~~2. The sum of fields 89 through 107 should equal 100%.~~ ~~See examples for calculating time at the end of this section, Parts II and III.~~
Position Title Code (title_code)	112	2	Enter the title code associated with the position number from which the individual is paid. 31 = Full Time Faculty – includes any and all faculty if they are considered full time 32 = Part Time/Adjunct Faculty – all part time faculty and adjuncts except as noted below 33 = Staff/Administrator – all other staff and administrators, full time and part time, that teach 34 = Graduate Assistants – all Graduate Assistants, Teaching Assistants, Research Assistants, etc. 35 = Non-Institutional Employees/High School Instructors – high school teachers or persons not otherwise employed by the institution or persons donating time. Ex: ROTC 36 = Other – any other person that does not fit into the above categories

Term Instructor File Definitions

IF INSTRUCTOR IS **NOT** NON-RESIDENT ALIEN, UNKNOWN, OR REFUSED TO REPORT (FIELD 61 = 00),
MORE THAN ONE RACE (FIELDS 114, 115, 117, 118, 119) *MAY* APPLY.

IF HISPANIC ETHNICITY IS CHOSEN, ONE OR MORE RACE <u>MUST</u> ALSO BE CHOSEN.

Name	#	Length	Field Description
Asian [Race]	114	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Black [Race]	115	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Hispanic [Ethnicity]	116	1	1 = Yes 2 = No 0 = Refused to report or not applicable
American Indian [Race]	117	1	1 = Yes 2 = No 0 = Refused to report or not applicable
White [Race]	118	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Native Hawaiian [Race]	119	1	1 = Yes 2 = No 0 = Refused to report or not applicable
College Instructor ID (college_id)	120	10	OPTIONAL: If your institution has an assigned instructor identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned instructor identification number or does not wish to enter one, 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.

Term Instructor File Definitions

Examples of Time Calculations
Reported in the Term Instructor File

Part I: Calculating Percent of Time Employed (field 84)

A. Percent of Time Employed When Teaching Credit-Generating Courses Only:

If an employee is part-time at the institution and teaching is limited to credit-generating courses, then calculate the percent of time by dividing the credit hour load as a proportion of the institution's full-time teaching load.

Example: Instructor A teaches 6 credit hours per week at a school where 12 hours is a full-time load.

Percent of Time Employed = 6 ÷ 12 = 50%.

B. Percent of Time Employed When Teaching Credit-Generating and Clinical or Lab-Related Courses:

If employee is part-time and teaching assignments include credit-generating courses in addition to clinical or lab-related courses that generate 0 credit hours, three calculations must be completed.

1. Calculate percent of time for credit-generating courses as a proportion of the institution's full-time teaching load as in example A.
2. Calculate the portion of time for the clinical and lab-related courses based on CONTACT HOURS by (a) converting the contact hours to credit hours using the equivalencies listed in field 87 (note 1) and (b) calculating this result as a proportion of the institution's full-time load per week.
3. The sum of steps 1 and 2 is this instructor's percent of time employed.

Example: Instructor X teaches one 3 credit hour course and two lab courses for 4 contact hours that generate 0 credit hours per week at an institution where 15 credit hours is a full-time load.

1. Instructor X's percent of time for the credit generating course:
   3 credit hours ÷ 15 = 20%
2. Instructor X's percent of time for the 0 credit hour lab courses:
   4 contact hours = 1 credit hour ÷ 15 = 7%
3. Percent of time Employed:
   20% + 7% = 27%

Part II: Calculating Percentage(s) of Effort (fields 89 – 107)

A. Percentage of Effort For Full-time Employee with Teaching and One Additional Function:

If an individual is employed full-time, with teaching and administrative responsibilities, calculate as the following:

Example 1: Instructor L teaches two 3-credit hour courses and serves in an administrative appointment as an academic department chair for the remainder of his full-time contractual obligation. At this institution, 15 credit hours is a full-time load.
   a. Instructional assignment of time for the credit-generating course:
      6 credit hours ÷ 15 = 40%
   b. The assignment for institutional support activities equals the time balance, or 60%.

Example 2: Instructor R teaches two 3-credit hour courses and conducts research for the remainder of his full-time contractual obligation. At this institution, 12 credit hours is a full-time load.
   a. Instructional assignment of time for the credit-generating course:
      6 credit hours ÷ 12 = 50%
   b. The assignment for research activities equals the time balance, or 50%.

B. Percentage of Effort For Full-time Employee with Non-teaching Activities:

If the employee is not involved in instruction, but has multiple non-teaching responsibilities, consult with the institution's human resource officer for the appropriate assignment allocation.

Part III: Calculating Percent of Time Employed (field 84) and Percentage of Effort For Part-time Employee with Instructional Assignment Only:

Example 1: Instructor M teaches two 3-credit hour courses at an institution which has a 15-credit hour full-time workload.
   Percent Time Employed = 6 credit hours ÷ 15 = 40%
   Instructional Assignment = 040

Example 2: Instructor M teaches one 3-credit hour course at an institution which has a 12-credit hour full-time workload.
   Percent Time Employed = 3 credit hours ÷ 12 = 25%
   Instructional Assignment = 025

WORKFORCE

EDUCATION

Workforce Education/Training Record Layout

HEADER RECORD: (ONCE PER FILE)

Field Name	Field #	Length	Valid Choices
Record Type	1	2	01
Data Type	3	1	N
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	N
Term	term	4	1	0 - 3
Unique Course Sequence Number	sequence	5	6	000000 - 999999
Course Title	title	11	20	N A
Course Program-Level Cip Code	cip_2010_code	31	2	01, 03-05, 09-16, 19, 21-54, 60
Course Detail-Level Cip	cip_2010_detail	33	4	0000-9999
Course Type	course_type	37	1	1, 2, 3
Course Method	course_method	38	2	01, 02, 03, 07, 10, 14, 20, 98
Technology Type	tech_type	40	2	00, 10-13, 20-25, 41, 42, 44, 50, 52
Course Credit Hours	cr_hrs	42	2	00 - 99
SISDB Instructor ID	ssn_id	44	9	See Page xx for valid ssn's.
Workforce Students Completing Course	enrollment	53	3	001 - 999
CEU	ceu	56	5	0000v0 – 9999v9
Filler		61	5	pad with 5 spaces
Department Code	department	66	4	N A
Receiving Course Location	recv_locn	70	2	0X, 00 - 12, 77, 98, 99
County Code	county_code	72	3	001 – 075
Non-Traditional Site	non_trad_site	75	30	
College ID	college_id	105	10	(Optional)

TRAILER RECORD: (ONCE PER FILE)

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

FILENAME:

<School Abbreviation><**YY><**T>.WRK

YY = two-digit <u>actual year that the term occurred</u>

Workforce Education/Training File Definitions

Workforce files are submitted on a term basis and should be reported in the term following that in which the class ended regardless of when the class began.

The file should be named with reference to the term in which the class was last held and NOT the term the file is submitted.

Only data for the specific term in question should be submitted in a term work force file.

>   For example:
>   The workforce file for fall of one calendar year is due in the following spring of the next calendar year.
>   Assume the data is for the fall term of 2008 and is submitted in the spring of 2009.
>   The file should be named <school abbrev>081.wrk; NOT <school abbrev>092.wrk.
>   The name of the file is dependent on the time covered in the data file, not when the file is submitted.

Courses submitted to ADHE via the workforce file may contain credit hours or CEUs. However, individual courses cannot contain both. If you offer such a course, it must be separated into separate courses – one for credit hours and one for CEUs and the enrollment apportioned appropriately.

In the past, some courses have reported both credit hours and CEUs. Therefore, the training hour calculations are as follows.

If credit hours > 0,
>   credit hours * enrollment = SSCH. And SSCH * 15 = training *(or contact)* hours.

If CEU > 0 and credit hours = 0 (or is null),
>   CEU * enrollment = SCEU. And SCEU * 10 = training *(or contact)* hours.

The primary non-credit workforce/training data that are incorporated into the funding formula for each two-year institution is the total number of contact hours. Total contact hours are calculated using two data elements from the Workforce/Training Data files. The data elements that are used in this calculation are CEU and enrollment for each non-credit course.

Contact hours are calculated for each non-credit course, then contact hours are summed to obtain the total non-credit contact hours for the institution for the semester/term. The formula used to calculate contact hours for each course is:

Examples:

Data from the file:			Training (or Contact) Hours (Calculated):
Course Title	**CEU**	**Enrollment**	**CEU * Enrollment * 10**
COURSE1	1.5	17	255
COURSE2	3.0	15	450
COURSE3	5.2	7	364
		TOTAL:	1,069

Name	#	Length	Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter N for business and industry training course record.
Course Term (term)	4	1	Enter the term when this course was offered. On-Schedule Terms 0 = Summer 2 1 = Fall 2 = Spring 3 = Summer 1
Unique Course Sequence Number (sequence)	5	6	Enter a unique sequence number to identify each course record. Unique course sequence numbers must be different for each record that is submitted in the same file. Credit-hour courses also reported in the Credit Course File and also offered as non-credit-hour courses should have the same Course Sequence Number if possible.
Course Title (title)	11	20	Enter the title of the course. Examples: Elementary Statistics Manufacturing Processes

Workforce Education/Training File Definitions

Name	#	Length	Description
Course Program-Level CIP Code (cip_2010_code)	31	2	Enter the program-level CIP code (first 2 digits) for this course. This must be a valid cip code. See the NCES publication Classification of Instructional Programs, 2010 Edition.
Course Detail-Level CIP Code (cip_2010_detail)	33	4	Enter the detail-level CIP code (last 4 digits) for this course. This must be a valid cip detail. See the Classification of Instructional Programs, 2010 Edition.
Course Type (course_type)	37	1	Enter the type of course. 1=Pre-employment training 2=Existing-employee training 3=Both
Course Method (course_method)	38	2	Report the type of delivery method that best characterizes this course. Use the term that reflects your institution's description of the method. 01 = Lecture 02 = Lecture/Laboratory (lecture course which includes a lab component as part of the same course registration) 03 = Laboratory (credit-bearing or zero credit lab which requires a registration separate from the lecture component of the course) 07 = Apprenticeship/Externship 10 = Special Topics 14 = Self-paced 20 = Telecommunications 98 = Other NOTE: Use code 20 in this field only if the course is offered via telecommunications. If a code other than 20 is reported, enter 00 in field 40.
Technology Type (tech_type)	40	2	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. 00 = Not Applicable, course method is not telecommunications WB = Web-Based SS = Site-to-Site OT = Other NOTE: Use codes WB, SS, or OT only if delv_method field is coded as 20. SREB Definition: 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); and Other (OT) – courses delivered via satellite, cable TV, broadcast TV/radio, closed-circuit, video tape, CD ROMS, DVDs, e-mail, etc. The previous codes used in the SISDB cross-walk to the new codes above.

Workforce Education/Training File Definitions

Name	#	Length	Description
Course Credit Hours (cr_hrs)	42	2	Enter 0 if the course is non-credit; otherwise enter the credit-hour value of the course. NOTE: Workforce courses cannot show both credit hours and CEUs for the exact same course. One of these fields must be zero (0) and the other greater than zero (0). If you have any such course(s), simply split the course into separate sections and report as two separate records. Please ensure that the sequence number is unique. This will follow a similar pattern to the split courses in the course file.
SISDB Instructor ID (ssn_id)	44	9	Enter the instructor's current social security number (if they provide it). This entry must match the SSN_ID used in the instructor file. If the instructor does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this instructor, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Instructor ID)" for working with Alternate SISDB Instructor ID. NOTE: An individual can withhold his/her SSN as long as he/she can provide proof of citizenship or permission to work within the U. S.

Current Code/Description	Web Based (WB)	Site-to-Site (SS)	Other (OT)
00 = Not applicable--course method is not telecommunications			
10 = One Way Real-Time (immediate) Technology			X
11 = Broadcast Television			X
12 = Cable Television			X
13 = Radio			X
19 = Other			X
20 = Two Way Real-Time (immediate) Technology		X	
21 = Videoconferencing (including freeze frame, compressed, and full-motion video systems)		X	
22 = CuSeeMe (compressed digital video over the web)		X	
23 = Interactive satellite (uplink/downlink)			X
24 = Conference calls/audio teleconferencing			X
25 = Audiographic conferencing			X
26 = One-to-one telephone			X
27 = Real-time e-mail chat			X
39 = Other			X
40 = One Way Asynchronous (delayed) Technology			X
41 = HTML web sites	X		
42 = Web sites without web boards	X		
43 = Video and audio tapes (via mail)			X
44 = CD-ROMs			X
49 = Other			X
50 = Two Way Asynchronous (delayed) Technology		X	
51 = One-to-one e-mail			X
52 = Electronic group discussion/computer mediated communication which includes ListServ / bulletin and web boards	X		
98 = Other			X
99 = Unknown			X

Workforce Education/Training File Definitions

Name	#	Length	Description
Workforce Students Completing Course (enrollment)	53	3	Enter the number of workforce students completing the course, whether the course is a credit-hour course or a non-credit hour course. This will either be the same as or less than the enrollment reported for the course in the Credit Course File.
CEU (ceu)	56	5	Enter the total number of Instruction Hours awarded for NON-CREDIT courses rounded to the tenths position. The decimal is implied; therefore, do NOT enter the decimal in this field. Use leading zeroes in the CEU field. For example: | CUEs	Enter
---	---
10.0	00100
5.0	00050
1.0	00010
0.7	00007
0.5	00005
0.1	00001	 Definition: One CEU = Ten (10) contact/instruction hours of participation in organized education/training experience under responsible, qualified direction and instruction. (one contact hour = 60 minutes of instruction) Every 1-credit-hour college course = 15 contact hrs. unless more hours are required. So, a 3-credit-hour course = 45 contact hours or 4.5 CEUs (report as 00045). NOTE: Workforce courses cannot show both credit hours and CEUs for the exact same course. One of these fields must be zero (0) and the other greater than zero (0). If you have any such course(s), simply split the course into separate sections and report as two separate records. Please ensure that the sequence number is unique. This will follow a similar pattern to the split courses in the course file.
Department Code (department)	66	4	Enter the department code for this course from the list of valid codes for your institution. If course is team taught, enter the code for the unit budgeted for this course.

Workforce Education/Training File Definitions

<table>
<tr><th colspan="5">Receiving Course Location</th></tr>
<tr><th>Code</th><th>Name</th><th>On Campus*</th><th>Off Campus*</th><th>Description</th></tr>
<tr><td>00</td><td>On-Campus</td><td>Y</td><td></td><td>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.</td></tr>
<tr><td>0X (Zero X)</td><td>Branch Campus or Alternate Site: On-Campus</td><td>Y</td><td></td><td>On-campus location that is not the main campus or is not included in the codes below.</td></tr>
<tr><td>01</td><td>Branch Campus or Alternate Site: Off-Campus</td><td></td><td>Y</td><td>Off-campus location that is not the main campus or is not included in the codes below.</td></tr>
<tr><td>02</td><td>University Center/Other Arkansas Higher Education Institution</td><td></td><td>Y</td><td></td></tr>
<tr><td>03</td><td>Elementary or High School</td><td></td><td>Y</td><td></td></tr>
<tr><td>04</td><td>Business/Industry Site</td><td></td><td>Y</td><td></td></tr>
<tr><td>05</td><td>Clinic/Hospital</td><td></td><td>Y</td><td></td></tr>
<tr><td>06</td><td>Public Library/Community-Based Organization</td><td></td><td>Y</td><td></td></tr>
<tr><td>07</td><td>Study Abroad</td><td></td><td>Y</td><td></td></tr>
<tr><td>08</td><td>Out-of-State/Country Site</td><td></td><td>Y</td><td></td></tr>
<tr><td>09</td><td>Military Base</td><td></td><td>Y</td><td></td></tr>
<tr><td>10</td><td>Correctional Institution</td><td></td><td>Y</td><td></td></tr>
<tr><td>11</td><td>Secondary Area Center, On-Campus</td><td>Y</td><td></td><td></td></tr>
<tr><td>12</td><td>Secondary Area Center, Off-Campus</td><td></td><td>Y</td><td></td></tr>
<tr><td>77</td><td>Student's Home</td><td></td><td>Y</td><td></td></tr>
<tr><td>98</td><td>Other</td><td></td><td>Y</td><td></td></tr>
<tr><td>99</td><td>Unknown</td><td></td><td>Y</td><td></td></tr>
</table>

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

Per Clarifying Memo of 6/22/2012:
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. For example, PTC has a campus in south Little Rock at the old Expo center. This is considered an on-campus location, but it is not the primary on-campus site in North Little Rock. Therefore, this site should be coded as 0X. The location field (see below) should also be completed to properly identify the location, i.e., South Little Rock Campus, PTC South, South Pulaski County Campus, etc.

Workforce Education/Training File Definitions

Name	#	Length	Description
Receiving Course Location (recv_locn)	70	2	Enter the location where this course is received, (i.e. location of students). See chart on previous page. Notes: If the course is delivered at non-traditional sites and/or via distance learning (not recv_locn code 00), complete field 100 (non-traditional site/location). 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. 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.
County Code (county_code)	72	3	Complete this data element for courses. If the receiving location is not 00, enter the county code. IF ALL of these conditions are met: - Field 61 (Course Type) = 1, Organized AND - Field 62 (Course Method) is NOT = 20, telecommunications AND - Field 97 (Receiving Course Location) is NOT = 00, on campus, Enter the 3-digit County Code identifying the county where the course meets. (See Appendix B) 001 – 075 = In-state 999 = Out-of-state or County Unknown
Non-Traditional Site (non_trad_site)	75	30	<table><tr><td>If Receiving Location (field 70)=</td><td>Non-Traditional Site(Field75)=</td></tr><tr><td>00</td><td>Blank spaces</td></tr><tr><td>0X (Zero X)</td><td>Name of Specific Site</td></tr><tr><td>01-02, 04-10, 98, or 99</td><td>Name of specific site</td></tr><tr><td>03</td><td>High school code</td></tr><tr><td>77</td><td>"Student's Home"</td></tr><tr><td>11, 12</td><td>Secondary Area Center See Appendix E.</td></tr></table>
College Instructor ID (college_id)	105	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.

Workforce Education/Training
Revision to AHEIS Manual: June 16, 2008

Workforce Defined

Workforce Education/Training is defined as any postsecondary (primarily non-credit) education or training activity (seminar, workshop, course, customized training, etc.) that is specifically used for developing/enhancing the skills of existing employees or members of any business or industry, and any training provided to individuals, whether employed or unemployed, that is designed to meet the employment needs of the student and/or employer by enhancing occupational, technical, and/or soft (communication, computational, and interpersonal) skills.

Workforce Instructional Types

- Non-Credit (Continuing Education Unit – CEU) – Described under the section <u>Guiding Principles for Non-Credit Workforce Training</u> in which CEU's may be awarded.

- Credit courses – Description and identification of credit courses for general reporting are listed under the section <u>Guiding Principles for Identification of Workforce Credit Courses.</u>

Guiding Principles for Non-Credit (CEU) Workforce Training

Workforce activity is recorded by using the following method:

Individual Continuing Education Units (CEU's)

An individual Continuing Education Unit (CEU) may be awarded to students completing a learning activity that meets the established criteria for a CEU and is recorded as such.

An electronic transcript (or permanent) is maintained for all students completing a CEU course resulting in a CEU award.

CEU's may be awarded for any activity meeting the criteria.

Workforce CEU's are identified by the prefix of WFE. These are FOR CREDIT awards meeting CEU criteria.

Workforce Education courses must meet Individual CEU criteria and be recorded as such to be reported for inclusion in State formula funding.

The instructor of a Workforce Course Education class that is included in the ADHE count must be an approved faculty member of the college (permanent, adjunct, volunteer, or consultant) and under the control and direction of the appropriate instructional dean and workforce director.

When an institution works with an industry through an agreement to certify or validate CEU's for a company's own in-house training/workforce activity, the CEU's for this activity shall not be included in the ADHE count and shall not be assigned a "WFE" prefix.

"Non-Credit Distance Education (ITV, On-Line, Video Tapes, etc.) are considered workforce classes if they meet the criteria for CEU's.

Clarification regarding instructor – Distance classes must be instructor led, i.e. they must meet the same instructor requirements as with an on-campus class and the instructor must interact with the students in a distance teaching-learning methodology. (A self-paced non-instructor involved course should not be included in this area.   Do not include Ed2Go classes as the instructors are not under college control or supervision.

On-line or video course contact hours shall be as defined in the learning outcomes (syllabus) required in the development of a CEU course. If the instructor uses a commercially prepared course, the product-recommended hours may be included in the syllabus as the contact hours necessary for completion. If a student takes more hours than designated in the syllabus as required for completion of the course – only count the hours as designated required in the Syllabus. If a student takes less time than the hours designated as required for completion – only count the hours as designated required in the syllabus. In all completer cases the number of hours will be the same and will be those as identified in the syllabus or learning outcomes as required for completion of the class.

Workforce Education/Training
Revision to AHEIS Manual: June 16, 2008

CEU Criteria For Workforce

CRITERIA FOR AWARDING A WORKFORCE CEU WERE ESTABLISHED TO:
- •Provide a standard unit of measure,
- •Quantify Workforce education and training activities, and
- •Serve the diversity of providers, activities, and purposes in Workforce education.
- •CEU criteria represent national quality training standards for Arkansas to follow

DEFINITION:
- •One CEU = Ten (10) contact hours of participation in organized education/training experience under responsible, qualified direction and instruction. (1 contact hour = 60 minutes)
- •Short courses of 1 contact hour or more may be counted for reporting (0.1 CEU)

TEN CRITERIA FOR AWARDING THE CEU FOR WORKFORCE:

ORGANIZATION: The institution must have an identifiable workforce education or training unit or group with assigned responsibility for administering workforce education and/or training events.

RESPONSIBILITY AND CONTROL: The institution, through its training unit, ensures that criteria are followed.

SYSTEM FOR AWARDING THE CEU: The institution has a system in place to identify learners who meet requirements for satisfactory completion. The provider maintains a complete, permanent record of each learner's participation, and can provide a copy of that record upon request.

LEARNING ENVIRONMENTAL AND SUPPORT SYSTEMS: A learning environment and support services, appropriate to the Workforce education or training goals and learning outcomes, are provided.

NEEDS IDENTIFICATION: Each learning event is planned in response to the identified needs of a target audience.

LEARNING OUTCOMES: The institution has clear and concise written statements of intended learning outcomes (e.g., behavioral or performance objectives) based on identified needs for each Workforce education and training event.

PLANNING AND INSTRUCTIONAL PERSONNEL: Qualified personnel are involved in planning and conducting each learning event.

CONTENT AND INSTRUCTIONAL METHODS: Content and instructional methods are appropriate for the learning outcomes of each event.

ASSESSMENT OF LEARNING OUTCOMES: Procedures established during event planning are used to assess student achievement of the learning outcomes.

POST-EVENT EVALUATION: Each learning event is evaluated by the students and the training unit.

Reference for quoted information (criteria for awarding CEU's) is from the IACET website (http://www.iacet.org) and with terminology changes to reflect workforce only.

Workforce Education/Training
Revision to AHEIS Manual: June 16, 2008

Guiding Principles for Identification of Workforce Credit Courses

There are instances where credit courses are offered as workforce training. Those courses are reported as a part of the college's regular semester credit report. **They are not duplicated for the purpose of funding decisions**.

To provide a comprehensive report to the state and community as to the effectiveness of the colleges in responding to and developing the state's workforce, each college is to identify a section number that will only be used for workforce **credit classes** – WF# (two alphas and one numeral) is suggested if your system allows for three places (note: because of the differences in institution computer systems and the existing institution data coding systems, it is anticipated that a section number used across all colleges would present difficulty for some – thus the above is suggested – but each institution should identify a consistent section code for Workforce credit classes.

In the report of credit data each semester the workforce section number should be identified.

Each College Workforce Director in conjunction with the institutional IR person will submit to the AATYC Workforce Coordinator an annual (Summer II – summer 1 or July 1 – June 30) report by semester in July of unduplicated headcount credit workforce activity.

Since the counts from Workforce Education and Training data collection directly relate to the AATYC "2006 Mini-Model Funding Formula" for the reimbursement of previously non-State-funded expenses, data integrity is important and accuracy is needed to avoid any appearance of "double-dipping". Thus, do not count any For-Credit (or Non-Credit) courses that are **"regular"** offerings of college Technical/Technology Divisions or Academies, where the college already receives direct State funding subsidy support. Only off-schedule, customized, special section, and/or free For-Credit courses supervised and delivered via your training department should be counted in the WFE & T reports, and these are only to offer "recognition" to the college for extra community businesses and organizations outreach training support services upon-demand.

It is perfectly ok to report training counts where Companies/Clients receive direct State expense reimbursement grants themselves, like from the AEDC Existing Workforce Training Program (EWTP), the AWIB Incumbent Worker Training Program (IWTP), or other sources not sent directly to the college to pay for the training course expenses. Also, secondary Tech Prep instruction is not eligible for counting for possible formula reimbursement, while Apprenticeship program activities are ok to count. It may also be noted that when a for-credit course exceeds 15 clock hours of instruction per credit hour, as often happens in Apprenticeship or special lab classes, then it is ok to count and report the total number of clock hours delivered versus being limited to just 15 hours per one credit hour.

It is not necessary to calculate CEUs for workforce **credit** courses.

Workforce Education/Training
Revision to AHEIS Manual: June 16, 2008

Recording, Reporting, and Validating CEU Workforce Activity

A permanent course file shall be maintained on each course, documenting that the Ten CEU Criteria (page 71) were met. The file contents are to include a syllabus that addresses learning outcomes, action or content, and instructional method, as well as instructor and course evaluations. Also to be included are:

> Instructor vita
> Course planning document that addresses organization needs, identification and location of instruction and its environment for supporting learning
> Party (ies) responsible for developing number of hours and number of CEU's
> Course/program evaluation results (by instructor and/or client)
> Registration information
> Class roster
> Contract signed by business/industry representative, if applicable

An institutional listing of all courses shall be maintained by the training unit, and shall include:

> Course number
> Course title
> Course description
> CEU's (if awarded or not)
> Appropriate CIP

For Workforce courses to be included in formula funding, the course information must be a part of the College's computerized registration record. If an institution does not have student information software that will handle CEU's, the institution must implement a paper system of registration and record keeping that will allow the college to build an EXCEL document that can be converted into a test file in the ADHE-required reporting format for transmittal.

NOTE:

The word "course" as used in this text may be interpreted to mean an activity, workshop, seminar, etc., which is organized, meets the CEU criteria, and is for the purpose of learning.

The institution must maintain an electronic transcript of the student's work, if a CEU is awarded.
Reporting shall be calculated and transmitted to ADHE by term with due dates the same as the other term files.

Validation shall include addition of CEU-type registration to state audit system as with credit registration.

Workforce Education and Training Reporting Requirements

See the ADHE Reporting Manual for further clarification and documentation.
The Workforce Education and Training Course File includes courses for which academic credit is generally NOT granted. This file is specifically intended to collect data about non-credit business and industry training courses. Directions are provided for identifying qualifying credit hour courses. Those courses are submitted through credit reporting but identified as listed in this report. This identification allows credit workforce effort to be identified as workforce initiatives for general reporting but maintains the integrity of identification of non-credit courses for funding purposes.

Specific directions follow for:

> Non-Credit (Continuing Education Unit – CEU) – directions are listed under the section Guiding Principles for Non-Credit Workforce Training in which CEU's may be awarded.

> Credit courses – directions for identification of credit courses for general reporting are listed under the section Guiding Principles for Identification of Workforce Credit courses.

This file is optional for four-year institutions to report.

The Workforce Education and Training Course File is a TERM FILE submission, due on the same dates as the other term files. All submissions are to be of completed courses, thus it is anticipated that the majority of submissions for a semester will be included on the 11 day report of the semester following course completion.

A N N U A L

F I L E S

STUDENT

FINANCIAL

AID

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
Filler		4	1	Pad with space
College Student ID	College_id	5	10	
SISDB Student ID	ssn_id	15	9	See File Specifications for Valid SSN
Fund Code	fund_code	24	8	
Fund Amount	fund_amount	32	5	00000 - 99999
Amount Reduced by Stacking	reduced_stacking	37	5	00000 - 99999

TRAILER RECORD (one per file)

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

File name for Financial Aid Data File

<School Abbreviation><YR>.FAID   YR is the two-digit academic year of the data.

Financial Aid File Definitions

NEW FINANCIAL AID REPORT REQUIREMENTS

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

Time Period Covered – the period covered by these reports will be for **the most recently** completed 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 annually by public institutions: (1) a local fund to fund code crosswalk file (FAID_CROSS_WALK); and (2) a financial aid data file (.FAID)

1. FINANCIAL AID CROSSWALK FILE

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.

Field Name	#	Length	Valid Choices
College Fice Code	**1**	**6**	**000001-999999**
Financial Aid Year	**7**	**4**	**YYYY**
Fund Code	11	8	Enter the generic fund code field listed in the FUND CODE table below.
Local Fund Code	19	10	Enter 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.
Local Fund name	29	256	Enter the official name of the local institution financial aid fund. NOTE: Private institutions may use any name desired to protect the identity of donors

The Financial Aid Crosswalk File will be submitted to ADHE as an Excel or Excel-compatible file. Name the file as shown.

Filename: school abbreviation_FAIDCROSSWALK_YYYY.**XLS**   YYYY is the four-digit academic year of the data.

For example, if Pulaski Technical College submitted their crosswalk file, it would be called PTC_FAIDCROSSWALK_2012.

SAMPLE CROSSWALK FILE				
Fice Code	**Financial Aid Year**	**Fund_Code**	**Local_Fund_Code**	**Local_Fund_Name**
123456	YYYY	INGRSC1	ABC	ABC Company Scholarship Fund
123456	YYYY	INGRSC1	XYZ	XYZ Corporate Scholarship
123456	YYYY	INGRSC1	JDOE	John Doe Memorial Scholarship

Financial Aid File Definitions

2. FINANCIAL AID DATA FILE AND FIELDS (FAID)

The Financial Aid Data File will be submitted **annually**. 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.

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) in the fund_amount field**.
3. If the student has a valid EFC of greater than zero (0), report it as usual in the fund_amount field.
4. Blank (null) EFC's are not allowed in the fund_amount field.

Because our data system cannot accept a blank or null value in a numeric field, the Fund Amount (field 32) cannot be blank. EFC can only be used as a Fund Code when the Fund Amount (field 32) is greater than zero or the FAFSA EFC is zero.

Examples	Fund Code	Fund Amount
Student does not have valid EFC from FAFSA	Do not report EFC	(NA)
Student has valid EFC of zero from FAFSA	Report EFC	Enter zero (0)
Student has an EFC greater than zero	Report EFC	Report EFC amount

Field Name	#	Length	Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter F for financial aid record.
Filler	4	1	Pad with 1 space.
College Student ID	5	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.
SISDB Student ID (ssn_id)	15	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Fund Code (fund_code)	24	8	See the complete listing of authorized fund codes in the FUND CODE table.
Fund Amount (fund_amount)	32	5	Enter the final year-end total amount of assistance received by the student for the fund and the full academic year. This should be reported as a positive amount and should be the final year-end amount including any and all adjustments.
Reduced Amount by Stacking (reduced_stacking)	37	5	Enter the amount (if any) that was reduced due to the state stacking requirement. This should be reported as a positive amount. If there was no reduced amount, enter zero (0).

Financial Aid File Definitions

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

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) in the fund_amount field**.
3. If the student has a valid EFC of greater than zero (0), report it as usual in the fund_amount field.
4. Blank (null) EFC's are not allowed in the fund_amount field.

Because our data system cannot accept a blank or null value in a numeric field, the Fund Amount (field 32) cannot be blank. EFC can only be used as a Fund Code when the Fund Amount (field 32) is greater than zero or the FAFSA EFC is zero.

Examples	Fund Code	Fund Amount
Student does not have valid EFC from FAFSA	Do not report EFC	(NA)
Student has valid EFC of zero from FAFSA	Report EFC	Enter zero (0)
Student has an EFC greater than zero	Report EFC	Report EFC amount

Sample Data file For FAID Table

SAMPLE STUDENT 1

SSN_ID	FUND CODE	FUND AMOUNT	REDUCED AMOUNT STACKING
123456789	COA	2500	0
123456789	USPELL	500	0
123456789	ARGS	750	0

SAMPLE STUDENT 2

SSN_ID	FUND CODE	FUND AMOUNT	REDUCED AMOUNT STACKING
555555555	COA	5000	0
555555555	EFC	O	O
555555555	USPELL	2000	0
555555555	ARACS	2000	200
555555555	INWORK1	800	0
555555555	INOTHER5	200	0

SAMPLE STUDENT 3

SSN_ID	Fund Code	FUND AMOUNT	REDUCED AMOUNT STACKING
987654321	COA	2100	0
987654321	EFC	575	0
987654321	ARMTS	250	0
987654321	INGRSC3	500	0
987654321	INOTHE1	500	0
987654321	PRWORK5	175	0
987654321	PRLOAN1	100	0

In Sample Student 1 above, the student had no EFC, so EFC was not reported.

In Sample Student 2 above, the student had a EFC of 0, so 0 was reported. 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).

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.

Financial Aid File Definitions

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

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

Financial Aid File Definitions

#	##	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

#	##	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

GRADUATED STUDENT

Graduated Student Record 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
College Student ID	college_id	4	10	(Optional)
SISDB Student ID	ssn_id	14	9	See Page xx for valid ssn's.
Reverse Transfer		**23**	**1**	**1, 2**
Filler		24	6	Pad with 6 spaces
Initial Enrollment Status	init_enroll_status	30	1	1, 2, 3, 9
Initial Term Attendance Status	init_attend_status	31	1	0, 1
Institutional Admission, Month and Yr	init_admit_date	32	6	MMYYYY
Gender	gender	38	1	1, 2
Non-resident Alien or Unknown	non_resident_alien	39	2	06, 09, 00
Credit Hours Completed	cr_hr_completed	41	3	000 - 999
Graduation, Month and Year	graduation_date	44	6	MMYYYY
Degree Type	degree_level	50	2	01-08, 17-19
Program CIP Code	cip_2010_code	52	2	01, 03-05, 09-16, 19, 21-54, 60
Detail CIP Code	cip_2010_detail	54	4	0000 - 9999
First Degree Code	degree_1	58	4	0000 - 9999
Double-Major Degree Code	degree_2	62	4	0000 - 9999
Triple-Major Degree Code	degree_3	66	4	0000 - 9999
Equiv. Education Specialization CIP Code	ee_cip_code	70	2	13 or 2 blank spaces
Equiv. Education Specialization CIP Detail	ee_cip_detail	72	4	4-digit CIP detail or 4 blank spaces
Asian	asian	76	1	1, 2, 0
Black	black	77	1	1, 2, 0
Hispanic	hispanic	78	1	1, 2, 0
American Indian	amerind	79	1	1, 2, 0
White	white	80	1	1, 2, 0
Native Hawaiian	hawaiian	81	1	1, 2, 0
Age	age	82	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><YR>.GRD   YR is the two-digit academic year of the data.

Graduated Student File Definitions

NOTE: Degree codes are unique identifiers of academic programs. A student cannot earn the same credential more than once; therefore, **the same degree code cannot be reported for the same student more than once, regardless of whether it is in the same year or different years**. Programs with options or emphases have the same degree code, but the student cannot earn the credential more than one time. This also applies to double- and triple-majors: the degree code used in the degree_2 or degree_3 fields cannot match the degree_1 field for any student in any year.

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

<p align="center">ADHE no longer uploads the IPEDS completions report for institutions.</p>

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.
College Student 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.
SISDB Student ID (ssn_id)	14	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Reverse Transfer	**23**	**1**	**Was this credential awarded via the reverse transfer program?** **1 = Yes 2 = No**
Initial Enrollment Status (init_enroll_status)	30	1	Enter the description of the location of where the student began coursework for this degree. 1 = Student entered as first-time, degree-seeking at the institution awarding the degree/certificate 2 = Student entered as non-degree-seeking at the institution awarding the degree/certificate 3 = Student entered as first-time, degree-seeking at an institution different from the college/university awarding the degree/certificate (this is a transfer student) 9 = Student entered at the post-baccalaureate or graduate level

Graduated Student File Definitions

Name	#	Length	Description
Initial Term Attendance Status (init_attend_status)	31	1	Enter the attendance status of the student's initial term of enrollment at the graduating institution. Blanks (nulls) are not allowed. 0 = Full-time 1 = Part-time
Institutional Admission **MONTH AND YEAR** (init_admit_date)	32	6	Enter the **2-digit MONTH** and <u>**4-digit**</u> 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. 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. MMYYYY – where MM = Month (01 - 12) and YYYY = Year (0000 - 9999) NOTES: 1. Admission date is the beginning date of the term for which the student is formally admitted for study to the institution as a first-time entering student. Whether a letter of admission is mailed in March for student A, May for student B, or July for student C is irrelevant if all of these students enter in the same fall cohort (which would be reported as 082008 for an August 2008 admission date). 2. This entry is the base date for calculating a student's time-to-degree and begins when a student initially enrolls. a. For all undergraduate students, enter the date when the student entered your institution to obtain the degree. This is when the student was considered a first-time entering freshman (enroll status) at your institution. If they are a transfer student, then it would be when they were a first-time entering transfer student. If they received a second bachelor's degree, enter the original first-time entering freshman date. This is not when they entered into a particular program of study. b. For all graduate students and above, enter the date they first enrolled into any program in the degree level they received. For a master's degree student, enter the date that they entered into any program at the master's level. For a doctoral student, enter the date in which they entered into any program at the doctoral level. For example, if a student entered into a master's history program and later changed to a master's humanities program, enter the original date for the master's history program. For graduate students, this should always be when they entered into the particular degree level, not the particular program. c. For any students that have previously earned a bachelor's degree or higher and have re-enrolled to seek any credential lower than a bachelor's degree (Certificate of Proficiency, Technical Certificate, Associate Degree, or Advanced Certificate), please use the date in which the student 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.

Graduated Student File Definitions

Name	#	Length	Description
Gender (gender)	38	1	Enter the student gender. 1 = Male 2 = Female
Non-Resident Alien or Unknown (non_resident_alien)	39	2	Enter the appropriate code to indicate the graduates' race/ethnicity or foreign residency classification. 06 = Non-Resident Alien 09 = Unknown or Refused to report 00 = Not Applicable **NOTE**: No more than 5% of an institution's graduates may be assigned to code 09. Designations are used for cohort reporting purposes only. Refer to the Glossary (Appendix G) for definitions. If Not Applicable (Code 00), refer to fields 76-81 to report graduate's specific race/ethnicity.

Credit Hours Completed
 	
(cr_hr_completed)
	41	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.
			
			NOTES:
			1. Regarding the degree level completed, include all hours per the following:
			
			  Category Degree Levels
			  Bachelor's and Lower 01, 02, 03, 04, 05
			  Post-Bacc. Cert 06
			  Masters 07
			  Post Cert./Degrees 08 (old 11, 12)
			  Doctor's – Res/Schol 17 (old 09)
			  Doctor's - Prof 18 (old 10)
			  Doctor's - Other 19 (not used)
			
			2. Transfer Hours - The credit hours earned at other institutions would only include hours that your institution accepted in transfer and that your institution included on the student's transcript.
			3. Examples:
			  (a) If a student is enrolled in a master's level program (07) as a graduate student and takes an undergraduate course, the hours should not be included unless the course is required by the masters level program.
			  (b) If a student is an undergraduate student and is enrolled as in a graduate level course, the hours should not be included unless the course is required by the undergraduate program.
			  (c) Overall, if the course is not at the same degree level in which the student is officially enrolled, do not include it unless it is required by their program of study. If it is at the same degree level, include it whether or not it is required by their program of study.

Graduation **Month and Year** (graduation_date)	44	6	Enter the **month and year** that the student received the degree or Certificate. MMYYYY where: MM = Month (01 - 12) and YYYY = Year (0000 - 9999)

Graduated Student File Definitions

Name	#	Length	Description

Degree Type
 	
(degree_level)
	50	2	Enter the type of degree that the student received from your Institution. You must use your AHECB-approved list of degree programs to determine the degree type.
			
			    01 = Certificate of proficiency
			    02 = Technical certificate
			    03 = Associate degree
			    04 = Advanced certificate
			    05 = Baccalaureate degree
			    06 = Post-baccalaureate certificate
			    07 = Master's degree
			    08 = Post-Master's Certificate or Specialist or
			         Post-First Professional Certificate / Degree
			    17 = Doctor's Degree – Research/Scholarship
			    18 = Doctor's Degree – Professional Practice
			    19 = Doctor's Degree – Other

Program CIP Code (cip_2010_code)	52	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.
Program CIP Code Detail (cip_2010_detail)	54	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.

First Degree Code
 	
(degree_1)
	58	4	NOTE: Degree codes are unique identifiers of academic programs. A student cannot earn the same credential more than once; therefore, **the same degree code cannot be reported for the same student more than once, regardless of whether it is in the same year or different years**. Programs with options or emphases have the same degree code, but the student cannot earn the credential more than one time. This also applies to double- and triple-majors: the degree code used in the degree_2 or degree_3 fields cannot match the degree_1 field for any student in any year.
			
			Enter the code for the student's first degree earned from your institution during the reporting year. If more than one award was earned during the reporting year, see note 1. See the list of AHECB-approved degree codes for your institution.
			
			NOTE:
			1. <u>MULTIPLE CREDENTIALS</u>: If a student has earned a second degree or certificate from your institution during the reporting year, create a second record for that award and enter the second degree code there. Reporting a second degree applies when the institution awards two degrees that are for either:
			    a. Different fields of study (e.g., Bachelor of Arts in English and Bachelor of Secondary Education)
			    b. Different levels of degrees (e.g., Bachelor of Arts in English and Associate of Liberal Arts).
			
			2. <u>DOUBLE OR TRIPLE MAJORS</u>: If a student completed a double major, enter that information in field 62. Reporting a double major applies when an institution awards one degree for more than one field of study (e.g., Bachelor of Arts in English and Anthropology; Bachelor of Science in Mathematics and Psychology). Double- or Triple-Majors <u>must</u> be at the same degree level.

Graduated Student File Definitions

Name	#	Length	Description
Double-Major Degree Code (degree_2)	62	4	NOTE: Degree codes are unique identifiers of academic programs. A student cannot earn the same credential more than once; therefore, **the same degree code cannot be reported for the same student more than once, regardless of whether it is in the same year or different years**. Programs with options or emphases have the same degree code, but the student cannot earn the credential more than one time. This also applies to double- and triple-majors: the degree code used in the degree_2 or degree_3 fields cannot match the degree_1 field for any student in any year. Enter the degree code of the double-major if applicable. Leave four blank spaces if no double major is reported.
Triple-Major Degree Code (degree_3)	66	4	NOTE: Degree codes are unique identifiers of academic programs. A student cannot earn the same credential more than once; therefore, **the same degree code cannot be reported for the same student more than once, regardless of whether it is in the same year or different years**. Programs with options or emphases have the same degree code, but the student cannot earn the credential more than one time. This also applies to double- and triple-majors: the degree code used in the degree_2 or degree_3 fields cannot match the degree_1 field for any student in any year. Enter the degree code of a third major if applicable. Leave four blank spaces if no third major is reported.
Equivalent Education Specialization CIP Code (ee_cip_code)	70	2	Enter 13 if this student graduated with a baccalaureate degree in a cognate field/specialization as part of teacher preparation rather than an education degree. **NOTE:** **1**. Only complete this field for students who received their bachelor's degree during the **current** reporting year. **2**. Do NOT report students (e.g., post-baccalaureates) who received a degree in a prior year and now are completing education courses prior to recommendation for teacher education certification. **3**. Do NOT report a code here if 13 was reported in Field 52 (Program CIP Code). **4**. Two-year institutions must leave this field blank
Equivalent Education Specialization CIP Code Detail (ee_cip_detail)	72	4	Enter the four-digit CIP code detail that best describes the equivalent teaching specialization of this graduate. Please refer to the detail associated with CIP Code 13 from the National Center for Education Statistics (see Appendix I). **NOTE:** **1**. Do NOT report a code here if field 70 was left blank. **2**. Two-year institutions must leave this field blank.

Graduated Student File Definitions

<table>
<tr><td colspan="4">IF GRADUATE IS NOT NON-RESIDENT ALIEN OR UNKNOWN (FIELD 39 = 00),
MORE THAN ONE RACE CODE IN FIELDS 76, 77, 79, 80, 81 MAY APPLY.
IF HISPANIC IS CHOSEN, ONE OR MORE [RACE] MUST ALSO BE CHOSEN</td></tr>
<tr><td>Name</td><td>#</td><td>Length</td><td>Field Description</td></tr>
<tr><td>Asian [Race]
(asian)</td><td>76</td><td>1</td><td>1 = Yes   2 = No   0 = Refused to report or not applicable</td></tr>
<tr><td>Black [Race]
(black)</td><td>77</td><td>1</td><td>1 = Yes   2 = No   0 = Refused to report or not applicable</td></tr>
<tr><td>Hispanic [Ethnicity]
(hispanic)</td><td>78</td><td>1</td><td>1 = Yes   2 = No   0 = Refused to report or not applicable</td></tr>
<tr><td>American Indian
[Race]
(amerind)</td><td>79</td><td>1</td><td>1 = Yes   2 = No   0 = Refused to report or not applicable</td></tr>
<tr><td>White [Race]
(white)</td><td>80</td><td>1</td><td>1 = Yes   2 = No   0 = Refused to report or not applicable</td></tr>
<tr><td>Native Hawaiian
[Race]
(hawaiian)</td><td>81</td><td>1</td><td>1 = Yes   2 = No   0 = Refused to report or not applicable</td></tr>
</table>

Name	#	Length	Description
Age	82	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.

ANNUAL

INSTRUCTOR

Annual Instructor Record Layout

HEADER RECORD: (ONCE PER FILE)

Field Name		Field #	Length	Valid Choices
Record Type		1	2	01
Data Type		3	1	7
College Fice Code		4	6	000001 - 999999
Academic Year		10	4	YYYY
Filler		14	2	pad with 2 spaces

DATA RECORD: (ONCE FOR EACH INSTRUCTOR)

Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	7
College Instructor ID		4	10	
SISDB Instructor ID	ssn_id	14	9	See Page xx for valid ssn's.
Position Title Code	title_code	23	2	31 - 36
SOC Code	soc_code	25	2	
SOC Detail	soc_detail	27	4	
Filler	filler	31	1	Pad with 1 space
Instructor Name	name	32	30	Last, First M I Suffix
Contract Term	full_part_time	62	1	1 - 4
Total Annual Salary	total_compensation	63	7	
Source of Salary	source_of_comp	70	1	0 - 1
Instruction, % of Salary	sal_instruction	71	3	000 - 100
Department Service, % of Salary	sal_dept_serv	74	3	000 - 100
Institutional Administration, % of Sala	sal_instu_admin	77	3	000 - 100
Research / Scholarship, % of Salary	sal_res_scholar	80	3	000 - 100
Public Service, % of Salary	sal_public_serv	83	3	000 - 100
Other, % of Salary	sal_other	86	3	000 - 100
Fringe Benefits	fringe_benefits	89	6	
Instructor Primary Role	primary_role	95	1	1 - 4

TRAILER RECORD: (ONCE PER FILE)

Field Name		Field #	Length	Valid Choices
Record Type		1	2	99
Data Type		3	1	7

FILENAME: <School Abbreviation><YR>.ANN   YR is the two-digit academic year of the data.

Annual Instructor File Definitions

The Annual Instructor File is collected each year and includes **ONLY** persons involved in instruction from the four terms of the _previous_ academic year.

   EX: files due 08/2008 report data for academic year 2007/2008

Any instructor's social security number or college assigned identification number submitted in any of the reporting year's course term files must be included in this submission.

EXCLUDE from this file any <u>personnel</u> reported in the term instructor submissions <u>who did not teach</u> during the reporting year (e.g., librarians).

Name	#	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter 7 for annual instructor record.
College Instructor 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.
SISDB Instructor ID (ssn_id)	14	9	Enter the instructor's current social security number (if they provide it). This entry must match the SSN_ID used in the instructor file. If the instructor does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this instructor, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Instructor ID)" for working with Alternate SISDB Instructor ID. NOTE: An individual can withhold his/her SSN as long as he/she can provide proof of citizenship or permission to work within the U. S.
Position Title Code (title_code)	23	2	Enter the title code associated with the position number from which the individual is paid. 31 = Full Time Faculty – includes any and all faculty if they are considered full time 32 = Part Time/Adjunct Faculty – all part time or adjunct faculty, except as noted below 33 = Staff/Administrator – all other staff/administrator/department chair that teach (full time and part time) 34 = Graduate Assistant –Graduate Assistant, Teaching Assistant, Research Assistant, etc. 35 = Non-Institutional Employee/High School Instructor – high school teacher or person not otherwise employed by the institution or person donating time. Ex: ROTC 36 = Other – any other person that does not fit into the above categories

Annual Instructor File Definitions

Beginning with the 2012-2013 reporting year, IPEDS will require the reporting of the 2010 SOC Codes in the human resources data collection.

ADHE will also add the SOC code and SOC detail to the annual instructor file.

For information on SOC Codes, please see http://www.bls.gov/soc/#materials and Appendix I-B.

USE _ONLY_ THE SOC CODES LISTED BELOW.

Regular faculty should be reported in the **25** SOC Code range.

Non-faculty personnel that teach should use a different SOC Code.

SOC Code	SOC Detail	
11	0000	Management Occupations
13	0000	Business and Financial Operations Occupations
15	0000	Computer and Mathematical Occupations
17	0000	Architecture and Engineering Occupations
19	0000	Life, Physical, and Social Science Occupations
21	0000	Community and Social Service Occupations
23	0000	Legal Occupations
25	**1000**	**Instructional Staff**
25	**1191**	**Graduate Teaching Assistants**
25	**4010**	**Archivists, Curators, and Museum Technicians**
25	**4020**	**Librarians**
25	**4030**	**Library Technicians**
25	**2000**	**Pre-school, Primary, Secondary, and Special Education School Teachers**
25	**3000**	**Other Teachers and Instructors**
25	**9000**	**Other Education, Training, and Library Occupations**
27	0000	Arts, Design, Entertainment, Sports, and Media Occupations
29	0000	Healthcare Practitioners and Technical Occupations
31	0000	Healthcare Support Occupations
33	0000	Protective Service Occupations
35	0000	Food Prep and Serving Related Occupations
37	0000	Building and Grounds Cleaning and Maintenance Occupations
39	0000	Personal Care and Service Occupations
41	0000	Sales and Related Occupations
43	0000	Office and Administrative Support Occupations
45	0000	Farming, Fishing, and Forestry Occupations
47	0000	Construction and Extraction Occupations
49	0000	Installation, Maintenance, and Repair Occupations
51	0000	Production Occupations
53	0000	Transportation and Material Moving Occupations
55	0000	Military Specific Occupations

Name	#	Length	Field Description
SOC Code	25	2	Provide the 2-digit SOC codes (the first 2 digits) for all employees reported in the annual instructor file.
SOC Detail	27	4	Provide the 4-digit SOC codes (the last 4 digits)for all employees reported in the annual instructor file.
Instructor Name (name)	32	30	Enter the instructor's last name (comma space), first name (space), middle initial (period space) and then enter suffix, if applicable. Example: Smith, Mary G.

Annual Instructor File Definitions

Name	#	Length	Field Description
Contract Term (full_part_time)	62	1	Enter the contract term for this instructor's employment at your institution during the previous fiscal year. 1= 9/10 month (instructor may or may not have taught during summer terms) 2 = 11/12 month 3 = One semester (instructor may or may not have taught during summer)--see note below 4 = Summer term(s) only **Note**: If instructor is paid on a term basis, use code 3. Full-time employees that occasionally teach should be identified by either 1 or 2, not as 3 or 4, since they are considered as full-time employees. Please ensure that the position title code field is marked appropriately (use code 33 for staff or administrators).
Total Annual Salary (total_compensation)	63	7	Enter the total salary paid to this instructor from all institutional funds in the last fiscal year (summer II, fall, spring, and summer I). Do NOT make any salary conversions. If the salary reported in this field is 0000000, you must enter 1 in field 70. Example: 0050000 = $50,000 **Note:** 1. Report total salary paid from institutional funds, regardless of its source, including salary for classes taught on an overload basis. Do not include fringe benefits in this field; benefits should be reported in field 89. 2. Institutional funds are defined as state and federal appropriations and local funds (e.g., tuition and fees, grants, gifts, sales and other miscellaneous local income) accounted for by the institution. 3. Do NOT include any compensation paid directly to the instructor from another institution, state or federal agency (e.g., ROTC), business/industry, hospital or volunteer time. Where the total compensation is paid partially from institutional funds and partially from separately appropriated agencies (e.g., UA-Agricultural Experiment Station, UA-Archeological Survey, or Criminal Justice Institute) , include only the Institution's portion of the compensation (i.e., do NOT include that portion of the compensation from non- institutional entities). 4. While Summer I faculty salary expenditures may overlap fiscal years, the salaries for Summer I should be reported totally within the fiscal year in which the program is predominately conducted (according to NACUBO guidelines).
Source of Salary (source_of_comp)	70	1	Enter the source of the Total Annual Salary reported in field 63. 0 = Institutional funds (see Note below) 1 = Non-institutional funds or donated services **Note:** Institutional funds are defined as state and federal appropriations and local funds (e.g., tuition and fees, grants, gifts, sales and other miscellaneous local income) accounted for by the institution.

Annual Instructor File Definitions

NOTE: The <u>sum of the percentages</u> reported in the percent fields (sal_instruction, sal_dept_serv, sal_instu_admin, sal_res_scholar, sal_public_serv, and sal_other) <u>cannot exceed 100%.</u>

Name	#	Length	Field Description
Percent of Salary Allocated for Instruction (sal_instruction)	71	3	Provide the percent of the instructor's total annual salary chargeable to the budget function of instruction associated directly with credit courses. **Note:** 1. If an instructor has a full-time appointment at your institution, regardless of the credit load, and has no function other than instruction, this field must be 100%. 2. If the instructor is paid for teaching an overload, include the overload amount in the total salary and calculate the Percent of Salary Allocated to Instruction based on that total. See examples A and B in the front of this section. 3. The percent of salary for instruction cannot equal 0 if this instructor's SSN is assigned to a course (e.g., report a full-time administrator or individual who has donated services (field 70, code1) and teaches for no instructional compensation as 100% in this field). 4. An administrator (100%) and who is teaching for $0 salary should be reported in the following manner: Total Annual Salary = $0 (field 63), Source of Salary = 1 (field 70); and Percent of Salary Allocated for Instruction = 100 (field 71). **NOTE: The <u>sum of the percentages</u> reported in the percent fields (sal_instruction, sal_dept_serv, sal_instu_admin, sal_res_scholar, sal_public_serv, and sal_other) <u>cannot exceed 100%.</u>**
Percent of Salary Allocated for Department Service (sal_dept_serv)	74	3	Provide the percent of the instructor's total annual salary chargeable to the budget function of department service. See the example D at the end of this section. Note: 1. Duties charged to the departmental budget include chairperson, committee assignments, or department research and public service. 2. Do not include separately budgeted institutional administration duties. **NOTE: The <u>sum of the percentages</u> reported in the percent fields (sal_instruction, sal_dept_serv, sal_instu_admin, sal_res_scholar, sal_public_serv, and sal_other) <u>cannot exceed 100%.</u>**
Percent of Salary Allocated for Institutional Administration (sal_instu_admin)	77	3	Provide the percent of the instructor's total annual salary chargeable to the budget function of institutional support for administration. Note: This compensation must be separately budgeted in the institutional support category and not in the departmental budget or other categories. See examples B and C at the end of this section. **NOTE: The <u>sum of the percentages</u> reported in the percent fields (sal_instruction, sal_dept_serv, sal_instu_admin, sal_res_scholar, sal_public_serv, and sal_other) <u>cannot exceed 100%.</u>**

Annual Instructor File Definitions

Percent of Salary Allocated for Research / Scholarship (sal_res_scholar)	80	3	Provide the percent of the instructor's annual salary chargeable to the budget function of research/scholarship **Note:** This compensation must be separately budgeted in the research and/or scholarship category and not in the departmental budget. See examples C and D at the end of this section. **NOTE: The <u>sum of the percentages</u> reported in the percent fields (sal_instruction, sal_dept_serv, sal_instu_admin, sal_res_scholar, sal_public_serv, and sal_other) <u>cannot exceed 100%.</u>**
Percent of Salary Allocated for Public Service (sal_public_serv)	83	3	Provide the percent of the instructor's annual salary chargeable to the budget function of public service, including non-credit and correspondence courses. Compensation must be budgeted separately in the non-credit or public service categories and not in the departmental budget. See example D at the end of this section. **NOTE: The <u>sum of the percentages</u> reported in the percent fields (sal_instruction, sal_dept_serv, sal_instu_admin, sal_res_scholar, sal_public_serv, and sal_other) <u>cannot exceed 100%.</u>**
Percent of Salary Allocated for Other Areas (sal_other)	86	3	Provide the percent of the instructor's total annual salary chargeable to other budget functions for professional duties not covered by the categories in fields 71-83. This salary must be budgeted separately in other categories (e.g., student services, libraries, athletics, etc.) and not in the departmental budget. **NOTE: The <u>sum of the percentages</u> reported in the percent fields (sal_instruction, sal_dept_serv, sal_instu_admin, sal_res_scholar, sal_public_serv, and sal_other) <u>cannot exceed 100%.</u>**

Annual Instructor File Definitions

Name	#	Length	Field Description
Fringe Benefits (fringe_benefits)	89	6	Enter the total amount of fringe benefits paid to this instructor in the last fiscal year (summer II, fall, spring, and summer I). Fringe benefits of instructors include medical/dental plans, life insurance, other insurance, retirement plans, disability income protection, tuition plan/waiver for instructor and/or spouse and dependents, housing plans, social security taxes, unemployment compensation, worker's compensation, and other in-kind benefits. Example: $9,395 = 009385
Instructor Primary Role (primary_role)	95	1	Enter the code for the instructor's predominant role (50% or more of time employed) as it relates to his/her employing institution or agency. 1 = Predominant role is with college/university proper 2 = Predominant role is with the Agricultural Experiment Station (AES) 3 = Predominant role is with the Archeological Survey (AS) 4 = Predominant role is with the Criminal Justice Institute (CJI) **Note:** Only institutions with individuals employed by AES, AS, or CJI may use codes 2, 3, or 4.

Annual Instructor File Definitions

Annual Instructor, Salary Allocation

Percentage of Salary Allocated for Specific Functions Reported in Annual Instructor File

A. Overload Teaching Assignment in Addition to Regular Teaching Load:
    Instructor R teaches full-time and is assigned no other functions.
    Instructor R teaches 27 credit hours at an institution where the
        annual full-time nine-month load is 24 credit hours
        (i.e. Instructor R teaches a 3 credit hour overload).
    Instructor R is paid:
        $48,000 for the 24 credit hours
        <u>+ 2,000</u> for the 3 credit hour overload
        $50,000 Instructor R's total salary
    Percent of Salary Allocated to Instruction for Instructor R in Field 71 = 100

B. Teaching Assignment in Addition to Full-time Administrative Workload:
    Instructor G is a full-time administrator who teaches a 3 credit hour course as an overload.
    Instructor G is paid:
        $34,000 for administrative responsibilities
        <u>+ 2,000</u> for the 3 credit hour overload
        $36,000 Instructor G's total salary
    Percent of Salary Allocated to Instruction for Instructor G is:
        $2,000 / $36,000 = 5.5%
    Instructor G's salary allocation is shown below for the relevant fields:
        Field 71 (Instruction) = 006
        Field 77 (Institutional Administration) = 094

C. Instructor with Two Assignments and No Overload:
    The duties of Professor H include instruction (on-campus only) and research.
    The professor's salary is allocated according to the following proportions:
        75% is charged to an instructional budget
        25% is charged to a research project
        100% Total
    Professor H's salary allocation is shown below for the relevant fields:
        Field 71 (Instruction) = 075
        Field 74 (Department Service) = 000
        Field 77 (Institutional Administration) = 000
        Field 80 (Research/Scholarship) = 025
        Field 83 (Public Service) = 000
        Field 86 (Other Areas) = 000
  <u>Remember</u>: The sum of all percentages in fields 71-86 must total 100%.

D. Instructor with Multiple Assignments:
    The duties of Professor Z include instruction, departmental service, research,
    and public service.

    The professor's salary is allocated according to the following proportions:
        25% is charged to an instructional budget
        50% is charged to a departmental budget for administration
        20% is charged to a designated research grant
        5% is charged to public service
        100% Total

    Professor Z's salary allocation is shown below for the relevant fields:
        Field 71 (Instruction) = 025
        Field 74 (Department Service) = 050
        Field 77 (Institutional Administration) = 000
        Field 80 (Research/Scholarship) = 020
        Field 83 (Public Service) = 005
        Field 86 (Other Areas) = 000

Note:
Do NOT make any conversions to salaries or benefits.

INTER-COLLEGIATE ATHLETIC

Intercollegiate Athletics Record Layout

HEADER RECORD: (ONCE PER FILE)

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

DATA RECORD: (ONCE FOR EACH GRADUATE)

Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	3
College Student ID	college_id	4	10	(Optional)
SISDB Student ID	ssn_id	14	9	See Instructions for for valid ssn's.
Filler		23	9	Pad with 9 spaces
Enrollment Status	freshman_enroll	32	1	0 - 1
Athletic Participation	participation	33	2	00 - 10
Athletic Scholarship	scholarship	35	1	1 - 3

TRAILER RECORD: (ONCE PER FILE)

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

FILENAME: <School Abbreviation><YR>.ATH   YR is the two-digit academic year of the data.

Intercollegiate Athletics File Definitions

 The Intercollegiate Athletic File includes all students listed on any intercollegiate athletic roster during the <u>previous</u> academic year. All student-athletes in this file also must have been reported in the Student File for at least one term of the same academic year.

Name	#	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter 3 for athlete record.
College Student ID 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.
SISDB Student ID ssn_id	14	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Filler	23	9	Pad with 9 spaces
Enrollment Status freshman_enroll	32	1	Enter student's enrollment status. 0 = Student was not a first-time entering freshmen in the academic year being reported 1 = Student was a first-time entering freshmen at any time during the academic year being reported
Athletic Participation participation	33	2	Enter the number that reflects the primary sport in which the athlete participated during the academic year reported. 01 = Student participated in football only or football and any other sport (football takes precedence over men's basketball) 02 = Student participated in men's basketball only or men's basketball and any other sport 03 = Student participated in women's basketball only or women's basketball and any other sport 04 = Baseball 05 = Track/Cross Country 06 = Golf 07 = Swimming 08 = Tennis 09 = Volleyball 10 = Any other sport
Athletic Scholarship scholarship	35	1	Enter the code that describes the athlete's scholarship status. 1 = Student awarded a full athletic grant to your institution 2 = Student awarded a partial athletic grant to your institution 3 = Student received no athletic grant at your institution Note: An athletic grant is defined as a scholarship given to a student for tuition, fees, room, board, books and other educational expenses at your institution that is awarded on the basis of a student's athletic ability.

PERKINS ANNUAL ASSESSMENT

Perkins Record Layout

HEADER RECORD: (ONCE PER FILE)

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

DATA RECORD: (ONCE FOR EACH STUDENT)

Field Name	db Name	Field #	Length	Valid Choices
Record Header		1	2	02
Record Type		3	1	V
College ID	college_id	4	10	(Optional)
SISDB Student ID	ssn_id	14	9	
Disabled	disabled	23	1	1, 2
Ecomonically Disadvantaged	econ_disadv	24	1	1, 2
Single Parent	sngl_parent	25	1	1, 2
Displaced Homemaker	displ_homemkr	26	1	1, 2
Limited English	limited_english	27	1	1, 2
CTE Assessment Taken	asmt_taken	28	1	1, 2
CTE Assessment Passed	asmt_passed	29	1	1, 2

TRAILER RECORD: (ONCE PER FILE)

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

FILENAME: <School Abbreviation><YR>.PRK   YR is the two-digit academic year of the data.

Perkins Annual Assessment, File Definitions

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

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

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

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

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

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

NOTE: If a student took an assessment and a result was returned after the end of the academic year, please save this data for the next year's report. Test results should be provided when results are available. Include all test results for students even if they did not attend your institution that academic year. (This may require saving data on some students to the next year.)

Name	#	Length	Description
Record Header	1	2	Enter 02 for detail record
Record Type	3	1	Enter V for Perkins record
College ID 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.

Perkins Annual Assessment, File Definitions

Name	#	Length	Description
SISDB Student ID ssn_id	14	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. A. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. B. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. C. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Disabled disabled	23	1	Does this Perkins student meet any of the following criteria? A. Have a physical or mental impairment that substantially limits one or more of the major life activities of that individual. B. Have a record of impairment described above. C. Be regarded as having an impairment described above. 1=Yes 2 = No
Economically Disadvantaged econ_disadv	24	1	Does this Perkins student meet ANY of these criteria? A. Receive Pell grant or BIA assistance or a comparable program of need-based financial aid assistance. B. Participate in a Workforce Invest Act (WIA) program or service that requires participants to meet the Federal income eligibility guidelines of WIA. C. Receive benefits under the Food Stamp Act of 1977. 1=Yes 2 = No
Single Parent ngl_parent	25	1	Does this Perkins student meet any of these criteria? A. Are unmarried or legally separated from a spouse with a minor child or children for whom the student has either custody or joint custody. B. Are/were pregnant at any time during the reporting period. 1=Yes 2 = No
Displaced Homemaker displ_homemkr	26	1	Does this Perkins student meet AT LEAST ONE of these criteria? A. Has worked primarily without remuneration to care for a home and family and for that reason have diminished marketable skills? B. Has been dependent on the income of another family member but are no longer supported by that income? C. Is unemployed or underemployed and experiencing difficulty or upgrading employment? 1=Yes 2 = No
Limited English limited_english	27	1	Does this Perkins student meet criterion A AND at least one of criterion B or C? A. Have limited ability in speaking, reading, writing, or understanding the English language? B. Have a native language other than English? C. Live in a family or community environment in which English is not the predominant language? 1=Yes 2 = No

Perkins Annual Assessment, File Definitions

Per Clarifying Memo of 8/17/2012
For these two fields, only provide responses in which the results have been obtained and you can properly answer both questions. Responses for Assessment Taken should not be provided unless the Assessment Passed field can be answered. The date reference of the academic year (roughly July 1 – June 30) is when the institution received the results – not when the student took the assessment.

Examples	Assessment Taken	CTE Assessment Passed
Did not take test	2	2
Took test and passed	1	1
Took test and did not pass	1	2
Took test and do not have results	2	2

Name	#	Length	Description
CTE Assessment Taken asmt_taken	28	1	Did the student attempt to pass an assessment for certification, licensure, proficiency, or other workforce related reason during the Perkins program year (July 1 – June 30)? 1=Yes 2 = No **If they took a test <u>and</u> you have results, answer 1 for Yes.** **If they took a test <u>and</u> you do <u>not</u> have results, answer 2 for No.** **If they did <u>not</u> take a test, answer 2 for No.** **All students in the file must have a 1 or 2 – BLANKS are <u>not</u> allowed.**
CTE Assessment Passes asmt_passed	29	1	Did the student pass an assessment for certification, licensure, proficiency, or other workforce related reason during the Perkins program year (July 1 – June 30)? 1=Yes 2 = No **If they took the test and passed, answer 1 for Yes.** **if they took the test and did <u>not</u> pass, answer 2 for No** **if they did not take a test, answer 2** **If they took a test and you do not have results yet, answer 2** **All students in the file must have a 1 or 2 – BLANKS are <u>not</u> allowed.**

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
EC	Ecclesia College	038553	446233
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
SC	Shorter College	001105	107840
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	040	Lincoln	601	Claiborne Parish
001	Arkansas	041	Little River	602	Union Parish
002	Ashley	042	Logan	603	Webster Parish
003	Baxter	043	Lonoke	604	Morehouse
004	Benton	044	Madison		
005	Boone	045	Marion	**Mississippi**	
006	Bradley	046	Miller	501	Coahoma
007	Calhoun	047	Mississippi	502	Desoto
008	Carroll	048	Monroe	503	Tunica
009	Chicot	049	Montgomery	504	Bolivar
010	Clark	050	Nevada		
011	Clay	051	Newton	**Missouri**	
012	Cleburne	052	Ouachita	301	Barry
013	Cleveland	053	Perry	302	Dunklin
014	Columbia	054	Phillips	303	McDonald
015	Conway	055	Pike	304	Oregon
016	Craighead	056	Poinsett	305	Ozark
017	Crawford	057	Polk	306	Pemiscot
018	Crittenden	058	Pope	307	Ripley
019	Cross	059	Prairie	308	Taney
020	Dallas	060	Pulaski		
021	Desha	061	Randolph	**Oklahoma**	
022	Drew	062	Saline	201	Adair
023	Faulkner	063	Scott	202	Delaware
024	Franklin	064	Searcy	203	Le Flore
025	Fulton	065	Sebastian	204	McCurtain
026	Garland	066	Sevier	205	Sequoyah
027	Grant	067	Sharp		
028	Greene	068	St. Francis	**Tennessee**	
029	Hempstead	069	Stone	401	Dyer
030	Hot Spring	070	Union	402	Lauderdale
031	Howard	071	Van Buren	403	Shelby
032	Independence	072	Washington	404	Tipton
033	Izard	073	White		
034	Jackson	074	Woodruff	**Texas**	
035	Jefferson	075	Yell	101	Bowie
036	Johnson			102	Cass
037	Lafayette				
038	Lawrence			**Out-of-State/Non-border County**	
039	Lee			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	HS Name	HS Code	City	HS Name	HS Code
	AR H.S. NA or GED	049999	Blytheville	Pathway Christian Acdmy	040243
	Home Schooled	049999	Blytheville	R B Harrison H S	040235
Alexander	Alexander H.S.	040001	Booneville	Booneville Christian Center Acdmy	040261
Alma	Alma H.S.	040000	Booneville	Booneville H.S.	040260
Alpena	Alpena H.S.	040010	Booneville	Logan County Christian Acdmy	040262
Altheimer	Altheimer-Sherrill H.S.	040012	Bradford	Bradford H.S.	040265
Altus	Altus Denning H.S.	040025	Bradford	Trinity Christian School	040266
Amity	Centerpoint H.S.	040030	Bradley	Bradley H.S.	040268
Amity	Ouachita Hills Acdmy	040032	Bradley	Bradley H.S.	040268
Arkadelphia	Arkadelphia H.S.	040035	Bradley	Bumpham H.S.	040270
Arkadelphia	Old Lighthouse Christian School	040039	Branch	County Line H.S.	040280
Arkadelphia	Wonderland College Prep School	040043	Briggsville	Fourche Valley H.S.	040285
Arkansas City	Arkansas City H.S.	040050	Brinkley	Brinkley Acdmy	040289
Armorel	Armorel H.S.	040055	Brinkley	Brinkley H.S.	040290
Ash Flat	Ash Flat H.S.	040070	Brockwell	Izard County Consolidated School	042540
Ashdown	Ashdown H.S.	040060	Brookland	Brookland H.S.	040300
Ashdown	Little River Trng School	040065	Bryant	Bryant H.S.	040310
Ashdown	New Faith Tabernacle	040061	Bryant	Family Church Acdmy	040257
Atkins	Atkins H.S.	040075	Bryant	First Church Acdmy	040314
Augusta	Augusta H.S.	040090	Bryant	Saline Christian Acdmy	040315
Bald Knob	Bald Knob H.S.	040095	Cabot	Academic Center For Excellence-Charter-Cabot	040329
Bald Knob	Covenant Christian Acdmy	040097	Cabot	Cabot Christian Acdmy	040319
Banks	Banks H.S.	040100	Cabot	Cabot H.S.	040320
Barling	International Acdmy Chrstn Educ	040103	Caddo Gap	Caddo Gap H S	040330
Barton	Barton H.S.	040105	Cale	Cale H.S.	040335
Batesville	Batesville H.S.	040115	Calico Rock	Calico Rock H.S.	040340
Batesville	Landmark Baptist Acdmy	040117	Camden	Camden Christian Acdmy	040344
Batesville	North Arkansas Christian School	040118	Camden	Camden Fairview H.S.	040350
Batesville	Southside H.S. - Batesville	040120	Camden	Camden H.S.	040345
Bauxite	Bauxite H.S.	040125	Camden	Elliott Christian Acdmy	040347
Bay	Bay H.S.	040130	Camden	Harmony Grove H.S.-Ouachita County	040355
Bay	Faith Christian Acdmy	040131	Camden	Lincoln H.S.	040360
Bearden	Bearden H.S.	040135	Camden	Victory Christian School	040371
Bearden	Ouachita Co Trng School	040140	Caraway	Caraway H.S.	040375
Bee Branch	South Side School - Bee Branch	040150	Carlisle	Carlisle H.S.	040380
Beebe	Badger Acdmy Charter School	991574	Carthage	Carthage H.S.	040390
Beebe	Beebe H.S.	040145	Casa	Perry-Casa H.S.	040395
Beebe	Lighthouse Christian Acdmy	040146	Cave City	Cave City H.S.	040405
Beebe	Victory Christian Acdmy	040148	Cedarville	Cedarville H.S.	040410
Beedeville	Beedeville H.S.	040155	Center Ridge	Nemo Vista H.S.	040415
Benton	Benton Christian Acdmy	040172	Centerton	Lakeside Christian Acdmy	040412
Benton	Benton H.S.	040170	Centerton	Life Way Christian School	040414
Benton	Calvary Christian Acdmy	040173	Charleston	Charleston H.S.	040420
Benton	Harmony Grove H.S.-Saline County	040165	Charlotte	Cord Charlotte H.S.	040425
Benton	Victory Baptist Acdmy	040166	Cherry Valley	Cross County H.S.	040435
Bentonville	Ambassadors For Christ Acdmy	040176	Chidester	Chidester H.S.	040445
Bentonville	Bentonville Christian Acdmy	040174	Clarendon	Clarendon H.S.	040455
Bentonville	Bentonville H.S.	040175	Clarksville	Clarksville H.S.	040460
Bentonville	Endtime Harvest Church School	040179	Clarksville	New Life Christian Center	041826
Bergman	Bergman H.S.	040180	Clinton	Alread School	040465
Bergman	Ozark Baptist Christian Acdmy	041028	Clinton	Clinton H.S.	040470
Berryville	Berryville H.S.	040185	Coal Hill	Westside H.S.-Coal Hill	040475
Berryville	Living Faith Christian Acdmy	040187	Concord	Concord H.S.	040485
Big Flat	Tri-County H.S.	040195	Conway	Conway Christian School	040491
Bigelow	Bigelow H.S.	040190	Conway	Conway H.S. East	040492
Biggers	Biggers-Reyno H.S.	040200	Conway	Conway H.S. West	040490
Bismarck	Bismarck H.S.	040210	Conway	Eastside Christian Acdmy	040493
Black Oak	Caraway Christian School	040376	Conway	Saint Joseph School	040500
Black Rock	Black Rock H.S.	040215	Corning	Corning H.S.	040505
Blevins	Blevins Jr-Sr H.S.	040225	Cotter	Cotter H.S.	040510
Blytheville	Ahdc/Youthbuild Of Ms County	040242			
Blytheville	Blytheville H.S.	040240			

Appendix D.
Arkansas High School Codes

City	HS Name	HS Code	City	HS Name	HS Code
Cotton Plant	Cotton Plant H.S.	040515	Everton	Bruno-Pyatt School	040305
Cove	Cossatot River H.S.	040520	Farmington	Farmington H.S.	040760
Cove	Midway Christian Acdmy	040523	Fayetteville	Fayetteville Christian Acdmy	040769
Cove	Van Cove H.S.	040525	Fayetteville	Fayetteville Christian Schools	040765
Crawfordsville	Crawfordsville H.S.	040535	Fayetteville	Fayetteville H.S. East	040770
Crawfordville	Crawfordsville H S	040530	Fayetteville	Haas Hall Acdmy-Charter School	042762
Crossett	Abiding Faith Christian School	040538	Fayetteville	West Campus Technical Center	040772
Crossett	Calvary Baptist Christian School	040539	Ferndale	West Little Rock Christian Acdmy	041448
Crossett	Crossett H.S.	040540	Fifty-Six	Fifty-Six School	040774
Cushman	Cushman H.S.	040555	Flippin	Flippin H.S.	040775
Danville	Danville H.S.	040565	Floral	Floral H.S.	040780
Dardanelle	Dardanelle H.S.	040575	Fordyce	Dallas Co H S	040785
De Queen	DeQueen H.S.	040605	Fordyce	Fordyce H.S.	040790
De Valls Bluff	DeValls Bluff H.S.	040630	Foreman	Foreman H.S.	040795
De Witt	DeWitt H.S.	040635	Foreman	Prince Of Peace Acdmy	040796
Decatur	Decatur H.S.	040580	Forrest City	Calvary Christian H.S.	040804
Deer	Deer H.S.	040585	Forrest City	Forrest City H.S.	040805
Delaplaine	Delaplaine H.S.	040590	Forrest City	Lincoln Senior H.S.	040810
Delight	Delight H.S.	040595	Forrest City	N B Forrest Acdmy	040812
Dell	Dell H.S.	040600	Fort Smith	Faith Acdmy	040816
Dell	Mississippi County Chrstn Acdmy	041477	Fort Smith	Trinity Junior H.S.	040824
Dermott	Bellaire Acdmy	040613	Fouke	Fairland Christian Acdmy	040839
Dermott	Dermott Christian School	040614	Fouke	Fouke H.S.	040840
Dermott	Dermott H.S.	040615	Fountain Hill	Fountain Hill H.S.	040845
Dermott	M Booker Meml School	040617	Fox	Rural Special H.S.	042190
Des Arc	Des Arc H.S.	040620	Ft Smith	First Church Of God Acdmy	040813
Desha	Desha H.S.	040625	Ft Smith	Fort Smith Christian School	040814
Dierks	Dierks H.S.	040640	Ft Smith	Good Shepherd Acdmy	040815
Doddridge	Bright Star H.S.	040282	Ft Smith	Lighthouse Baptist Acdmy	040830
Donaldson	Ouachita H.S.	040645	Ft Smith	Lindenwood Acdmy	040832
Dover	Dover Public School	040650	Ft Smith	Metro Christian School	040833
Dumas	Dumas Adult Education Center	040656	Ft Smith	Northside Christian Acdmy	040834
Dumas	Dumas H.S.	040660	Ft Smith	Northside H.S.	040835
Dumas	Reed H.S.	040655	Ft Smith	River Valley Christian School	040820
Earle	Earle Baptist Christian School	040674	Ft Smith	Southside H.S. - Ft Smith	040837
Earle	Earle H.S.	040675	Gassville	Grace Baptist Church School	041739
El Dorado	El Dorado H.S.	040690	Gentry	Faith Christian School	040884
El Dorado	First Assembly Christian Acdmy	040691	Gentry	Gentry H.S.	040875
El Dorado	Grace Bible Christian School	040692	Gentry	Ozark Adventist Acdmy	040880
El Dorado	Maranatha Baptist Christian School	040694	Gillett	Gillett H.S.	040885
El Dorado	Murmil Christian School	040693	Gillham	Gillham H.S.	040890
El Dorado	New Life Acdmy	040696	Glenwood	Glenwood H.S.	040900
El Dorado	Parkers Chapel H.S.	040695	Goshen	Goshen Christian School	040901
El Dorado	Union School	040697	Gosnell	Gosnell H.S.	040230
El Dorado	West Side Christian School	040698	Gould	Gould H.S.	040910
Elaine	Elaine H.S.	040685	Gould	Grace Christian Acdmy	040911
Elkins	Elkins H.S.	040705	Gould	Southeast Acdmy	040912
Elm Springs	Elm Springs Christian School	040709	Grady	Grady H.S.	040920
Emerson	Emerson H.S.	040710	Grapevine	Grapevine H.S.	040925
Emerson	Mc Mittress H.S.	040715	Gravette	Gravette H.S.	040930
Emmet	Emmet H.S.	040720	Gravette	Holiness Bible School	040931
England	England Acdmy Inc	040728	Green Forest	Green Forest H.S.	040940
England	England Community Christian Acdmy	040731	Green Forest	Trinity Christian Acdmy	040941
England	England H.S.	040730	Greenbrier	Greenbrier H.S.	040935
Enola	Enola Public School	040735	Greenland	Greenland H.S.	040945
Eudora	Eudora H.S.	040745	Greenway	Greenway H.S.	040950
Eudora	G C Johns H.S.	040740	Greenwood	Greenwood H.S.	040955
Eudora	Ross Van Ness H.S.	040747	Greers Ferry	West Side H.S. - Greers Ferry	041065
Eureka Springs	Clear Spring School	040749	Grubbs	Grubbs H.S.	040965
Eureka Springs	Eureka Springs H.S.	040750	Gurdon	Gurdon H.S.	040969
Evening Shade	Evening Shade H.S.	040755	Guy	Guy-Perkins H.S.	040980
			Hackett	Hackett H.S.	040985

Appendix D.
Arkansas High School Codes

City	HS Name	HS Code	City	HS Name	HS Code
Hamburg	Ashley County Life-Long Lrng	040990	Huttig	Huttig H.S.	041215
Hamburg	Hamburg H.S.	040995	Imboden	Sloan Hendrix H.S.	041220
Hamburg	Trinity Christian Acdmy	040999	Jacksonville	Jacksonville Christian Acdmy	041224
Hampton	Hampton H.S.	041000	Jacksonville	Jacksonville H.S.	041225
Hardy	Abundant Life Acdmy	041004	Jacksonville	Landmark Baptist Acdmy	041226
Hardy	Church Of Christ Acdmy	041003	Jacksonville	North Pulaski H.S.	041227
Hardy	Easter Sunrise Acdmy	041006	Jacksonville	Trinity Christian Schools	041229
Hardy	Highland H.S.	041005	Jacksonville	Truth Acdmy	040934
Harrisburg	Central School	041015	Jasper	Jasper H.S.	041230
Harrisburg	Harrisburg H.S.	041020	Jessieville	Jessieville H.S.	041235
Harrison	Grace Christian School	041024	Jonesboro	Craighead Christian Acdmy	041258
Harrison	Harrison H.S.	041025	Jonesboro	Eastside Baptist Acdmy	041265
Harrison	Hillcrest Christian School	041026	Jonesboro	Jonesboro H.S.	041270
Hartford	Hartford H.S.	041030	Jonesboro	Liberty Baptist Church School	041267
Hartman	Hartman H.S.	041035	Jonesboro	Nettleton H.S.	041815
Hatfield	Hatfield School	041040	Jonesboro	Ridgefield Christian School	041271
Hattieville	Wonderview H.S.	041045	Jonesboro	Valley View H.S.	041272
Havana	Havana H.S.	040160	Jonesboro	Westside H.S.-Jonesboro	041274
Havana	Western Yell County H.S.	041050	Judsonia	Judsonia H.S.	041280
Hazen	Hazen H.S.	041055	Judsonia	White County Central H.S.	041275
Heber Springs	Cleburne County Christian School	041059	Junction City	Junction City H.S.	041285
Heber Springs	Heber Springs H.S.	041060	Kingsland	Kingsland H.S.	041305
Hector	Hector H.S.	041070	Kingston	Kingston H.S.-Newton County	041310
Helena	C V White H.S.	041085	Kirby	Kirby H.S.	041315
Helena	Kipp Delta Collegiate H.S.	041089	Knobel	Knobel H.S.	041320
Hermitage	Hermitage H.S.	041100	Lafe	Lafe H.S.	041325
Hermitage	West Side Jr. H.S.	041095	Lake City	Riverside H.S.	041335
Holly Grove	Holly Grove H.S.	041110	Lake Village	Faith Fellowship Acdmy	041342
Holly Grove	Holly Grove H.S.	041115	Lake Village	Lakeside H.S.-Chicot County	041345
Hope	Garland Learning Center	991045	Lamar	Lamar H.S.	041350
Hope	Garrett Memorial Christian School	041120	Laneburg	Laneburg Central H.S.	041355
Hope	Hope H.S.	041125	Lavaca	First Southern Christian Acdmy	041366
Hope	Spring Hill H.S.	041130	Lavaca	Lavaca H.S.	041365
Hope	Woods Christian Acdmy	041133	Leachville	Leachville H.S.	041370
Hope	Yerger Jr. H.S.	041135	Lead Hill	Lead Hill H.S.	041375
Horatio	Horatio H.S.	041140	Leola	Leola H.S.	041380
Hot Springs	Arkademy School	041153	Lepanto	East Poinsett County H.S.	041385
Hot Springs	Arkansas School Math & Sciences	041148	Leslie	Leslie High Schoo	041390
Hot Springs	Baptist Temple Acdmy	041146	Lewisville	Garland H.S.	040860
Hot Springs	Beacon Light Baptist Acdmy	041152	Lewisville	Lafayette H.S.	042326
Hot Springs	Christian Ministries Acdmy	041141	Lewisville	Lewisville H.S.	041395
Hot Springs	Crossgate Christian Acdmy	041151	Lincoln	Lincoln Acad Ctr Of Excellence	041401
Hot Springs	Evangel Christian Acdmy	041142	Lincoln	Lincoln H.S.	041405
Hot Springs	Garland Park Christian Acdmy	041147	Lincoln	Maranatha Christian School	041407
Hot Springs	Gospel Light Christian School	041149	Little Rock	Arkansas Baptist H.S.	041414
Hot Springs	Hot Springs Christian School	041163	Little Rock	Arkansas School For The Blind	041415
Hot Springs	Hot Springs H.S.	041145	Little Rock	Arkansas School For The Deaf	041416
Hot Springs	Lakeside Christian Acdmy	041161	Little Rock	Ash School	041411
Hot Springs	Lighthouse Christian School	041162	Little Rock	Capital City Christian Acdmy	041419
Hot Springs	New Beginning Christian Acdmy	040164	Little Rock	Catholic H.S.	041420
Hot Springs	Summit School	041154	Little Rock	Central Baptist Acdmy	041421
Hot Springs National Park	Cutter-Morning Star H.S.	041143	Little Rock	Chenal Valley Christian Acdmy	041428
			Little Rock	Cloverdale Christian Acdmy	041418
Hot Springs National Park	Fountain Lake H.S.	041144	Little Rock	Covenant Keepers Charter	041454
			Little Rock	Episcopal Collegiate School	041417
Hot Springs National Park	Lakeside H.S.-Garland County	041160	Little Rock	eStem High Public Charter School	041412
			Little Rock	Fairview Baptist School	041427
Hoxie	Clover Bend H.S.	041170	Little Rock	Faith Christian H.S.	041431
Hoxie	Hoxie H.S.	041175	Little Rock	Felder Alternative Acdmy	041452
Hughes	Hughes H.S.	041180	Little Rock	First Gospel Acdmy	041426
Humnoke	Humnoke H.S.	041195	Little Rock	Hall H.S.	041423
Humphrey	Humphrey H.S.	041200	Little Rock	Heritage Christian Schools	041424
Huntsville	Huntsville H.S.	041210			

Appendix D.
Arkansas High School Codes

City	HS Name	HS Code	City	HS Name	HS Code
Little Rock	Horace Mann H.S.	041425	Mayflower	Mayflower H.S.	041595
Little Rock	J A Fair H.S.	041429	Maynard	Maynard H.S.	041600
Little Rock	Joe T. Robinson H.S.	041430	Mc Crory	Mc Crory H.S.	041610
Little Rock	John T Goad Christian School	041439	Mc Gehee	McGehee H.S.	041620
Little Rock	Lisa Acdmy H.S.	041486	Mc Neil	Mc Neil H.S.	041635
Little Rock	Little Rock Acdmy	041489	Mc Rae	Mc Rae H.S.	041640
Little Rock	Little Rock Adventist Acdmy	041413	Melbourne	Melbourne H.S.	041645
Little Rock	Little Rock Central H.S.	041422	Mena	Acorn H.S.	041650
Little Rock	Little Rock Christian Acdmy	041453	Mena	Lakeview Christian School	041654
Little Rock	Little Rock Christian School	041484	Mena	Mena H.S.	041655
Little Rock	LRSD Accelerated Learning Ctr	041432	Menifee	East Side H.S.	041660
Little Rock	LRSD ALTERNATIVE AGENCIES	991001	Mineral Springs	Mineral Springs H.S.	041670
Little Rock	Lutheran H.S.	041434	Monette	Buffalo Island Central H.S.	041680
Little Rock	Mc McClellan Magnet H.S.	041485	Monticello	Arkansas Early College H S	041681
Little Rock	Metro Voc Tec Ed Ctr	041435	Monticello	Drew Central H.S.	041685
Little Rock	Mount St Mary Acdmy	041440	Monticello	Monticello H.S.	041695
Little Rock	P A V A Acdmy	041437	Monticello	Wilmar H.S.	042660
Little Rock	Parkview Magnet H.S.	041443	Montrose	Montrose Acdmy	041700
Little Rock	Premier H.S. Of Little Rock	041436	Morrilton	Cornerstone Christian Acdmy	042062
Little Rock	Pulaski Acdmy	041444	Morrilton	Morrilton H.S.	041710
Little Rock	Southwest Christian Acdmy	041441	Morrilton	Morrilton Intermediate H.S.	041711
Little Rock	Southwest Holiness Acdmy	041445	Morrilton	Riverview Christian School	041715
Little Rock	Spurgn Mem Christn School	041446	Morrilton	Sacred Heart H.S.	041720
Little Rock	The Acdmy	041410	Morrow	Morrow Valley Christian Acdmy	041723
Little Rock	Victory Christian Schools	041447	Moscow	Samuel Vaster H.S.	041730
Little Rock	W D Mohammud H.S.	041450	Mount Judea	Mount Judea H.S.	041770
Little Rock	Wilbur D Mills Univ Studies Hs	042390	Mountain Home	Emmanuel Christian School	041743
Little Rock	Word Of Outreach Chrstn Acdmy	041449	Mountain Home	Mountain Home High Career Academics	041740
Lockesburg	Lockesburg H.S.	041455	Mountain Home	North Central Christian School	041741
Lonoke	G W Carver H.S.	041465	Mountain Home	Promise Land Acdmy	041742
Lonoke	Lonoke H.S.	041470	Mountain Pine	Mountain Pine H.S.	041745
Lowell	North West Acdmy	042166	Mountain View	Arbanna Baptist Acdmy	041747
Luxora	Luxora Baptist Acdmy	041473	Mountain View	C Fowler Chrstn School	041748
Luxora	Luxora H.S.	041475	Mountain View	Mountain View H.S.	041750
Lynn	Lynn H.S.	041480	Mountainburg	Mountainburg H.S.	041735
Mabelvale	Faith Baptist Acdmy	041488	Mt Holly	Mc Rae H.S.	041755
Magazine	J D Leftwich H.S.	041490	Mt Ida	Mount Ida H.S.	041765
Magnolia	Columbia Christian School	041497	Mt Pleasant	Izard County Christian School	041773
Magnolia	Magnolia H.S.	041500	Mt Pleasant	Mount Pleasant H.S.	041775
Magnolia	Walker H.S.	041505	Mt Vernon	Mount Vernon-Enola H.S.	041780
Malvern	Glen Rose H.S.	041510	Mulberry	Mulberry H.S.	041785
Malvern	Magnet Cove School	041520	Murfreesboro	Harvest Time Christian Acdmy	041798
Malvern	Malvern H.S.	041527	Murfreesboro	Murfreesboro H.S.	041800
Mammoth Spring	Mammoth Spring H.S.	041530	Nashville	Nashville H.S.	041810
Manila	Manila H.S.	041535	Nashville	Southside Christian School	041812
Manila	South Mississippi County H.S.	042630	New Edinburg	New Edinburg H.S.	041825
Mansfield	Mansfield H.S.	041540	Newark	Cedar Ridge H.S.	041814
Marianna	Friendship Christian Acdmy	041546	Newark	Newark H.S.	041820
Marianna	Lee Acdmy	041548	Newport	Newport H.S.	041830
Marianna	Lee H.S.	041550	Norfork	Norfork H.S.	041840
Marion	J S Phelix H.S.	041555	Norman	Caddo Hills H.S.	041845
Marion	Marion H.S.	041560	Norphlet	Norphlet H.S.	041850
Marked Tree	Marked Tree H.S.	041570	North Little Rock	Abundant Life Schools	041857
Marmaduke	Marmaduke H.S.	041575	North Little Rock	Argenta Acdmy	041451
Marshall	Marshall H.S.	041580	North Little Rock	Arng Youth Challenge Program	041856
Marvell	Apostolic Life Ctr Chrstn Acdmy	041581	North Little Rock	Calvary Acdmy	041859
Marvell	Marvell Acdmy	041583	North Little Rock	Cedar Heights Christian Acdmy	041855
Marvell	Marvell H.S.	041585	North Little Rock	Central Arkansas Christian School	041223
Marvell	Tate H.S.	041590	North Little Rock	Central Hastings Acdmy	040323
Maumelle	Academics Plus Charter School (06-12)-Maumelle	041528	North Little Rock	Edgewood Acdmy	041864
Maumelle	Maumelle Christian School	041592	North Little Rock	Faith Christian Acdmy	041865

Appendix D.
Arkansas High School Codes

City	HS Name	HS Code	City	HS Name	HS Code
North Little Rock	Maumelle H.S.	041861	Pottsville	Pottsville H.S.	042090
North Little Rock	New Life Christian Acdmy	041862	Poughkeepsie	Poughkeepsie H.S.	042095
North Little Rock	NLR Hs-East Camp	041867	Poyen	Poyen H.S.	042100
North Little Rock	NLR Jr. Hs East Campus (Gr 09-10)	041967	Prairie Grove	Prairie Grove H.S.	042105
North Little Rock	Nor Hs-West Campus (Gr 06-12)	041860	Prattsville	Prattsville H.S.	042110
North Little Rock	Northeast Sr H.S.-Inactive	041863	Prescott	Prescott H.S.	042120
North Little Rock	Rose City Christian Acdmy	041866	Prim	Full Gospel Acdmy	042124
North Little Rock	Spirit & Life Christian Acad	042267	Pyatt	Pyatt H.S.	042130
Oark	Oark H.S.	041875	Quitman	Quitman H.S.	042135
Oden	Oden H.S.	041880	Ravenden Springs	Oak Ridge Central H.S. (closed)	042140
Oil Trough	Oil Trough H.S.	041885	Rector	Rector H.S.	042145
Okolona	Okolona H.S.	041890	Rison	Rison H.S.	042150
Ola	Ola H.S.	041900	Rison	Woodlawn H.S.	042160
Ola	Two Rivers H.S.	041901	Rogers	Benton County Christian School	042162
Omaha	Bible Baptist Christian School	041903	Rogers	Benton County School of Arts	042169
Omaha	Omaha H.S.	041905	Rogers	Benton County School of Arts High	044070
Osceola	Osceola (OCABS) Comm Arts-Business Charter School	041919	Rogers	Bible Living School	042163
			Rogers	Bible Missionary Acdmy	042164
Osceola	Osceola H.S.	041910	Rogers	Northwest Arkansas Acdmy of Fine Arts	044170
Oxford	Oxford H.S.	041920			
Ozark	Cass Civilian Conservation Ctr	041928	Rogers	Providence Classical Christian School	041472
Ozark	Ozark Christian School	041929			
Ozark	Ozark H.S.	041930	Rogers	Rogers Heritage H.S.	042168
Ozark	Pleasant View H.S.	041790	Rogers	Rogers H.S.	042165
Palestine	Palestine-Wheatley H.S.	041935	Rogers	Rogers H.S. Sophomore Campus	040503
Pangburn	Pangburn H.S.	041940	Rohwer	Delta H.S.	042170
Paragould	Crowleys Ridge Acdmy	041945	Rose Bud	Rose Bud H.S.	042180
Paragould	Greene County Technical H.S.	041950	Rose Bud	Triple S Christian School	042181
Paragould	Oak Grove Middle School	041955	Rosston	Maumelle H.S.	042185
Paragould	Paragould H.S.	041960	Rosston	Nevada H.S.	042183
Paragould	Stanford H.S.	041965	Russellville	Russellville H.S.	042195
Paris	Paris H.S.	041970	Salem	Salem H.S.	042215
Parkdale	Parkdale H.S.	041974	Saratoga	Saratoga H.S.	042220
Parkin	Central H.S.	041980	Scotland	Scotland H.S.	042225
Parkin	Parkin H.S.	041985	Scranton	Scranton H.S.	042240
Paron	Paron H.S.	041990	Searcy	Griffithville H.S.	040960
Pea Ridge	Pea Ridge Public School	041995	Searcy	Harding Acdmy	042245
Pearcy	Lake Hamilton H.S.	041155	Searcy	Morris School Boys	042248
Peel	Peel Full Gospel Christian Acdmy	042001	Searcy	Riverview H.S.	041300
Perryville	Perryville H.S.	042000	Searcy	Searcy H.S.	042250
Piggott	Piggott H.S.	042005	Searcy	White County Christian School	042253
Pine Bluff	C P Coleman H.S.	042010	Sheridan	Sheridan H.S.	042265
Pine Bluff	Dollarway H.S.	042012	Sherwood	Lisa Acdmy North H.S.	042268
Pine Bluff	First Church Christian Acdmy	042013	Sherwood	Sylvan Hills H.S.	041872
Pine Bluff	Jefferson Preparatory School	042017	Shirley	Shirley H.S.	042270
Pine Bluff	Maranatha Christian School	042019	Shirley	Universal Christian Acdmy	042272
Pine Bluff	New Life Christian H.S.	042021	Siloam Springs	Cookson Hills Christian School	042271
Pine Bluff	Pine Bluff Christian School	042024	Siloam Springs	Siloam Springs Christian School	042278
Pine Bluff	Pine Bluff H.S.	042030	Siloam Springs	Siloam Springs H.S.	042280
Pine Bluff	Ridgway Christian School	042023	Siloam Springs	Trinity Christian Acdmy	042281
Pine Bluff	St Joseph Catholic H.S.	042039	Smackover	Smackover H.S.	042285
Pine Bluff	Townsend Park H S	042035	Snowball	Snowball H.S.	042295
Pine Bluff	Watson Chapel Acdmy	042042	Sparkman	Sparkman H.S.	042305
Pine Bluff	Watson Chapel H.S.	042040	Sparkman	Sparkman Tr School	042310
Plainview	Plainview-Rover H.S.	042050	Springdale	Har-Ber H.S.	042147
Pleasant Grove	Pleasant Grove H S	042055	Springdale	Shiloh Christian H.S.	042313
Pleasant Plains	Midland H.S.	042060	Springdale	Springdale Alt Lrn Environment	042316
Plumerville	Plumerville H S	042065	Springdale	Springdale Christian Acdmy	042314
Pocahontas	Pocahontas Christian Acdmy	042069	Springdale	Springdale H.S.	042315
Pocahontas	Pocahontas H.S.	042070	St Joe	St. Joe H.S.	042205
Pocahontas	Saint Pauls School	042075	St Paul	St. Paul H.S.	042210
Portland	Portland H.S.	042085	St. Charles	Saint Charles H.S.	042200

Appendix D.
Arkansas High School Codes

City	HS Name	HS Code	City	HS Name	HS Code
Stamps	Stamps H.S.	042327	Wabbaseka	J S Walker H.S.	042545
Star City	Glendale H.S.	042328	Wabbaseka	Wabbaseka H.S.	042550
Star City	Lincoln County Adult Education	042330	Waldo	Waldo H.S.	042560
Star City	Star City H.S.	042337	Waldron	Waldron H.S.	042565
Stephens	Stephens H.S.	042345	Walnut Ridge	AR Distance Learning Prep Ctr	042574
Strawberry	Hillcrest H.S.	042348	Walnut Ridge	Walnut Ridge H.S.	042575
Strong	Gardner H.S.	042355	Ward	New Horizon Acdmy	042577
Strong	Strong H.S.	042360	Warm Springs	Lords Ranch School	042579
Stuttgart	Evangelical Methodist School	042361	Warren	Bradley Co H.S.	042580
Stuttgart	Grand Prairie Christian Acdmy	042362	Warren	Warren H.S.	042585
Stuttgart	Stuttgart H.S.	042365	Weiner	Weiner H.S.	042600
Subiaco	Subiaco Acdmy	042375	West Fork	West Fork H.S.	042610
Sulphur Rock	Sulphur Rock H.S.	042380	West Helena	Central H.S.-PhillipsCounty	041075
Swifton	Swifton H.S.	042395	West Helena	De Soto School	042612
Taylor	Taylor H.S.	042400	West Helena	Eliza Miller H S	041080
Texarkana	Arkansas H.S.	042403	West Helena	Phillips County Christian School	042611
Texarkana	Emmanuel Christian Acdmy	042402	West Memphis	Calvary Baptist Acdmy	042618
Texarkana	Genoa Central H.S.	040870	West Memphis	Crittenden Pentecostal Acdmy	042617
Texarkana	Trinity Christian School	042404	West Memphis	West Memphis Christian School	042616
Texarkana	Veritas Classical Christian School	042405	West Memphis	West Memphis H.S.	042615
Texarkana	Washington Acdmy	042407	Western Grove	Western Grove H.S.	042605
Thornton	Thornton H.S.	042425	Wheatley	Monroe Acdmy	042633
Tillar	Cornerstone Christian Acdmy	042409	Wheatley	Wheatley H.S.	042635
Tillar	Desha-Drew H.S.	042430	White Hall	White Hall H.S.	042045
Timbo	Timbo H.S.	042440	Wickes	Wickes H.S.	042640
Trumann	Calvary Baptist School	042453	Wilburn	Wilburn H.S.	042645
Trumann	Liberty Christian Acdmy	042454	Williford	Williford H.S. (closed)	042650
Trumann	Trumann H.S.	042455	Willisville	Willisville H.S.	042655
Tuckerman	Tuckerman H.S.	042465	Wilmot	Wilmot H.S.	042675
Turrell	Turrell H.S.	042475	Wilson	Rivercrest H.S.	042685
Tyronza	Tyronza H.S.	042485	Winslow	Winslow H.S.	042690
Umpire	Umpire H.S.	042490	Winthrop	Wildwood Christian Acdmy	042694
Valley Springs	Valley Springs H.S.	042495	Winthrop	Winthrop H.S.	042695
Van Buren	Van Buren Christian Acdmy	042499	Winthrop	Winthrop New Life Acdmy	042696
Van Buren	Van Buren H.S.	042500	Witts Springs	Witts Springs H.S.	042700
Village	Village H.S.	042525	Wright	Plum Bayou H.S.	042705
Vilonia	Vilonia H.S.	042530	Wynne	Wynne H.S.	042720
Viola	Viola H.S.	042535	Yellville	Yellville-Summit H.S.	042725
W Memphis	Central Baptist School	042613			
W Memphis	Tabernacle Bapt Acdmy	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

Amendment of Freshman Assessment and Placement Program
Agenda Item No. 4; April 27, 2012
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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 a student assessment and placement program was renewed under the provisions of Act 1011 of 1991 (Arkansas Code Annotated § 6-61-110), Act 971 of 2009, and Act 899 of 2011.

There is not a change in the statewide minimum placement score of a 19 on the ACT sections of reading, mathematics, and English composition which is aligned with concordant scores on the Scholastic Aptitude Test (SAT) and two other exams published by American College Testing (ACT), Assessment of Skills for Entry and Transfer (ASSET) and Computerized Adaptive Placement and Support System (COMPASS). However, the concordant scores have been updated based on ACT data published in June 2008 and February 2010. The statewide minimum placement score applies to first-time undergraduate students, as defined in the Arkansas Higher Education Student Information System Manual, who enroll in associate or baccalaureate degree programs at Arkansas public colleges and universities; and to any student who enrolls in college-level courses in English composition and college algebra or other comparable mathematics general education core course. The board and administration of any campus may elect to set higher minimum placement scores for reading, mathematics and English composition.

This agenda item proposes to amend Board policy to provide guidelines for measurable exit standards for a student success plan that includes developmental (pre-college level) courses in mathematics, English composition, and reading for student placement and for successful completion of the corresponding initial college-level courses; and to provide guidelines that allow an appropriate college-level applied technical mathematics course to be accepted toward associate degrees in career and technical areas. (*The proposed language for the policy amendment is underlined.)*

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the amendment of AHECB policy 5.8-Freshman Assessment and Placement Program as outlined in this agenda item beginning Fall 2012.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents and chancellors, chief academic officers, chief student affairs officers, and institutional research officers of all Arkansas public institutions of higher education of this approval.

FURTHER RESOLVED, That the Board instructs the Director to collect student data from the institutions and include data on student success in the student remediation and progression reports currently submitted to the Coordinating Board beginning in 2015.

Appendix F. Freshman Assessment

**FRESHMAN ASSESSMENT AND PLACEMENT PROGRAM
AT ARKANSAS STATE-SUPPORTED COLLEGES AND UNIVERSITIES**
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Arkansas Code Annotated § 6-61-110
A first-time entering freshman at a state-supported institution of higher education who is admitted to enroll in an associate or a bachelor's degree program 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 Arkansas Higher Education Coordinating Board shall determine the test or *other criteria* to be used; testing procedures and exemptions; minimum scores *or criteria* below which students at all state-supported institutions of higher education must take remedial courses; *and minimum scores or criteria to allow simultaneous enrollment in college-level credit and remedial courses*. The Board shall base these decisions on consultation with representatives of the state-supported institutions of higher education; analysis of the placement procedures presently used by institutions in the state; statewide placement testing programs in other states; and pilot projects involving testing of entering freshmen at selected institutions in the state.

The Board, in collaboration with state-supported institutions of higher education, shall develop by institution uniform measurable exit standards for remedial courses that are comparable to the ACT or SAT equivalent required for college-level enrollment in credit courses to be implemented no later than the fall semester of 2010. The Board shall work with state-supported institutions of higher education to develop innovative alternatives to traditional instruction and delivery methods for remedial courses; and provide professional development opportunities to help remedial education faculty gain knowledge in best practices and trends in the instruction and delivery of remedial education.

Statewide Minimum Placement Scores
The mathematics, English composition, and reading placement standards contained in this policy implement Arkansas Code Annotated § 6-61-110. These standards apply to first-time undergraduate students, as defined in the Arkansas Higher Education Student Information System Manual, who enroll in associate or baccalaureate degree programs at Arkansas public colleges and universities; *and to any student who enrolls in college-level courses in English composition and college algebra or other comparable college-level mathematics course. A college or university may allow simultaneous enrollment in college-level credit and developmental courses.* The board and administration of any campus may elect to set higher minimum scores for enrollment in college-level mathematics and English composition courses. *A student must submit the ACT or comparable exam scores to the institution for purposes of admission and course placement.*

MATHEMATICS

~~No mathematics course less sophisticated~~ *A comprehensive* mathematics course such as ~~than~~ college algebra, *college mathematics, college statistics, *quantitative literacy/reasoning or higher-level, college mathematics course* may be applied toward *an **associate or* baccalaureate degree from a state-supported college or university in Arkansas. *Any mathematics course used to meet the 35-credit hour state minimum general education core requirement for the associate or bachelor's degree must be approved for inclusion in the Arkansas Course Transfer System (ACTS). Some college mathematics courses may not be accepted toward degree majors in science, technology, engineering and mathematics (STEM).*

Students scoring 19 or above on the mathematics section of the Enhanced ACT, 460 or above on the ~~quantitative math~~ portion of recentered SAT, 39 or above on the ASSET Intermediate Algebra test, or 41 or above on the COMPASS Algebra test may enroll in a college-level mathematics course. *(Beginning Fall 2013, students scoring 36 or above on the COMPASS Algebra test may be placed in college mathematics courses for non-STEM majors; with a score of 41 or above used for placement in college algebra and higher-level, college mathematics courses with college algebra as a prerequisite course.) Students with a state minimum score on an approved state +common core assessment for college readiness, or who successfully complete a state approved ++college transition course in mathematics literacy with a state minimum score also may enroll in a college-level mathematics course.* Students not meeting the standard must successfully complete a developmental (pre-college level) mathematics *course or state approved student success plan* ~~program or programs~~, demonstrating achievement ~~at least as sophisticated as~~ in intermediate algebra *or other appropriate pre-college level mathematics course*, ~~in order to be placed~~ *for enrollment* in a college-level mathematics course *or simultaneous enrollment in a college-level and a developmental course (or course modules) in mathematics.*

*A quantitative literacy/reasoning course currently is under development and will be piloted by 5 Arkansas universities in 2012-13. This course will be listed in the Arkansas Course Transfer System (ACTS) as a college mathematics course during the pilot period which will guarantee course transfer. ADHE will review the pilot results

Appendix F. Freshman Assessment

and, in consultation with math faculty at 4-year and 2-year institutions, determine if the quantitative literacy/reasoning course description and learning objectives can be included in ACTS beginning Fall 2013 which would allow all Arkansas colleges and universities to develop the course as a general education core course guaranteed for transfer.

**An appropriate non-remedial, college-level applied technical mathematics course may be accepted toward an associate degree in a career or technical area with the course placement determined using a state minimum math sub-score of 16 or above on the ACT, or comparable score on the COMPASS or ASSET Intermediate Algebra test, or determined using state approved enrollment criteria for ability-to-benefit. (Arkansas Code Annotated § 6-61-134) The non-remedial, college-level applied technical mathematics course accepted toward career and technical associate degree programs will not meet the mathematics course requirement for the 35-credit hour state minimum general education core unless this mathematics course (description and learning objectives) is approved for inclusion in the Arkansas Course Transfer System. Typically, career and technical associate degree programs are not designed for transfer to bachelor's degrees without an articulation agreement between institutions.

ENGLISH COMPOSITION

Students scoring 19 or above on the English section of the Enhanced ACT, 470 or above *(and beginning Fall 2013 scoring 450 or above)* on ~~verbal~~ *writing* SAT, 45 or above on the ASSET Writing Skills test, or 75 or above *(and beginning Fall 2013 scoring 80 or above)* on the COMPASS Writing Skills test may enroll in college-level English composition courses. *Students with a state minimum score on an approved state +common core assessment for college readiness, or who successfully complete a state approved +college transition course in literacy also may enroll in a college-level English composition course.* Students not meeting the standard shall successfully complete a developmental *course* ~~program or programs~~ in English composition *or state approved student success plan* before being awarded credit for freshman English.

A freshman English *composition course* may be taken ~~concurrent~~ *simultaneously* with ~~or subsequent to any~~ *a* required developmental composition *course (or course modules)* ~~program~~. *Any English composition/writing course used to meet the 35-credit hour state minimum general education core requirement for the associate or bachelor's degree must be approved for inclusion in the Arkansas Course Transfer System.*

READING

Students scoring 19 or above on the Reading Section of the Enhanced ACT, 470 or above on the ~~verbal~~ *reading* section of the recentered SAT, 43 or above on the ASSET Reading skills test or 82 or above *(and beginning Fall 2013 scoring 83 or above)* on COMPASS Reading Skills will be considered to have met minimal reading skill requirements. *Students with a state minimum score on an approved state +common core assessment for college readiness, or who successfully complete a state approved +college transition course in literacy also will be considered to have met minimal reading skill requirements.* Students not meeting the standard shall enroll in a developmental reading *course (or course modules)* ~~program~~ during their first or second semester in college and each subsequent semester, if necessary, until the *reading development plan* ~~program~~ is completed successfully.

State Approved Assessment and Placement Examinations
ACT - American College Testing Program-Enhanced ACT Assessment Test

SAT - College Board-Recentered Scholastic Aptitude Test

ASSET - American College Testing Program-Assessment of Skills for Successful Entry   and Transfer

COMPASS - American College Testing Program-COMPASS Placement and Diagnostic Tests

+Common core assessments currently are under development in collaboration with the Arkansas Department of Education and the Partnership for Assessment of Readiness for College and Careers (PARCC)

++College transition courses currently are under development in collaboration with the Arkansas Department of Education and the Southern Regional Education Board (SREB)

Guidelines for Measurable Exit Standards for Developmental Courses
A student must demonstrate mastery of designated core competencies in the subject areas of mathematics, English composition, and reading. The core competencies and assessment instruments must be selected and/or developed in partnership with institutional subject-area faculty and developmental education faculty. *Institutions also must implement a student success plan or* administer a national post-test examination to determine the effectiveness of developmental courses *and other criteria* in improving academic preparation for student success in college-level coursework *requiring higher-level skills in reading, writing and mathematics.*

Institutional Student Success Plan – Essential Elements

Appendix F. Freshman Assessment

An institution must implement a state approved student success plan for students assessed for placement in a developmental course in mathematics, English composition and/or reading. The student must be formally engaged in student success plan activities prior to enrollment in college-level courses in mathematics or English composition **or** *while simultaneously enrolled in college-level courses in mathematics and English composition. The student success plan must include the following elements:*
-1) Diagnostic Testing and Evaluation of Academic Performance
  --Could include use of high school grade point average (GPA), grades in prerequisite high school courses, and recognized state or national assessments and transition courses for college readiness
  --Could include use of departmental pre-tests, initial writing samples, COMPASS or other standard assessments,
-2) Academic Advising and Counseling
  --Use of individualized student success plan that includes the degree check list and other items used to monitor student progress such as registration hold until academic advising, early-alert system
-3) Mandatory Orientation
-4) Academic Student Support
  --Provide description of other institutional criteria for student success, if utilized
-5) Developmental Education Courses/Innovative and Varied Instructional Approaches
  --Use of developmental courses
  --Could include use of blended or accelerated models *(Institutions will determine the minimum course placement sub-score for students enrolled simultaneously in college-level and blended or accelerated developmental courses (or course modules) in English composition, reading and mathematics.)*
-6) Evaluation and Assessment of Student Learning
  --Provide description of exit standards or capstone assessment (could include projects, portfolios, common final exams, COMPASS post-test, etc.)
  --Provide data on student success in developmental course (or student success plan activities) and the requisite college-level course
-7) Faculty Professional Development
  --Activities designed to improve teaching methods, stay abreast of developmental education strategies, and training in relevant technologies
  --Employment of sufficient number of well-credentialed faculty
-8) Annual Plan Evaluation
  --Student Success Plan Report submitted to ADHE (annually by July 1 beginning in 2013, and biennially by July 1 beginning in 2017) that includes details on diagnostic testing, placement, capstone assessments, student success rates in developmental and requisite college-level courses

Approval of Institutional Student Success Plan
An institution must submit a student success plan to the Arkansas Department of Higher Education for review and approval by June 30, 2012, for implementation in Fall 2012; or by June 30 of any year prior to Fall implementation. A description of the structure of the organizational unit for the student success plan must be included. Plan modifications must be reported to ADHE.

Post-Test Examination
A post-test examination score comparable to the ACT placement threshold will *not* be required for student enrollment in college-level courses *if an institution implements a state approved student success plan for Fall 2012. The board and administration of any campus may elect to include in a student success plan the requirement of a national or institutional post-test examination and/or course placement score for enrollment in college-level mathematics and English composition courses.*

An institution that chooses not to implement a student success plan as outlined in this policy must submit written notification to ADHE by June 30, 2012, that the administration of a national post-test examination will be continued as outlined in the institution's AHECB approved plan in compliance with Act 971 of 2009; and that the institution will use the developmental exit assessment as a means to determine the success of its developmental education program. Each institution will determine if developmental students who do not attain a post-test score comparable to the ACT threshold have the academic skills necessary for success in college-level coursework. *(The Arkansas Higher Education Coordinating Board may choose to establish statewide minimum scores for the state approved post-test examinations based on the effectiveness of developmental courses and other criteria in improving academic preparation for student success in college-level courses in English composition and college algebra or other comparable college-level mathematics courses.)*

State Approved Developmental Course Pre-Test Examinations
Mathematics – COMPASS, ASSET, ACT, SAT, ACT and MyMath Test combined
English – COMPASS, ASSET, ACT, SAT, COMPASS E-Write
Reading – COMPASS, ASSET, ACT, SAT, Nelson-Denny, ACT and Essay combined

Appendix F. Freshman Assessment

State Approved Developmental Course Post-Test Examinations
Mathematics – COMPASS, ASSET, ACT, SAT, MyMath Test, TABE
English – COMPASS, ASSET, ACT, SAT, COMPASS E-Write, TABE, COMPASS and Essay combined
Reading – COMPASS, ASSET, ACT, SAT, Nelson-Denny, TABE
Data Reporting
All institutions must submit to ADHE (via the AHECB Student Information System) the ACT or comparable course placement scores in mathematics, English, and reading for all first-time students who enroll in associate and bachelor's degree programs.

The institution also must record in the individualized student success plan (by Fall 2013) the ACT or comparable course placement scores or the related (successfully completed) developmental course number and title for any student who enrolls in English composition and mathematics courses that meet the requirements for the 35-credit hour state minimum general education core.

Placement scores and developmental course completion information for non-degree seeking, transfer, and visiting students will not be reported to ADHE via the Student Information System, but this information must be recorded in the individualized student success plan should ADHE request data on all students enrolled in college-level English composition and mathematics general education core courses.

The institution must report to ADHE the course grade earned in the requisite college-level course in English composition and mathematics for those students placed and enrolled in developmental courses in mathematics, English composition and reading.

Institutions without a state approved student success plan also must report the ACT or comparable post-test scores for the students placed, enrolled and completing developmental mathematics, English composition, and reading courses.

ADHE will submit a report on student remediation, progression and success to the Arkansas Higher Education Coordinating Board.

For institutions that choose to use the post-test examinations only rather than implement a student success plan, ADHE staff will analyze developmental student success based on developmental course grades, post-test scores, and college-level course grades to determine the effectiveness of the developmental courses in improving college preparation. The results from the analysis of student success will be included in the ADHE remediation report to the Coordinating Board.

Policy Adopted: Agenda Item No. 9, October 13, 1989
Policy Amended: Agenda Item No. 27, October 20, 1995
Policy Amended: Agenda Item No. 22, April 19, 2002
Policy Amended: Agenda Item No. 3, January 29, 2010; April 30, 2010

Cutoff Scores Per AHECB Policy:

Test Type	Valid Scores	Freshman and Concurrent Students			Freshman	Freshman CTE Major
		English	Reading	Math (MATH1103) College Algebra	Math (MATH1003) College Math	Math (MATH1013) Applied Technical Mathematics
0–ACT	1-36	19	19	19	19	16
1–SAT	Individual test: 200 - 800 Composite: 400 - 1600	450	470	460	460	460
2–Asset	Math: 23-55 Writing: 23-54 Reading: 23-53	45	43	39	39	31
3-Compass	1-99	80	83	41	36	21
4–Explore	1-25	14	14	15		
5–Plan	1-32	16	15	17		
6–PSAT		45	47	46		

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

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.

Appendix F. Conditional Admission

II. Procedures

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

1. Each institution will designate an office of responsibility for implementation and define the method of informing incoming students of their admission status.

    2.   Core academic courses, as required in Section 1 (c)(1)(A) and (B) of Act 1290 (see below) will be designated by each institution. Such courses will be regular, non-remedial credit courses as listed in the college catalog. These courses will be listed in the institution's implementation plan. The implementation plan will also include a listing of appropriate technical courses as required in Section 1 (c) (1)(B).

    Section 1 (c)

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

    (A) For a student seeking an associate of arts degree or a baccalaureate degree and who failed to successfully complete the core curriculum, completion of twelve (12) hours of core academic courses, and any necessary remedial courses with a cumulative grade point average of 2.0.

    (B) For a student seeking a **diploma**, **technical certificate** or an **associate of applied science** degree and who failed to successfully complete the core curriculum, completion of six (6) hours of core academics courses and six (6) hours of technical courses required for the diploma, technical certificate or an associate of applied science degree and any necessary remedial courses with a cumulative grade point average of 2.0." (Act 1290 of 1997)

3. Students must successfully complete (defined as a 2.0 GPA) the required hours of core academic subjects and technical courses (as defined in number 2 above) and any remedial courses **within the first 30 semester hours**, **excluding developmental courses**. The institution must develop, define, and implement enrollment consequences (i.e., suspension, expulsion, limited course enrollment, etc.) for students who do not successfully complete (2.0 GPA) the required core academic subjects, technical, or remedial courses within the first 30 semester hours, excluding developmental courses.

    The institution's regular definition of cumulative grade point average will be used in defining the attainment of a 2.0 grade point average.

4. Transcripts of **out-of-state** high school students will be evaluated for meeting the core curriculum. Students not meeting either the core curriculum requirement and relevant grade point average requirement will be admitted conditionally.

5. Students who receive a **GED** or are graduates of **home schooling** or **private high schools** after May 1, 2002, must make a composite score of 19 on the American College Test (ACT) or the equivalent score on the SAT, ASSET, or COMPASS in order to be unconditionally admitted.

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

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

Approved:	Agenda Item No. 28	Amended:	Agenda Item No. 53
	October 20, 1995		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.

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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.

Conditional-Prep Student: A conditional-prep student is "Any first-time associate or bachelor's degree seeking student with a high school diploma or GED and/or with a score of 14 composite or below on the ACT, 690 or below on the SAT, 62 or below on the COMPASS Reading Skills test, or 35 or below on the ASSET Reading Skills test, must be admitted to the institution under the status of conditional-prep."

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.

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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/CERTIFICATE: an award or title conferred upon an individual for the completion of a program or courses of study. Additionally, an honorary degree/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:

CERTIFICATES

Certificate of Proficiency (Degree Level 01) The Certificate of Proficiency will be awarded to students who have demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The award is granted for programs requiring 7-18 undergraduate semester credit hours. The program of study may be a stand-alone program or part of a technical certificate or associate degree curriculum. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements.

Technical Certificate (Degree Level 02) The Technical Certificate is a planned and coherent program of classroom and laboratory/shop work at the collegiate level that recognizes the completion of a specified level of competency in an occupational field. The program of study may be a standalone program or a part of an associate degree curriculum. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements. The range of credit hours is 24-42 undergraduate semester hours. Exceptions to this range will be allowed when required by accrediting or approval agencies.

Certificate of General Studies (Degree Level 02) The Certificate of General Studies is designed to recognize 31-38 credit hours of general education core courses successfully completed by students. The program will document the student's mastery of skills and competencies needed to be successful in the workforce and function in today's world. The skills and competencies addressed in the program are based on findings in the report, *What Work Requires of Schools*, published in 1991 by the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS). Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements. (See Appendix D for curriculum requirements.)

Advanced Certificate (Degree Level 04) The Advanced Certificate is a planned program of study in a technical specialty. Admission to the program requires an associate degree or higher, national certification in the technical specialty or other specifically defined postsecondary education requirements. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The range of hours is 24-42 undergraduate semester credit hours. Program completion could lead to certification/licensure and recognition will be noted on the student transcript. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval must be submitted. Teacher education certificates must be designed to meet certification/licensure requirements in designated specialty areas and must be approved by the Arkansas Department of Education prior to submission to ADHE for consideration.

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Graduate Certificate (Degree Level 06) The Graduate Certificate is a 12-18 semester hour program that includes a focused collection of courses which when completed affords the student a record of coherent academic accomplishment in a given discipline or set of related disciplines. Program completion could lead to professional certification/licensure and recognition of the award will be noted on the student transcript. The required courses must be part of the graduate curriculum of a university with graduate degree programs as part of its role and scope and be taught by faculty with graduate faculty status. Admission and completion requirements must be based upon the policies of the Graduate School. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval must be submitted. Teacher education certificates must be designed to meet certification/licensure requirements in designated specialty areas and must be approved by the Arkansas Department of Education prior to submission to ADHE for consideration.

UNDERGRADUATE DEGREES

Associate Degrees (Degree Level 03)

Associate of Arts The Associate of Arts degree will be awarded to students who successfully complete a program of collegiate level work that is transferable toward a baccalaureate degree. The degree must include the 35-hour state minimum general education core (Appendix C) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title. The range of hours is 60-64 semester credit hours.

Associate of Science The Associate of Science degree will be awarded to students who successfully complete a program of collegiate level work with an occupational objective of which the majority of occupational courses and all general education courses are transferable toward a baccalaureate degree. The degree must include the 35-hour state minimum general education core (Appendix C) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title. The range of hours is 60-72 semester credit hours. Exceptions to this range will be allowed when required by accrediting or approval agencies.

Associate of Applied Science The Associate of Applied Science (A.A.S.) degree will be awarded to students who successfully complete a program of collegiate level work which is primarily designed for direct employment. The program must include a minimum of 15 semester credit hours of general education courses in English/writing, mathematics, social sciences, and computer applications/fundamentals (Appendix C). A minimum of 30-36 semester hours must be in a technical area. An additional component of the program of study should be a technical core of support courses from other related technical disciplines. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/ developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. (A course in Intermediate Algebra may be used to fulfill the mathematics requirement in the A.A.S. degree.) 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 60-72 semester credit hours. Selected health-related programs may exceed 72 semester hours, but should not exceed 80 semester hours unless required by accrediting or approval agencies.

Associate of General Studies/Liberal Arts The Associate of General Studies/Liberal Arts degree will be awarded to students who successfully complete a planned program of collegiate level work that includes a minimum of 15 semester hours of general education courses (Appendix C) and occupational or liberal arts courses. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. The program of study must be developed cooperatively by the student and the institution. The degree is intended to serve 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. Remedial/ developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of hours is 60-64 semester credit hours.

Associate of Applied Science in General Technology The Associate of Applied Science in General Technology program will be awarded to students who successfully complete an individualized program of study to fulfill a unique career goal that cannot be met through the completion of a single program offered by the institution. The program must include 15 semester credit hours of general education courses: English/writing, mathematics, computer application/fundamentals, and social sciences (Appendix C). There must be 24-30 semester hours in a major technical area, and 15-21 semester hours in a technical core of support courses from other related technical disciplines. A maximum of 30 semester hours may be awarded for experiential learning

Appendix G. Glossary

or work experience. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title. The range of hours is 60-72 semester credit hours.

Associate of Arts in Teaching The Associate of Arts in Teaching degree will be awarded to students who successfully complete a planned program of collegiate level work that is transferable toward a baccalaureate degree in teacher education. This two-year transfer degree is designed to introduce students to the profession of teaching, to increase the number of teacher candidates, to ease transfer from two- to four-year institutions, and to maximize the credit hours taken at the two-year institution. The degree must include the state minimum general education core (35 semester credit hours) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences (Appendix C). The Associate of Arts in Teaching is designed to align with state licensure requirements and consists of 60-64 semester credit hours. In order to receive the AAT, students must have a final grade point average of 2.65 and pass the Praxis I exam, an assessment of reading, writing, and mathematical skills. (See Appendix D for curriculum requirements.)

Bachelor's Degrees (Degree Level 05)

Bachelor's Degree The bachelor's degree will be awarded to students upon successful completion of a program that requires a minimum of 120 undergraduate semester credit hours, including the 35-semester hour state minimum general education core (Appendix C), a minimum of 40 semester hours of upper-level courses, and a minimum of 30 semester hours (including 20 semester hours of upper-level courses) in the major field of study. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of the bachelor's degree is 120-136 semester hours. Selected programs (e.g., education, music, engineering) may exceed 136 semester hours, but cannot exceed 150 semester hours unless required by accrediting or approval agencies.

Bachelor of Applied Science The Bachelor of Applied Science is a degree completion program that allows students holding an Associate of Applied Science degree to apply the entire associate degree toward the requirements of a bachelor's degree. The bachelor's degree curriculum must include a minimum of 35 semester hours of general education courses (Appendix C) and a minimum of 40 semester hours of upper-level courses in selected fields of study. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of hours is 120–136 semester credit hours.

Bachelor of Professional The Bachelor of Professional Studies is designed as a flexible program option for students with earned college credit (including technical and occupational courses). The bachelor's degree curriculum must include a minimum of 35 semester hours of general education courses (Appendix C) and 40 semester hours of upper-level courses in selected fields of study. The program of study can be developed cooperatively by the student and the institution to meet a variety of professional development and career enhancement needs. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of hours is 120–136 semester credit hours.

GRADUATE DEGREES

Master's Degree (Degree Level 07) The master's degree will be awarded to students who complete a minimum of 30 semester credit hours beyond the bachelor's degree that includes 50 percent graduate only semester hours in the field of study. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Exceptions to the total credit hours will be allowed when required by accrediting or approval agencies.

Specialist Degree (Degree Level 08) The specialist degree will be awarded to students who complete a minimum of 30 graduate-only semester credit hours beyond the master's degree. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The degree does not meet the academic requirements of a doctoral degree. Exceptions to the total credit hours will be allowed when required by accrediting or approval agencies.

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DOCTORAL DEGREE

Research/Scholarship (Degree Level 17) 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.

Professional Practice (Degree Level 18) 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 (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.

Other (Degree Level 19) A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.

Degree Level	Credential
Certificates	
01 Certificates of Less Than One Year	1 Certificates of Proficiency
02 Certificates of One Year	1 Technical Certificates
	2 Certificates of General Studies
04 Certificates of More Than One Year	1 Advanced Certificates
06 Post-Baccalaureate Certificate	1 Graduate Certificate
Degrees	
03 Associate Degrees	1 Associate of Arts
	2 Associate of Science
	3 Associate of Applied Science
	4 Associate of General Studies/Liberal Arts
	5 Associate of Applied Science in General Technology
	6 Associate of Arts in Teaching
05 Baccalaureate Degrees	1 Bachelor's Degree
	2 Bachelor of Applied Science
	3 Bachelor of Professional Studies
07 Master's Degree	1 Master's Degree
08 Specialist Degree	1 Specialist Degree
17 Doctor's Degree – Research/Scholarship 18 Doctor's Degree – Professional Practice 19 Doctor's Degree – Other	1 Doctoral Degree

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

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

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

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

First-time entering undergraduate student (01): a non-high school student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes (a) students enrolled in academic or occupational programs, (b) students enrolled in the fall term who attended college for the first time in the prior summer term, and/or (c) students who entered with advanced standing (college credits earned before graduation from high school). A student will be reported in this category only once (except for situation b above). 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 yet 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 enrolled in summer courses at an institution, and transferred to another institution for the fall term of the same calendar year in which the student graduated from high school,

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the student should be reported as first-time entering at the institution where (s)he enrolled in the fall term. If the student enrolled 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 continuing student (02): a non-high school 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 (03): a non-high school 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; this does not include credit hours earned while the student was still enrolled in high school). If the student was a first-time entering transfer student in the summer term, please also report them as a first-time entering transfer student for the fall term.

First-time entering graduate student (04): 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 – masters, specialist, or doctoral. 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 doctoral student (05): a student entering any institution classified for the first time as a doctoral student (research/scholarship or professional practice). 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 undergraduate student (06): a non-high school student previously enrolled at the same or similar undergraduate student level 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.

Continuing graduate or doctoral student (07): a student previously enrolled at the same graduate student level during the previous regular academic term at the reporting institution. Disregard summer sessions and other special sessions not considered to be part of the academic year.

Readmitted undergraduate student (08): a non-high school student previously enrolled at the same undergraduate 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.

Unclassified pre-baccalaureate undergraduate student (09): a non-high school student that does not hold an earned baccalaureate degree and is seeking an undergraduate credential and cannot be included in one of the other undergraduate student categories, such as a student holding an associate degree seeking a second associate degree at a 2-year institution.

Unclassified post-baccalaureate undergraduate student (10): a student holding an earned baccalaureate degree and is seeking an undergraduate credential.

Graduate transfer student (11): a graduate student entering the institution for the first time at the graduate level with academic credit attempted or earned at the graduate level at another institution (whether or not the credit is accepted by the institution to which the student transfers). If the student was a graduate transfer student in the summer term, please also report them as a graduate transfer student for the fall term.

Readmitted graduate student (12): a student previously enrolled at the same graduate student level at the institution but not enrolled during the regular academic term immediately preceding the current term. Disregard summer sessions and other special sessions not considered to be part of the academic year.

High School Student (13): A student who has not received a high school diploma or its equivalent and is traditional high school age (generally 18 or less).

First-time entering undergraduate transfer TRANSIENT student (14): a non-high school 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.

Unclassified post-baccalaureate graduate student (15): a student holding an earned baccalaureate degree and is seeking a graduate credential but cannot be included in one of the other graduate student categories.

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 generally derived from the student credit hour production of an institution. (1) Undergraduate FTE is obtained by dividing the total number of undergraduate student semester credit hours (SSCH) by 15 (term) or 30 (annual). (2) Graduate FTE is obtained by dividing the total number of graduate student semester credit hours (SSCH) by 12 (term) or 24 (annual). **This calculation excludes the credit hours for First Professional Degree (Doctoral Degree: Professional Practice) students. (3) SSCH is not used when calculating FTE for First Professional Degree students (Doctoral Degree: Professional Practice). For such students, full-time students are counted as 1.0 FTE and part-time students are counted as 0.6 FTE with the sum of both being the final FTE (per IPEDS).**

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. NOTE: this should not be confused with code 0X in the receiving location field of the course file. The purpose of code 0X is to correctly identify course locations.

Race /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.

[The Student File codes for race/ethnicity (and the related Non-Resident Alien code) are difficult to reconcile with our data system. It's as if they have "too many moving parts," for despite repeated efforts to correct our multiple entries, we still did not achieve an accurate profile of our student population in your summary.]

Below are our queries for counting race/ethnicity. 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 or graduate provided you change the reference from the student table to the appropriate table.

American Indian/Alaskan Only	**Asian Only**
SELECT COUNT(DISTINCT(s.ssn_id)) AS amerind	SELECT COUNT(DISTINCT(s.ssn_id)) AS asian
FROM student_table s JOIN fice_table f	FROM student_table s JOIN fice_table f
ON s.fice_code = f.fice_code	ON s.fice_code = f.fice_code
WHERE s.fice_code = 'XXXXXX'	WHERE s.fice_code = 'XXXXXX'
AND s.academic_year = '2010'	AND s.academic_year = '2010'
AND s.non_resident_alien = '0'	AND s.non_resident_alien = '0'
AND s.amerind = '1'	AND s.asian = '1'
AND s.asian IN ('0', '2')	AND s.black IN ('0', '2')
AND s.hispanic IN ('0', '2')	AND s.hispanic IN ('0', '2')
AND s.black IN ('0', '2')	AND s.amerind IN ('0', '2')
AND s.white IN ('0', '2')	AND s.white IN ('0', '2')
AND s.hawaiian IN ('0', '2')	AND s.hawaiian IN ('0', '2')

Black Only	**Hawaiian Only**
SELECT COUNT(DISTINCT(s.ssn_id)) AS black	SELECT COUNT(DISTINCT(s.ssn_id)) AS hawaiian
FROM student_table s JOIN fice_table f	FROM student_table s JOIN fice_table f
ON s.fice_code = f.fice_code	ON s.fice_code = f.fice_code
WHERE s.fice_code = 'XXXXXX'	WHERE s.fice_code = 'XXXXXX'
AND s.academic_year = '2010'	AND s.academic_year = '2010'
AND s.non_resident_alien = '0'	AND s.non_resident_alien = '0'
AND s.black = '1'	AND s.hawaiian = '1'
AND s.asian IN ('0', '2')	AND s.asian IN ('0', '2')
AND s.hispanic IN ('0', '2')	AND s.hispanic IN ('0', '2')
AND s.amerind IN ('0', '2')	AND s.black IN ('0', '2')
AND s.white IN ('0', '2')	AND s.amerind IN ('0', '2')
AND s.hawaiian IN ('0', '2')	AND s.white IN ('0', '2')

Hispanic Any	**White Only**
SELECT COUNT(DISTINCT(s.ssn_id)) AS hispanic	SELECT COUNT(DISTINCT(s.ssn_id)) AS white
FROM student_table s JOIN fice_table f	FROM student_table s JOIN fice_table f
ON s.fice_code = f.fice_code	ON s.fice_code = f.fice_code
WHERE s.fice_code = 'XXXXXX'	WHERE s.fice_code = 'XXXXXX'
AND s.academic_year = '2010'	AND s.academic_year = '2010'
AND s.non_resident_alien = '0'	AND s.non_resident_alien = '0'
AND s.hispanic = '1'	AND s.white = '1'
NOTE: This looks for <u>any</u> Hispanic student. This is the only "any" in the group, per IPEDS.	AND s.asian IN ('0', '2')
	AND s.hispanic IN ('0', '2')
	AND s.black IN ('0', '2')
	AND s.amerind IN ('0', '2')
	AND s.hawaiian IN ('0', '2')

Non-Resident Alien	**Unknown**
SELECT COUNT(DISTINCT(s.ssn_id)) AS nra	SELECT COUNT(DISTINCT(s.ssn_id)) AS uk
FROM student_table s JOIN fice_table f	FROM student_table s JOIN fice_table f
ON s.fice_code = f.fice_code	ON s.fice_code = f.fice_code
WHERE s.fice_code = 'XXXXXX'	WHERE s.fice_code = 'XXXXXX'
AND s.academic_year = '2010'	AND s.academic_year = '2010'
AND s.non_resident_alien = '06'	AND **(** s.non_resident_alien = '9'
	Or (s.non_resident_alien = '0'
	AND s.asian IN ('0', '2')
	AND s.black IN ('0', '2')
	AND s.hispanic IN ('0', '2')
	AND s.amerind IN ('0', '2')
	AND s.white IN ('0', '2')
	AND s.hawaiian IN ('0', '2'))
	)

Appendix G. Glossary

NOTE: Students whose race or ethnicity is unknown should be coded as non resident alien unknown.
Please correct all students falling into the "second unknown" explanation below – they should be converted to "first unknown".

1st Unknown (non resident alien)	2nd Unknown (race/ethnicity)
SELECT COUNT(DISTINCT(s.ssn_id)) AS first_uk FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '9'	SELECT COUNT(DISTINCT(s.ssn_id)) AS second_uk FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.asian IN ('0', '2') AND s.black IN ('0', '2') AND s.hispanic IN ('0', '2') AND s.amerind IN ('0', '2') AND s.white IN ('0', '2') AND s.hawaiian IN ('0', '2')

Two or More Races

```
SELECT COUNT(DISTINCT(s.ssn_id)) AS multi
FROM student_table s JOIN fice_table f
ON s.fice_code = f.fice_code
WHERE s.fice_code = 'XXXXXX'
AND s.academic_year = '2010'
AND s.hispanic IN ('0', '2')
AND s.non_resident_alien = '0'
AND (
        (s.asian = '1' AND s.black = '1' )
OR ( s.asian = '1' AND s.amerind = '1' )
OR ( s.asian = '1' AND s.white = '1' )
OR ( s.asian = '1' AND s.hawaiian = '1' )
OR ( s.black = '1' AND s.amerind = '1' )
OR ( s.black = '1' AND s.white = '1' )
OR ( s.black = '1' AND s.hawaiian = '1' )
OR ( s.amerind = '1' AND s.white = '1' )
OR ( s.amerind = '1' AND s.hawaiian = '1' )
OR ( s.white = '1' AND s.hawaiian = '1' )
OR ( s.asian = '1' AND s.black = '1' AND s.amerind = '1' )
OR ( s.asian = '1' AND s.black = '1' AND s.hawaiian = '1' )
OR ( s.asian = '1' AND s.amerind = '1' AND s.white = '1' )
OR ( s.asian = '1' AND s.white = '1' AND s.hawaiian = '1' )
OR ( s.black = '1' AND s.amerind = '1' AND s.white = '1' )
OR ( s.black = '1' AND s.amerind = '1' AND s.hawaiian = '1' )
OR ( s.black = '1' AND s.white = '1' AND s.hawaiian = '1' )
OR ( s.amerind = '1' AND s.white = '1' AND s.hawaiian = '1' )
OR ( s.asian = '1' AND s.black = '1' AND s.amerind = '1' AND s.white = '1' )
OR ( s.asian = '1' AND s.black = '1' AND s.amerind = '1' AND s.hawaiian = '1' )
OR ( s.asian = '1' AND s.black = '1' AND s.white = '1' AND s.hawaiian = '1' )
OR ( s.asian = '1' AND s.amerind = '1' AND s.white = '1' AND s.hawaiian = '1' )
OR ( s.black = '1' AND s.amerind = '1' AND s.white = '1' AND s.hawaiian = '1' )
OR ( s.asian = '1' AND s.black = '1' AND s.amerind = '1' AND s.white = '1' AND s.hawaiian = '1' )
)
```

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:
> (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.

Appendix G. Glossary

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 total number of credit hours earned/completed or the degree level program that the student is currently enrolled in. The following student level categories are intended to be mutually exclusive however, different institutions may infer different meaning.

Unclassified undergraduate (00): a non-high school 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.

First-year student/Freshman (01): A non-high school student who has completed less than 30 credit hours of college-level undergraduate coursework.

Second-year student/Sophomore (02): A non-high school student who has completed at least 30 but less than 60 credit hours of college-level undergraduate coursework.

Third-year student/Junior (03): A non-high school student who has completed at least 60 but less 90 credit hours of college-level undergraduate coursework.

Fourth year student/Senior (04): A non-high school student who has completed at least 90 credit hours of college-level undergraduate coursework.

Masters (05): a student who has received an earned baccalaureate degree, has been accepted for graduate-level study, and (a) is enrolled in a master's degree program, or (b) is enrolled in a doctoral program but has earned less than 30 semester credit hours in graduate course work.

Specialist (06): a student who has received an earned master's degree and is enrolled in a specialist degree program.

Doctoral/Doctoral: Research/Scholarship (07): 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. Such doctoral programs require 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.

Doctoral: Other (08): per IPEDS a doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice. The use of this designation requires permission from IPEDS. No Arkansas institutions currently use this designation.

First Professional/Doctoral: Professional Practice (09): a student who is enrolled in a first professional degree program such as, but not limited to, chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, and veterinary medicine. Such doctoral programs require 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.

Unclassified post-baccalaureate undergraduate student (10): 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 (11): 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).

High School Student (13): A student who has not received a high school diploma or its equivalent and is traditional high school age (generally 18 or less).

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.

Appendix G. Glossary

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

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)

<u>Introduction</u>

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.

<u>IPEDS Design and Structure</u>

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.

<u>Through 1999-2000, IPEDS was comprised of a series of paper questionnaires:</u>

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)

Appendix I. IPEDS

Current IPEDS Structure

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

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.

Appendix I. IPEDS

Fall Enrollment (Winter and Spring collections)

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

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).

Appendix I. IPEDS 2008-2009

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.

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:

Appendix I. IPEDS
2008-2009

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

(2) Eliminate first-professional degree category

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

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

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

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

The new degree categories will be defined as follows:

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

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

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

Master's degree - An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the bachelor's degree. Some of these degrees, such as those in

Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more than two full-time equivalent academic years of work.

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.

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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
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)

Appendix I. IPEDS 2008-2009

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).

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.

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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 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		

Appendix I. IPEDS 2009-2010

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:
1.   three years of average institutional net price of attendance for first-time, full-time aided students;
2.   the institutional net price of attendance for Title IV aid recipients by income category; and,
3.   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 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.

Appendix I. IPEDS
2009-2010

Changes to the Student Financial Aid (SFA) Survey

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

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

Appendix I. IPEDS
2009-2010

Additions to 2009-10 SFA Forms to Calculate and Report Average Institutional Net Price of Attendance by Income Categories						
	This column available in Spring 2010		This column available beginning in Spring 2011		This column available beginning in Spring 2012	
	2008-09		Prior year data, collected in future years, preloaded		Prior year data, collected in future years, preloaded	
Income Level	Number of students receiving aid	Total grant aid received by these students	Number of students receiving aid	Total grant aid received by these students	Number of students receiving aid	Total grant aid received by these students
$0-30,000	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
$30,001-48,000	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
$48,001-75,000	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
$75,001-110,000	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
$110,001 and more	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable

NOTE: In Spring 2010, data for 2008-09 will be reported. In Spring 2011, data for 2009-10 will be reported, and data for 2008-09 will be preloaded. In Spring 2012, data for 2010-11 will be reported, and data for 2008-09 and 2009-10 will be preloaded. Institutions will be able to revise the preloaded data.

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

Changes were made to the Fall Enrollment survey in 2008-09 to meet the HEOA requirement to display institutions' student-to-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:

Appendix I. IPEDS
2009-2010

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 office of disability services (or the equivalent office) at your institution as students with disabilities: 3 percent or less If more than 3 percent: _____%	**Institutional Characteristics** form beginning in 2009-10
B)(i) **For 4-year institutions**, for the 20XX cohort of bachelor's degree-seeking, full-time, first-time undergraduate students: Number of students in the cohort who completed their program within 200% of normal time (8 yrs)	A new survey component will be permanently added to the spring collection called **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: 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)

Appendix I. IPEDS
2009-2010

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

Appendix I. IPEDS
2009-2010

Changes to IPEDS Forms for Nondegree-Granting Institutions		
Survey Form		**Changes**
	Part C – Expenses and Other Deductions	Continue to collect operating and nonoperating expenses by function, but eliminate the following: Line 11, Auxiliary enterprises Line 12, Hospital services Line 13, Independent operations Line 16, Interest
	Part D – Summary of Changes in Net Assets	Eliminate Note: Line 01 (Total revenues and other additions) is already collected in Part B (Line 25), and Line 02 (Total expenses and deductions) is already collected in Part C (Line 19).
	Part F – Component Unit That Uses FASB Standards	Eliminate
	Part G – Component Unit That Uses GASB Standards	Eliminate
	Part H – Details of Endowment Assets	Eliminate

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

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

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

Appendix I. IPEDS 2010-2011

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)

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

Appendix I. IPEDS
2010-2011

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 <u>here</u>, 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 <u>here</u>, 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.

Appendix I. IPEDS
2010-2011

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.

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:

Appendix I. IPEDS
2011-2012

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

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

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

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

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

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

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

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

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

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

that collection by 2 weeks. If approved, this will be the 2011-12 IPEDS Data Collection Calendar:

Appendix I. IPEDS
2012-2013

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
2012-2013

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): o Less than 1-year certificates o At least 1 but less than 4-year certificates o Associate's degrees o Bachelor's degrees o Postbaccalaureate and Post-Master's certificates o Master's degrees o Doctor's degrees * 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: • 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**. • 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. 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: o Management Occupations o Business and Financial Operations Occupations o Computer, Engineering, and Science Occupations o Community Service, Legal, Arts, and Media Occupations o Primarily Instruction o Instruction combined with Research and/or Public Service o Primarily Research o Primarily Public Service o Graduate Assistants – Teaching o Graduate Assistants – Research o Graduate Assistants - Other o Library and Non-postsecondary Teaching Occupations o Archivists, Curators, and Museum Technicians	2010 SOC

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

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: • Primarily Instruction o Exclusively credit o Exclusively not-for-credit o Combination credit/not-for-credit	HR TRP
Make the following revisions to the *Salaries* section (Part E): • Eliminate the contract length differentiation from the survey screens. • 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.) 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. **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: o Management Occupations o Business and Financial Operations Occupations o Computer, Engineering, and Science Occupations o Community Service, Legal, Arts, and Media Occupations o Primarily Research o Primarily Public Service o Library and Non-postsecondary Teaching Occupations o Healthcare Practitioners and Technical Occupations o Service Occupations o Sales and Related Occupations o Office and Administrative Support Occupations o Natural Resources, Construction, and Maintenance Occupations o 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: • 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. • 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): o Multi-year contract o Annual contract o Less than annual contract o Without faculty status	HR TRP

Appendix I. IPEDS 2012-2013

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:
o   Primarily instruction
o   Primarily research
o   Graduate assistants
o   Other professional (support/service)
o   Clerical and secretarial
o   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

Appendix I. IPEDS 2012-2013

- Office and Administrative Support Occupations
- Natural Resources, Construction, and Maintenance Occupations
- Production, Transportation, and Material Moving Occupations

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 17-0000 Architecture and Engineering Occupations 19-0000 Life, Physical, and Social Science Occupations
Community Service, Legal, Arts, and Media Occupations	21-0000 Community and Social Service Occupations 23-0000 Legal Occupations 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 25-3000 Other Teachers and Instructors 25-9000 Other Education, Training, and Library Occupations ~~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 33-0000 Protective Service Occupations 35-0000 Food Prep and Serving Related Occupations 37-0000 Building and Grounds Cleaning and Maintenance Occupations 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 47-0000 Construction and Extraction Occupations 49-0000 Installation, Maintenance, and Repair Occupations
Production, Transportation, and Material Moving Occupations	51-0000 Production Occupations 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. IPEDS 2013-2014

<table>
<tr><th colspan="5">2013-14 Data Collection Schedule</th></tr>
<tr>
<th>2013-14</th>
<th>Registration</th>
<th>Fall
6 weeks</th>
<th>Winter
9 weeks</th>
<th>Spring
17 weeks</th>
</tr>
<tr>
<td>Collection Opens</td>
<td>August 7</td>
<td>September 4</td>
<td>December 11</td>
<td>December 11</td>
</tr>
<tr>
<td>Collection Closes for Keyholders</td>
<td></td>
<td>October 16</td>
<td>February 12</td>
<td>April 9</td>
</tr>
<tr>
<td>Collection Closes for Coordinators</td>
<td></td>
<td>October 30</td>
<td>February 26</td>
<td>April 23</td>
</tr>
<tr>
<td>Components included</td>
<td>Registration; Report Mapping; Institution ID; IC-Header</td>
<td>Institutional Characteristics; Completions; 12-month Enrollment</td>
<td>Student Financial Aid; Graduation Rates; 200% Graduation Rates</td>
<td>Fall Enrollment; Finance; Human Resources</td>
</tr>
</table>

All institutions will be required to register for the 2013-14 data collection cycle.

UserIDs and passwords for 2013-14 will be distributed to all institutions on August 7. 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 Report Mapping, Institution Identification, and IC Header during the Registration period.

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

On August 28, 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.

Note concerning Prior Year Revision System: Survey components will be open for revision during their regular data collection period, except that Fall components will open on 9/11 instead of 9/4. For example, revisions to the Completions component can be made during the Fall data collection period.

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)).

Appendix I. IPEDS 2013-2014

Changes to the IPEDS 2013-14 Data Collection

This document contains:

Changes to the IPEDS data collection that *have been approved* by the Office of Management and Budget (OMB) for implementation in 2013-14. There are two changes, and they are both timing changes, not changes in data collected.

Move Graduation Rates and 200% Graduation Rates Components to the Winter Collection

Action:

- The Graduation Rates (GR) and 200% Graduation Rates (GR200) components will move from the Spring data collection to the Winter collection starting in 2013-14.
- There will be no change to the data items collected, only to the collection period in which the data are submitted.

Impact:

- GR and GR200 data will be due in February, rather than April.
- 3 components will be due in Winter 2013-14 and 3 components will be due in Spring 2014 (instead of 1 in Winter and 5 in Spring).
- The reporting schedule for institutions will be balanced out.
- Help Desk activities (follow-up, quality control editing, and migration) will be spread more evenly throughout the year.

Background for the change:

- NCES is under increased pressure from legislators, policy makers, and data users to provide graduation rates data earlier. While legislation and regulation dictate the method and timetable for calculating these rates, there is some latitude for movement within the data collection calendar to speed up the process.
- The IPEDS Technical Review Panel (TRP) meeting in November 2007 made the suggestion to move the collection of Graduation Rates data to a "late Winter" data collection, which they proposed would be open from approximately November 1 to February 1. The TRP felt that institutions would be able to meet the new due date since it falls five months after the latest status date for determining graduation rates data (August 31 of the previous year). While NCES did not implement a late Winter data collection, the dates of the Winter data collection were extended in 2010-11 so that it now runs to early February, approximating the suggested late Winter due date.

Move the Revision of Prior Year Cost of Attendance Data to the Student Financial Aid Component

Action:

- Prior year cost of attendance data will now be revised on the current year Student Financial Aid (SFA) component in the Winter collection, rather than in the Prior Year Revision System on the Institutional Characteristics (IC) component in the Fall collection.
- For the 2013-14 data collection, the prior year cost of attendance data affected will be for 2012-13, 2011-12, and 2010-11.
- There will be no change to the data elements that are available to be revised, only to the place where they can be revised.

Appendix I. IPEDS
2013-2014

Impact:

New Screen for SFA Component			
Cost of Attendance for Full-time, First-time Degree/Certificate-Seeking Undergraduate Students *Estimates of expenses for books and supplies, room and board, and other expenses are those from the **Cost of Attendance report** used by the financial aid office in determining financial need. Please talk to your financial aid office to ensure that you are reporting correctly.*			
	Prior Year 1	**Prior Year 2**	**Prior Year 3**
Published tuition and required fees			
In-district			
Tuition	Preloaded	Preloaded	Preloaded
Required fees	Preloaded	Preloaded	Preloaded
Tuition + fees total	Calculated	Calculated	Calculated
In-state			
Tuition	Preloaded	Preloaded	Preloaded
Required fees	Preloaded	Preloaded	Preloaded
Tuition + fees total	Calculated	Calculated	Calculated
Out-of-state			
Tuition	Preloaded	Preloaded	Preloaded
Required fees	Preloaded	Preloaded	Preloaded
Tuition + fees total	Calculated	Calculated	Calculated
Books and supplies	Preloaded	Preloaded	Preloaded
On campus			
Room and board	Preloaded	Preloaded	Preloaded
Other expenses	Preloaded	Preloaded	Preloaded
Room and board and other expenses	Calculated	Calculated	Calculated
Off campus (not with family)			
Room and board	Preloaded	Preloaded	Preloaded
Other expenses	Preloaded	Preloaded	Preloaded
Room and board and other expenses	Calculated	Calculated	Calculated
Off campus (with family)			
Other expenses	Preloaded	Preloaded	Preloaded

Background:

The Higher Education Opportunity Act (HEOA) of 2008 requires that NCES calculate an average institutional net price, and display it on College Navigator and on the College Affordability and Transparency website. The inputs to this calculation are cost of attendance, collected on the IC component in the Fall, and financial aid, collected on the SFA component in the Winter. In order to improve the calculation of this measure, keyholders will now be able to revise the cost of attendance data at the same time they submit the financial aid data on the SFA component. Keyholders will be able to verify the 3 prior years' of cost data that will be used in the calculation of their institution's average net price at the same time that they can see the calculation.

Appendix I. IPEDS
Changes to the 2014-15 and 2015-16 IPEDS data collections

2014-15 Data Collection Schedule				
2014-15	Registration	Fall	Winter	Spring
		6 weeks	9 weeks	17 weeks
Collection Opens	6-Aug	3-Sep	10-Dec	10-Dec
Collection Closes for Keyholders		15-Oct	11-Feb	8-Apr
Components included	Registration;	Institutional Characteristics;	Student Financial Aid;	Fall Enrollment;
	Report Mapping;	Completions;	Graduation Rates;	Finance;
	Institution ID;	12-month Enrollment;	200% Graduation Rates;	Human Resources;
	IC-Header		Admissions;	Academic Libraries;

Background

Most of the proposed changes were suggested by 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 by RTI. Five meetings of the TRP resulted in changes to IPEDS for 2014-15 and 2015-16, as summarized in the table below.

TRP Meetings Relevant to Changes to IPEDS for 2014-15 and 2015-16		
Topic (Date)	**Summary**	**Survey Components Affected**
Academic Libraries (August 2011)	Based on a review of the current Academic Libraries Survey, which is not part of IPEDS, the Technical Review Panel suggested that a number of data elements be integrated into IPEDS in order to retain federal data necessary for policy making and analysis, while also improving response rates and reducing reporting burden for institutions.	☐ Institutional Characteristics ☐ New IPEDS component on Academic Libraries to replace the existing Academic Libraries Survey

Appendix I. IPEDS
Changes to the 2014-15 and 2015-16 IPEDS data collections

TRP Meetings Relevant to Changes to IPEDS for 2014-15 and 2015-16		
Topic (Date)	**Summary**	**Survey Components Affected**
Data on Veterans (November 2011)	Since the Post-9/11 Veterans Educational Assistance Program (Post-9/11 GI Bill) went into effect in August 2009, there has been dramatic growth in both the number of beneficiaries and benefits payments under the program to support study at postsecondary institutions. The increase in beneficiaries and federal dollars expended has led to demand for more information for (1) researchers to study the impact of these programs on college participation and success; (2) institutional researchers and other data users to conduct peer comparison in serving these students; (3) veterans and military service members looking to use their educational benefits; and (4) policymakers to assess the effectiveness of benefits programs and return on investment. The Technical Review Panel suggested collecting information on veterans and military service members and the use of education benefits in order to capture data necessary for policymaking and analysis, while also improving information available to veterans and military service members considering postsecondary education.	☐ Institutional Characteristics ☐ Student Financial Aid
Selected Outcomes of the Advisory Committee on Measures of Student Success (February and October 2012)	The Committee on Measures of Student Success recommended that the Department of Education broaden the coverage of student graduation data to reflect the diverse student populations at 2-year institutions and improve the collection of student progression and completion data. In response, the Department released an action plan for improving measures of postsecondary student success in support of the Administration's college completion agenda and based on those recommendations. Two IPEDS Technical Review Panel meetings were convened to address these needs. The first panel suggested that the definition of a degree/certificate-seeking student for IPEDS reporting purposes be clarifies, and that certain outcome information be collected in IPEDS for first-time, part-time students. The second panel suggested that certain outcome information be collected in IPEDS for non-first-time students similar to information that was proposed by the first panel for first-time, part-time students. The panel also suggested that similar outcome information be collected for first-time, full-time students.	☐ New Component on Outcome Measures

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Changes to the 2014-15 and 2015-16 IPEDS data collections

TRP Meetings Relevant to Changes to IPEDS for 2014-15 and 2015-16		
Topic (Date)	**Summary**	**Survey Components Affected**
Finance for For-Profit Institutions (August 2012)	The for-profit sector has experienced dramatic growth in both the number of institutions and enrollments since 2000. At the same time, demand for transparency around college costs and spending at all types of postsecondary institutions has increased. Policymakers and other stakeholders have expressed interest in topics like the distribution of instructional expenses by expense type and the percentage of total revenue from federal grants. However, the FASB forms for for-profit institutions collect considerably less detail than the FASB forms for nonprofit institutions and GASB forms, so there are limitations to accurately comparing these data statewide or aggregating them at the national level. Based on a review of the current Finance component, the Technical Review Panel suggested that a number of changes be made to the FASB forms for for-profit institutions to increase data comparability across institutional sectors and utility to institutions and decision makers, while also ensuring data being reported are appropriate for the sector and accurately represent the institutions.	☐ Finance
Changes to IPEDS Data Collection Calendar (November 2007)	When the IPEDS web-based data collection system was implemented in 2000, a three-collection design was chosen. It was a good transition strategy from a paper-based system to a web-based system, and simplified development of the new technology. Based on the information available at the time, it aligned the collection of data from institutions to the times when the information was available. It simplified the scheduling of IPEDS tasks at institutions and state offices. But the web-based environment makes it possible to be far more flexible than the three-collection format will allow, so the TRP was convened to explore the possibilities. The panel suggested numerous modifications to the IPEDS Data Collection Calendar, many of which have been phased in since the panel met.	Institutional Characteristics

Detailed descriptions of all proposed changes are included in the following section, by survey component.

A Note about the Timing and Implementation of the Changes
NCES will once again offer institutions a "preview" year for additions to IPEDS data reporting forms. During the preview year, new items and associated reporting instructions will be available for preview through the Survey Materials web page, to give institutions one-year advance notice of how new data items will be collected in the future. The preview year for items packageto be implemented in 2014-15 will be 2013-14; the preview year for items to be implemented in 2015-16 will be 2014-15.

Appendix I. IPEDS
Changes to the 2014-15 and 2015-16 IPEDS data collections

2014-15 Detailed Changes to Forms by IPEDS Survey Component

Institutional Characteristics (IC) – Fall Collection

The first two changes below will provide important information about veterans and academic libraries; these were proposed by the IPEDS TRP. The TRP suggested that an item concerning services available to veterans be placed on IC. The TRP also suggested that the Academic Libraries Survey be re-integrated into IPEDS and a screening question to determine institutional level of reporting for a new Academic Libraries component be placed on IC.

The estimated enrollment items on IC were added in 2006-07 to fill a perceived need for an early estimate of fall enrollment, due to the fact that the IPEDS Fall Enrollment component is not collected until the following Spring. However, NCES has determined that these data are not of particularly good quality. Their inclusion in the IPEDS Data Center is a source of confusion to many (if not most) data users, and there is evidence that they are not being widely used. Further, these data are not displayed on College Navigator because they are estimates.

The last proposed change listed relates to moving the collection of admissions data to a small, separate component in the Winter. This change was proposed by the IPEDS TRP; moving the due date will enable all institutions to report data for the most recent Fall period. This, in turn, will make the IPEDS admissions data in the Data Center less confusing for data users, since only one reporting period will be represented in each data file. It will also mean that admissions data will be able to be used in the Trend Generator, which many data users have requested.

As a result of TRP suggestions and public comments, NCES requested and received clearance on the following two new items on the Institutional Characteristics component, the deletion of estimated enrollment items, and the creation of a new Admissions component in the Winter data collection, comprised entirely of items moved from the Institutional Characteristics component.

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Changes to the 2014-15 and 2015-16 IPEDS data collections

Changes to the Institutional Characteristics (IC) Form (all versions)			
Change	**Implementation Year**	**Source**	**Estimated burden**
Add the following item to collect data on veterans: ☐ Which of the following are available to veterans, military service members, or their families? ☐ Post-9/11 GI Bill Yellow Ribbon Program ☐ Credit for military training ☐ Dedicated point of contact for support services for veterans, military service members, and their families ☐ Recognized student veteran organization ☐ Member of Servicemembers Opportunity Colleges ☐ URL for tuition policies specifically related to veterans and military service members	2014-15 (2013-14 preview year)	Veterans TRP	Minimal
Add screening question for degree-granting institutions to determine level of reporting on new Academic Libraries component: ☐ What are your annual total library expenditures? ☐ If annual total library expenditures = 0 there is no additional reporting. ☐ If annual total library expenditures >0, the institution will submit the new Academic Libraries component, as described in the Academic Libraries section below.	2014-15 (2013-14 preview year)	Academic Libraries TRP	Minimal
Delete Estimated Enrollment Items ☐ Early estimates of full-time and part-time undergraduate students, first-time undergraduate students, and graduate students, as of October 15 or the institution's official fall reporting date.	2014-15	NCES, public comments	Slight decrease

Delete the following items that collect admissions information from IC, and create a separate small component in the Winter collection. Items will be collected only from institutions that do not have an open admission policy. Moving the collection of these items to the Winter collection will enable all institutions to report data for the most recent fall period.
☐ Admissions requirements: Select the option (required, recommended, neither required nor recommended, don't know) that best describes how your institution uses any of the following data in its undergraduate selection process:
  ☐ Secondary school GPA
  ☐ Secondary school rank
  ☐ Secondary school record
  ☐ Completion of college-preparatory program
  ☐ Recommendations
  ☐ Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)
  ☐ Admission test scores
  ☐ SAT/ACT
  ☐ Other test (ABT,Wonderlic, WISC-III, etc.)
  ☐ TOEFL
☐ Provide the number of first-time, degree/certificate-seeking students who applied, who
	2014-15	Calendar TRP	No change in burden. Change in when data are collected.

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Changes to the 2014-15 and 2015-16 IPEDS data collections

Changes to the Institutional Characteristics (IC) Form (all versions)			
Change	Implementation Year	Source	Estimated burden
were admitted, and who enrolled (either full- or part-time) at your institution for the most recent fall period. For each category, report men, women, and total as available. ☐ Number of applicants ☐ Number of admissions ☐ Number (of admitted) that enrolled full-time ☐ Number (of admitted) that enrolled part-time ☐ If test scores are required for admission for first-time, degree/certificate-seeking undergraduate students, provide the number and percentage of enrolled students submitting SAT and/or ACT scores, and the 25th and 75th percentile scores for each test listed: ☐ SAT Critical Reading, Math, Writing ☐ ACT composite,English, Math, Writing			

Student Financial Aid (SFA) – Winter Collection

TRP 36, Collecting Data on Veterans, focused on discussing possible ways to utilize existing data and collect new information on veterans and military service members to better address policy and research questions, as well as to provide more detailed information on the number and types of students using education benefits and how these students are being served by institutions. Many of the panel members either directly represented veterans organizations or represented institutions enrolling a large number of veterans and military service members.

Additionally, Executive Order 13607 requires the Secretary of Education, in consultation with the Secretaries of Defense and Veterans Affairs, as part of IPEDS and other data collection systems, to collect information on the amount of funding received pursuant to the Post-9/11 Bill and the Tuition Assistance Program, for posting on the College Navigator website.

As a result of TRP suggestions, public comments, and Executive Order 13607, NCES requested and received clearance on the following items on the Student Financial Aid component.

Changes to the Student Financial Aid (SFA) Form (all forms)			
Change	Implementation Year	Source	Estimated burden
Add the following items: ☐ Number of undergraduate and graduate students receiving Post-9/11 GI Bill benefits and the total dollar amount of tuition and fee benefits awarded to them through the institution ☐ Number of undergraduate and graduate students receiving DoD Tuition Assistance and the total dollar amount of DoD Tuition Assistance awarded to them through the institution	2014-15 (2013-14 preview year)	Veterans TRP	Moderate

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Changes to the 2014-15 and 2015-16 IPEDS data collections

Admissions (ADM) – Winter Collection

As detailed in the Institutional Characteristics section above, NCES proposes moving the collection of admissions data to a small, separate component in the Winter. This change was proposed by the IPEDS TRP so that all institutions will be able to report data for the most recent Fall period. This, in turn, will make the IPEDS admissions data in the Data Center less confusing for data users, since only one reporting period will be represented in each data file. It will also mean that admissions data will be able to be used in the Trend Generator, which many data users have requested. Finally, it will ensure that admissions data displayed on College Navigator will represent the same Fall period. NCES requested and received clearance to establish a separate Admissions component in the Winter collection.

New Separate Admissions (ADM) Component			
Change	**Implementation Year**	**Source**	**Estimated burden**

Create separate small component in the Winter collection from items formerly in IC component. Items will be collected only from institutions that do not have an open admission policy. Moving the collection of these items to the Winter collection will enable all institutions to report data for the most recent fall period.
 	
☐   Admissions requirements: Select the option (required, recommended, neither required nor recommended, don't know) that best describes how your institution uses any of the following data in its undergraduate selection process:
   ☐   Secondary school GPA
   ☐   Secondary school rank
   ☐   Secondary school record
   ☐   Completion of college-preparatory program
   ☐   Recommendations
   ☐   Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)
   ☐   Admission test scores
   ☐   SAT/ACT
   ☐   Other test (ABT,Wonderlic, WISC-III, etc.)
   ☐   TOEFL
☐   Provide the number of first-time, degree/certificate-seeking students who applied, who were admitted, and who enrolled
fall period. For each category, report men, women, and total as available.
   ☐   Number of applicants
   ☐   Number of admissions
   ☐   Number (of admitted) that enrolled full-time
   ☐   Number (of admitted) that enrolled part-time
☐   If test scores are required for admission for first-time, degree/certificate-seeking undergraduate students, provide the number and percentage of enrolled students submitting SAT and/or ACT scores, and the 25th and 75th percentile scores for each test listed:
   ☐   SAT Critical Reading, Math, Writing
   ☐   ACT composite,English, Math, Writing
	2014-15 (no preview year, as items are collected on IC through 2013-14)	Calendar TRP	No change in burden. Change in when data are collected.

Appendix I. IPEDS
Changes to the 2014-15 and 2015-16 IPEDS data collections

Finance (F) – Spring Collection

TRP 39, Improving Finance Survey Forms for For-Profit Institutions, centered around how to increase data comparability across institutional sectors and utility to institutions and decision makers, while also ensuring data being reported are appropriate for the sector and accurately represent the institutions. Members of the for-profit sector were well represented on the panel.

The for-profit sector has experienced dramatic growth in both the number of institutions and enrollments since 2000. At the same time, demand for transparency around college costs and spending at all types of postsecondary institutions has increased. Policymakers and other stakeholders have expressed interest in topics like the distribution of instructional expenses by expense type and the percentage of total revenue from federal grants. However, the FASB forms for for-profit institutions collect considerably less detail than the FASB forms for nonprofit institutions and GASB forms, so there are limitations to accurately comparing these data statewide or aggregating them at the national level.

The panel examined the current finance survey forms item by item to consider which items are reported by GASB and nonprofit FASB institutions that could also be reported by the for-profit institutions to increase comparability across the forms. This review of the finance forms also focused on possible additions to the FASB forms for for-profit institutions that could help provide a more complete picture of financial conditions within higher education and address changing policy and research needs.

As a result of TRP suggestions and public comments, NCES requested and received clearance on the following items on the Finance component.

Changes to the For-Profit Finance (F) Form			
Change	**Implementation Year**	**Source**	**Estimated burden**
Make changes to Revenues information collected ☐ Separate federal appropriations, grants, and contracts into two categories: o Federal appropriations o Federal grants and contracts ☐ Separate state and local government appropriations, grants, and contracts into four categories: o State appropriations o State grants and contracts o Local appropriations o Local grants and contracts ☐ Add private gifts to be reported with private grants and contracts ☐ Add the following two revenues categories: ☐ Hospital services ☐ Independent operations revenue	2014-15 (2013-14 preview year)	Finance TRP	Significant increase

Appendix I. IPEDS

Changes to the 2014-15 and 2015-16 IPEDS data collections

Changes to the For-Profit Finance (F) Form			
Change	**Implementation Year**	**Source**	**Estimated burden**
Make changes to Expenses information collected: ☐ Separate research and public service into two categories: o Research o Public service ☐ Separate academic support, student services, and institutional support into three categories: o Academic support o Student services o Institutional support ☐ Add the following new functional expense categories: o Operation and maintenance of plant o Hospital services o Independent operations ☐ The following categories will be allocated across the functional categories and will also be reported as a total amount following the expense matrix used by public and private nonprofit institutions: o Salaries and wages o Employee fringe benefits o Operations and maintenance o Interest o Depreciation o All other ☐ Add a new screening question: o What is your business structure? ☐ Based on the information provided, institutions with the business structure of either C Corporations or LLC will subsequently be asked to report income tax expenses as follows: ☐ Total Federal income tax expenditures ☐ Total state and local income tax expenditures	2014-15 (2013-14 preview year)	Finance TRP	Significant increase
Make changes to Scholarships and Fellowships information collected: ☐ Separate state and local grants (government) into two categories: ☐ Grants by state government ☐ Grants by local government	2014-15 (2013-14 preview year)	Finance TRP	Significant increase

Appendix I. IPEDS
Changes to the 2014-15 and 2015-16 IPEDS data collections

Changes to the For-Profit Finance (F) Form			
Change	**Implementation Year**	**Source**	**Estimated burden**
Make changes to Balance Sheet information collected: ☐ Add the following new categories: ☐ Long-term investments ☐ Property, plant, and equipment, net of accumulated depreciation ☐ Intangible assets, net of accumulated amortization ☐ Debt related to property, plant, and equipment ☐ Additional detail to align with financial statements ☐ Land improvements ☐ Buildings ☐ Equipment—including art and library collections ☐ Construction in progress ☐ Other plant, property, and equipment ☐ Total plant, property, and equipment ☐ Accumulated depreciation	2014-15 (2013-14 preview year)	Finance TRP	Significant increase

Academic Libraries (AL) – Spring Collection

TRP 35, Reintegrating the Academic Libraries Survey (ALS) into IPEDS, considered the feasibility of reintegrating ALS into IPEDS, examined current ALS data elements, and discussed ways of improving data quality by clarifying definitions and better aligning key elements of the library component with data reported in other IPEDS components. Representation on the panel included individuals from academic libraries.

The current Academic Libraries Survey is collected from degree-granting postsecondary institutions every other year in even-numbered years; the current burden estimate is 8.1 hours. When implemented in IPEDS, the Academic Libraries component will be comprised of fewer items, collected annually; the TRP estimated that the burden would be 4 hours.

As a result of TRP suggestions and public comments, NCES requested and received clearance to implement a new Academic Libraries component in the Spring data collection, to replace the existing ALS.

New Academic Libraries Component			
Change	**Implementation Year**	**Source**	**Estimated burden**
Add items for degree-granting institutions if expenditures > 0: ☐ Is the library collection entirely electronic? (Y/N) ☐ Collect library collections counts, physical and digital/electronic, as applicable: o Books o Databases o Media ☐ Circulation, physical and digital/electronic, as applicable	2014-15 (2013-14 preview year)	Academic Libraries TRP	Moderate

Appendix I. IPEDS
Changes to the 2014-15 and 2015-16 IPEDS data collections

New Academic Libraries Component			
Change	Implementation Year	Source	Estimated burden
Add items for degree-granting institutions if expenditures are > $100,000: ☐ Number of branch and independent libraries—exclude main or central library ☐ Total salaries and wages ☐ Are staff fringe benefits paid out of the library budget? (Y/N) ☐ Fringe benefit expenditures if paid by the library budget ☐ One-time purchases of books, serial backfiles and other materials ☐ Ongoing commitments to subscriptions ☐ Other information resources ☐ Preservation services ☐ All other operations and maintenance expenditures ☐ Total interlibrary loans and documents provided to other libraries ☐ Total interlibrary loans and documents received ☐ Does your library support virtual reference services?	2014-15 (2013-14 preview year)	Academic Libraries TRP	Moderate

All Survey Components

In order to provide better estimates of burden on an ongoing basis, NCES will ask IPEDS keyholders to report voluntarily the time required to complete each survey component as follows: in the 2012-13 data collection, the 2014-15 data collection, and every third year thereafter. NCES estimates a burden of 0.2 hours to track, record and report this time for the following components: Institutional Characteristics and Admissions, Completions, 12-month Enrollment, Graduation Rates, 200% Graduation Rates, Outcome Measures, and Fall Enrollment. NCES estimates it will take 0.4 hours for Student Financial Aid, Finance, Human Resources, and Academic Libraries, because these four components typically involve additional offices at the institution and require keyholders to get time estimates from others at the institution.

2015-16 Detailed Changes to Forms by IPEDS Survey Component

Outcome Measures (OM) – Winter Collection 2015-16

The *Higher Education Opportunity Act* of 2008 established the U.S. Department of Education's Committee on Measures of Student Success to advise the Secretary of Education in assisting 2-year degree-granting institutions of higher education in meeting the completion or graduation rate disclosure requirements outlined in the *Higher Education Act* of 1965, as amended. The Committee completed its work in December 2011.

In its final report to the Secretary, the Committee noted that the "current federal graduation rate measure is incomplete and does not adequately convey the wide range of student outcomes at 2-year institutions." In addition, the Committee observed that "data are not collected on other important outcomes achieved by students at 2-year institutions."

Appendix I. IPEDS
Changes to the 2014-15 and 2015-16 IPEDS data collections

The Committee recommended that the Department:

☐ Broaden the coverage of student graduation data to reflect the diverse student populations at 2-year institutions

☐ Improve the collection of student progression and completion data

☐ Improve technical guidance to institutions in meeting statutory disclosure requirements

☐ Encourage institutions to disclose comparable data on employment outcomes and provide incentives for sharing promising practices on measuring student learning

Although its work focused on 2-year institutions, the Committee suggested that its recommendations be considered and implemented for 4-year institutions as well. The Committee's final report is available at http://www2.ed.gov/about/bdscomm/list/cmss-committee-report-final.pdf

In April 2012, the Department released an action plan for improving measures of postsecondary student success in support of the Administration's college completion agenda and based on the recommendations of the Committee on Measures of Student Success (http://www.ed.gov/edblogs/ous/files/2012/03/Action-Plan-for-Improving-Measures-of-Postsecondary-Student-Success-FINAL2.pdf).

The Department's action plan is designed to improve the quality and availability of student success data at the federal level for consumers, institutions, policymakers, and researchers. This plan also includes activities to help institutions, systems, and states increase their capacity for collecting and disseminating data on student success. Various offices within the Department are responsible for implementing the activities within the plan. In the plan, the Department has committed to "revise, where feasible under its current authority, existing data collection vehicles to include more comprehensive measures of student success for a broader group of students."

As part of this activity, the NCES has taken steps to enhance graduation rate and transfer rate reporting in IPEDS. Using existing processes for considering changes to IPEDS, NCES examined the feasibility of broadening measures by collecting outcome information for part-time, degree/certificate-seeking undergraduate students and non-first-time, degree/certificate-seeking undergraduate students in IPEDS.

IPEDS TRP 37 was convened in February 2012 to discuss the feasibility of collecting outcome information on first-time, part-time students. The TRP suggested that the definition of a degree/certificate-seeking student for IPEDS reporting purposes be clarified, and that certain outcome information be collected in IPEDS for first-time, part-time students.

IPEDS TRP 40 was convened in October 2012 to discuss the feasibility of collecting outcome information on non-first-time students. The TRP suggested that certain outcome information be collected in IPEDS for non-first-time students, similar to information that TRP 37 proposed for first-time, part-time students. The TRP also suggested that similar outcome information be collected for first-time, full-time students. Institutions would report outcome information for four cohorts in mutually exclusive categories, as outlined below.

The new outcome information that institutions would report to IPEDS is designed to provide consumers, policymakers, and researchers context for and an alternative to the graduation rates calculated for the purposes of the *Student Right to Know and Campus Security Act* of 1990.

To expedite the availability of data that will be useful to consumers, policymakers, and researchers, TRP 40 suggested that institutions report on student outcomes retrospectively. **If a prospective reporting model were used, outcome measures data would not be available until 2023**.

As a result of TRP suggestions and public comments, NCES requested and received clearance to implement a new Outcome Measures component in the Winter collection.

Appendix I. IPEDS
Changes to the 2014-15 and 2015-16 IPEDS data collections

New Outcome Measures (OM) Component			
Change	**Implementation Year**	**Source**	**Estimated burden**
Collect outcome measures data from degree-granting institutions on 4 degree/certificate-seeking student cohorts as shown below. Academic reporting institutions will report on Fall cohorts; program and hybrid reporters will report on Full-year cohorts. ☐ Full-time, first-time students ☐ Part-time, first-time students ☐ Full-time, non-first-time entering students ☐ Part-time, non-first-time entering students **Note** : Data will not be disaggregated by race, ethnicity, or gender. **Note** : No outcome data will be collected from non-degree-granting institutions. For each of the 4 cohorts, collect a status update using the following categories: ☐ Received award ☐ Did not receive award, still enrolled at reporting institution ☐ Did not receive award, subsequently enrolled at another institution ☐ Did not receive award, subsequent enrollment status unknown A total of students who did not receive an award will be calculated. Collect the status update from both 2-year and 4-year institutions at 8 years after the cohort enters the institution, with award information collected for both the 6-year and 8-year timeframes. Outcome Measures data collection will begin in 2015-16. Institutions will report on their 2007 cohorts.	**2015-16** (2014-15 preview year)	Outcome Measures TRPs	Substantial

Appendix I.2
IPEDS Completions and Related Reports

All institutions will upload their own completions (graduate) data directly to IPEDS, i.e., ADHE has ceased the middle-man activity. This relates to the graduate file that you submit to ADHE in July.

In the past, ADHE received the annual graduate file, 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. 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 January 2010 or later. Report each such transfer student on one row of the report.

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

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

Appendix J. TRANSFER REPORT INSTRUCTIONS

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.

- 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.

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										

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

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

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. This is the institution completing the report in which the student has transferred to.
2	Sending Institution's FICE Code	Same FICE Code as used in AHEIS/SISDB. This is the institution the student is transferring from. This FICE code should match the TRANSFER_FICE code used in the student table.
3	Academic Year	Same as used in AHEIS/SISDB.
4	Term	Same as used in AHEIS/SISDB.
5	Student SSN	Same as used in AHEIS/SISDB.
6	ACTS Course Not Accepted	List the course index number(s) from the ACTS for the course that was not accepted by the receiving institution.
7	Reason the ACTS Course was NOT Accepted	List the reason(s) that the ACTS course was not accepted by the receiving institution.

File Name – The report should be named "ACTS_CollegeAbbr_AYXXXX.xls" where CollegeAbbr is the 3-5 letter institution abbreviation used in Appendix A and the AY is the Academic Year – all as used in the AHEIS/SISDB manual. For example: ACTS_SEAC_AY2010.xls

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

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

ACTS Transfer Report
Act 672 of 2005
Name this file: ACTS_CollegeAbbr_AYXXXX.xls, such as ACTS_XYZ_AY2011.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.	Fice Code		Review		Student SSN (5)	ACTS Course Index Number Not Accepted (6)	Reason the ACTS Course NOT Accepted (7)
	Receiving Institution (1)	Sending Institution (2)	Academic Year (3)	Term Code (see below) (4)			
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
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17							
18							
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20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							

Insert additional rows as needed.

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

FICE Codes for Arkansas Colleges

#	Inst. Type	College Abbr.	College Name	Fice Code
1	4-Year Public	ASUJ	Arkansas State University - Jonesboro	001090
2	4-Year Public	ATU	Arkansas Tech University	001089
3	4-Year Public	HSU	Henderson State University	001098
4	4-Year Public	SAUM	Southern Arkansas University - Magnolia	001107
5	4-Year Public	UAF	University of Arkansas Fayetteville	001108
6	4-Year Public	UAFS	University of Arkansas - Fort Smith	001110
7	4-Year Public	UALR	University of Arkansas at Little Rock	001101
8	4-Year Public	UAM	University of Arkansas at Monticello	001085
9	4-Year Public	UAMS	University of Arkansas for Medical Sciences	001109
10	4-Year Public	UAPB	University of Arkansas at Pine Bluff	001086
11	4-Year Public	UCA	University of Central Arkansas	001092
12	2-Year Public	ANC	Arkansas Northeastern College	012860
13	2-Year Public	ASUB	Arkansas State University - Beebe	001091
14	2-Year Public	ASUMH	Arkansas State University - Mountain Home	901090
15	2-Year Public	ASUN	Arkansas State University - Newport	011949
16	2-Year Public	BRTC	Black River Technical College	020522
17	2-Year Public	CCCUA	Cossatot Community College of the UA	022209
18	2-Year Public	EACC	East Arkansas Community College	012260
19	2-Year Public	MSCC	Mid-South Community College	023482
20	2-Year Public	NAC	North Arkansas College	012261
21	2-Year Public	NPCC	National Park Community College	012105
22	2-Year Public	NWACC	Northwest Arkansas Community College	030633
23	2-Year Public	OTC	Ouachita Technical College	009976
24	2-Year Public	OZC	Ozarka College	020870
25	2-Year Public	PCCUA	Phillips Community College /UA	001104
26	2-Year Public	PTC	Pulaski Technical College	020753
27	2-Year Public	RMCC	Rich Mountain Community College	021111
28	2-Year Public	SACC	South Arkansas Community College	020746
29	2-Year Public	SAUT	Southern Arkansas University - Tech	007738
30	2-Year Public	SEAC	Southeast Arkansas College	005707
31	2-Year Public	UACCB	UA Community College at Batesville	020735
32	2-Year Public	UACCH	UA Community College at Hope	005732
33	2-Year Public	UACCM	UA Community College at Morrilton	005245
34	Private	ABC	Arkansas Baptist College	001087
35	Private	CBC	Central Baptist College	001093
36	Private	CRC	Crowley`s Ridge College	001095
37	Private	EC	Ecclesia College	038553
38	Private	HC	Hendrix College	001099
39	Private	HU	Harding University	001097
40	Private	JBU	John Brown University	001100
41	Private	LC	Lyon College	001088
42	Private	OBU	Ouachita Baptist University	001102
43	Private	PSC	Philander Smith College	001103
44	Private	SC	Shorter College	001105
45	Private	UO	University of the Ozarks	001094
46	Private	WBC	Williams Baptist College	001106
47	Vocational	ASUTC	Arkansas State University Technical Center	007043
48	Vocational	AVTI	AR Valley Technical Institute	005249
49	Vocational	BSN	Baptist Health Schools Little Rock	031052
50	Vocational	CBTI	Cotton Boll Technical Institute	005250
51	Vocational	CRTI	Crowley`s Ridge Tech Institute	013583
52	Vocational	FETI	Forest Echo Technical Institute	014004
53	Vocational	FTI	Foothills Technical Institute	005319
54	Vocational	GRTI	Great Rivers Vo - Tech	014043
55	Private	HSN	Har-Ber School of Nursing	666666
56	Vocational	JSN	Jefferson School of Nursing	016498
57	Vocational	NTI	Northwest Tech Institute	014044
58	Vocational	QTI	Quapaw Technical Institute	010848

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. Special Situations Relating to Arkansas Course Transfer System (ACTS)
        (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.
        (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

Appendix J. Transfer Report Instructions

transfer credit. If such a documented process is not present, then the institution should report all transfer students. It is strongly recommended that all degree- or certificate-seeking students automatically receive a review of their transcript for transferrable credit.

FILE SUBMISSIONS NOTE:

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

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

Arkansas Course Transfer System (ACTS)
Course Index, as of 5/13/2014
NOTE: The last eight (business courses) are not true general education courses but do typically transfer.

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

Index #	Course Name
GERM2013	German III
GERM2023	German IV
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
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

ACCT2003	Principles of Accounting I
ACCT2013	Principles of Accounting II
BLAW2003	Legal Environment of Business
BUSI1013	Introduction to Business
BUSI1103	Keyboarding
BUSI2013	Business Communications
BUSI2103	Business Statistics
MKTG2003	Principles of Marketing

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 sent to this office.

Thanks for all that you do!

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: _____

Act 85 of 2005, SECTION 1:		Compensatory Options per Act 85 of 2005, SECTION 1						
		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)	
Student Name	SSN/ Identification Number See Page xx for valid ssn's.	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

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: _____

		Compensatory Options per Act 16 of 2007						
		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	
Act 16 of 2007, SECTION 1:		(c)(1)(A)	(c)(1)(B)	(c)(1)(C)(i)	(d)(1)		(e)	
Student Name	SSN/ Identification Number See Page xx for valid ssn's.	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

Appendix M. Military Compensation

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

MEMORANDUM

TO: Institutional Research Officers
                  All Colleges and Universities in Arkansas

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

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.

Please feel free to contact my office at any time should you have any questions.

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

Appendix O. Clarifying Memos

MEMORANDUM

TO: Institutional Research Officers
              All Colleges and Universities in Arkansas

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

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.

Page 1 of 2

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

Please feel free to contact my office at any time should you have any questions.

Appendix O. Clarifying Memos

MEMORANDUM

TO: Institutional Research Officers
            All Colleges and Universities in Arkansas

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            Associate Director, Planning and Accountability
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            114 East Capitol, Little Rock, AR 72201
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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

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Appendix O. Clarifying Memos

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Appendix O. Clarifying Memos

MEMORANDUM

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Please send these files as either a PDF or HTML file. Please use the following naming convention to name the file.

<p align="center">College Abbreviation + _ + Report Name + _ + Academic Year</p>

For example: the University of Arkansas Fayetteville submitting the Human Resources report for the AY 2009-10 would be as follows.

<p align="center">UAF_HumanResources_AY2009-10</p>

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.

Appendix O. Clarifying Memos

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

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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

Please feel free to contact my office at any time should you have any questions.

MEMORANDUM

TO: Institutional Research Officers
                All Colleges and Universities in Arkansas

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

DATE: Thursday, August 06, 2009

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                Supplemental Instructions

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Appendix O. Clarifying Memos

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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.

Please send these files as either a PDF or HTML file. Please use the following naming convention to name the file.

<div align="center">

College Abbreviation + _ + Report Name + _ + Academic Year

</div>

For example: the University of Arkansas Fayetteville submitting the Human Resources report for the AY 2009-10 would be as follows.

<div align="center">

UAF_HumanResources_AY2009-10

</div>

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

Please feel free to contact my office at any time should you have any questions.

Appendix O. Clarifying Memos

MEMORANDUM

TO: Institutional Research Officers
                All Colleges and Universities in Arkansas

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

DATE: Wednesday, September 30, 2009

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

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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 <u>and</u> 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

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 not a math or English course; or
- Course Level 9 a concurrent CTE (Career Technical Education) course.

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

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

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

Therefore, acceptable test scores are required as follows.

TEST SCORES REQUIRED FOR ALL HIGH SCHOOL STUDENTS ENROLLED IN SPECIFIED COURSE LEVELS	
Course Level and Course Subject	**Acceptable Test Scores**
For All Math Courses: Course Level 1 Course Level 2 (rare) Course Level 7 Course Level 8	Acceptable Math Test Scores: ACT >= 19 SAT >= 460 ASSET >= 39 COMPASS >= 41 EXPLORE >= 15 PLAN >= 17
For All English Courses: Course Level 1 Course Level 2 (rare) Course Level 7 Course Level 8	Acceptable English Test Sores: ACT >= 19 SAT >= 470 ASSET >= 45 COMPASS >= 75 EXPLORE >= 14 PLAN >= 16
For All Non-Math or Non-English Courses: Course Level 7 Course Level 8	Acceptable Reading Test Sores: ACT >= 19 SAT >= 470 ASSET >= 43 COMPASS >= 82 EXPLORE >= 14 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							
	Course Level 0	Course Level 1	Course Level 2	Course Level 7	Course Level 8	Course Level 9	Course Level Totals	Concurrent
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							
	Course Level 0	Course Level 1	Course Level 2	Course Level 7	Course Level 8	Course Level 9	Course Level Totals	Concurrent
744	-	1,089	-	-	-	-	1,089	-

Why is Bad Example 1 considered bad?
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							
	Course Level 0	Course Level 1	Course Level 2	Course Level 7	Course Level 8	Course Level 9	Course Level Totals	Concurrent
596	-	16	-	341	-	379	736	720

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			
	Test Type for Math		With a Good Test Score	With a Bad Test Score
148	Valid Tests =	0	5	0
	Test Not Required =	0		
	Does Not Apply =	148		

Appendix O. Clarifying Memos

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 Test Not Required = 0 Does Not Apply = 0	125	0

Good Example 3: This is a good example of the reporting of test scores as all 125 students have good or acceptable test scores.

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

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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	125	0
	Test Not Required =	0		
	Does Not Apply =	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.

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Appendix O. Clarifying Memos

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Enrolled in AY2010 in Math Course	Test Type for Math	With a Good Test Score	With a Bad Test Score
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To summarize:

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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.

Rick Jenkins
Associate Director, Planning and Accountability
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114 East Capitol Ave
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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.

Rick Jenkins
Associate Director, Planning and Accountability
Arkansas Department of Higher Education
114 East Capitol Ave
Little Rock, AR 72201
(501) 371-2066
rick.jenkins@adhe.edu

To: Rick Jenkins
From: Tambra Nicholson
Sent: Wednesday, June 23, 2010 8:49 AM
Subject: RE: GED Test Scores

The simple answer is to add a zero at the end of the 2-digit score to make it comparable to the current scores. Interpreting the scores gets more complicated with the fact that there were several series of tests prior to 2002. As an example, the differences in the test series do not fully allow a 50 earned in 1978 or 1988 to directly compare to a 500 earned today. This is because each new test series reflects more recent content standards, and sometimes the format of the test changed (e.g., the addition of the essay to the Language Arts, Writing Test). Also, percentile ranks and estimated national class ranks may change across test series.

Please let me know if you need additional information.

Tambra Nicholson
Arkansas GED Testing
Three Capitol Mall, Suite 209
Little Rock, AR 72201
501.682.1978 Phone
501.682.1982 Fax

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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
114 East Capitol Ave
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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 (hs_grad_year)	127	4	Enter the year the student graduated from high school or received a GED. YYYY = year of graduation (0000 - 9999) If the student: - is currently in high school, enter the anticipated year of graduation. - is first-time entering AND a high school graduate, enter year of high school graduation - is first-time entering AND high school code = 049999 or 999999 AND high school completion status = 2 or 3, enter 8888 - is NOT first-time entering and graduation year is not available, enter 9999. NOTE: If the term census date is prior to May of the high school graduation year reported in field 118, then fields 82 and 90 must be coded as a high school student. A warning is generated when the student's graduation year is greater than 65 years prior to or four years beyond the current year.

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
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     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	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.
(ged_test_score)			**NOTES:** **1. If you cannot obtain the test score, please enter the code 9999 in this field.** **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

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                 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).

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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

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                   rickj@adhe.edu

DATE: October 8, 2010

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

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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

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                   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
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                (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.) **If Academic Rank (Field 75) = 01 – 05, 08, this field is required.** 1 = Yes 2 = No **If Academic Rank (Field 75) = 06, 07, 09, 99,** *insert the number 9.* *9 = Not Applicable*

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

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FROM: Rick Jenkins
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                  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.

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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.

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MEMORANDUM

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       All Public and Private Colleges and Universities including BSN and JSN

FROM: Rick Jenkins
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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: 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 <u>not</u> 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.

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

<u>For Private Institutions</u>
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.

<u>For Everyone</u> – 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:

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[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.

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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.

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                     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*

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               (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
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                (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.

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

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TO: Institutional Research Officers
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FROM: Rick Jenkins
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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.

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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: 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. 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.

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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: (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. Special Information (not included in SIS Manual) 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.

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                 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.

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MEMORANDUM

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                      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   Co-Requisites – 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   Special Design – 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.

Definition of Remedial Level 3 – 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.

New Definition of Course Level 0 – 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.

New Definition of Course Level X – 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 cancelling 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
                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

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

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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 not 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

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

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
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Appendix O. Clarifying Memos

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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.

Receiving Course Location				
Code	Name	On Campus*	Off Campus*	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.
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.

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: August 17, 2012

RE: Perkins File – Assessment Fields

There is some confusion about the assessment fields in the Perkins file (fields asmt_taken and asmt_passed).

For fields 1-27, report on all Perkins students.

For field 28, Assessment Taken (asmt_taken)

> If they took a test and you have results, answer 1 for Yes.
> If they took a test and you do not have results, answer 2 for No.
> If they did not take a test, answer 2 for No.
> All students in the file must have a 1 or 2 – BLANKS are not allowed.

For field 29, Assessment Passed (asmt_passed)

> Answer 1 for Yes if they took the test and passed.
> Answer 2 for No if they took the test and did not pass.
> Answer 2 if they did not take a test.
> Answer 2 if they took a test and you do not have results yet.
> All students in the file must have a 1 or 2 – BLANKS are not allowed.

NOTE: If a student took an assessment and a result was returned after the end of the academic year, please save this data for the next year's report. Test results should be provided when results are available. Include all test results for students even if they did not attend your institution that academic year. (This may require saving data on some students to the next year.)

> For example, Student X graduates in May (AY1) and takes their nursing NCLEX test in July (AY2). Test results are returned in September (AY2). This student should be reported in both AY1 and AY2, but tests scores would be reported in AY2 only.

You may contact Monieca West (at 501-371-2108 or monieca.west@adhe.edu) or Brinda Berry (at 501-371-2098 or brinda.berry@adhe.edu).

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: September 28, 2012

RE: Reporting of Re-Designed Remedial Courses

Many of you are aware that there are grant projects that have resulted in re-designed remedial courses. Since there is some concern on how to report such data from these courses to ADHE, this memo is intended to provide guidance.

Remedial Course Level
The old guidance of only one highest remedial level (3) and only one lowest remedial level (1) with the balance being reported as mid-level (2) may no longer apply to your institution. If your institution has not revised your remedial courses, please attempt to continue the former practice.

However, if your institution has revised your remedial courses, please consider the following. The remedial level should be chosen based on the designed intent of the course.

1. If course is designed so that the student can complete the course curriculum and satisfy all remedial requirements in the subject area (math, English, or reading) thereby allowing the student to enroll in college level coursework in the subject area, then the remedial level must be 3.

2. If course is designed so that the student can complete the course curriculum and satisfy all remedial requirements in the subject area (math, English, or reading) <u>except for one remaining remedial course</u> in the subject area, thereby allowing the student to enroll in that one remaining remedial course, then the remedial level must be 2.

3. If course is designed so that the student can complete the course curriculum and satisfy all remedial requirements in the subject area (math, English, or reading) <u>except for two or more remaining remedial courses</u> in the subject area, thereby allowing the student to enroll in one of the two or more remaining remedial courses, then the remedial level must be 1.

NOTE: (1) The above is based on the design of the course. Data provided to ADHE on courses must be based on the design and intent of the course and not the progress, or lack thereof, of the specific student. (2) Based on the above, it is possible that all remedial courses at your institution may be remedial level 3.

Grades
The ADHE grading system has not changed.

1. Therefore, if the student enrolled in the re-designed remedial course has successfully completed the curriculum, a successful letter grade (A, B, or C[1]) or other successful grade code (S or CR) is appropriate.
2. If a student has not successfully completed the curriculum, then grades of F or U are appropriate.
3. If a student has not completed the coursework, then grades of I or IP are appropriate.

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

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[1] D is assumed to be failing for remedial courses. If your institution allows a grade of D for success, then please feel free to use it.

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
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                (501) 371-2066 office, (501) 371-2002 fax
                rick.jenkins@adhe.edu

DATE: June 18, 2013

RE: DAG – Data Area Group

The purpose of this memo is to introduce the term DAG (Data Area Group) to the AHESI/SISDB nomenclature. You may receive error messages referring to DAGs when submitting a file to the SISDB.

DEFINITION: A DAG is simply a block of data consisting of (1) a header record, (2) one or more data records, and (3) a trailer record. Depending on the file that you are submitting to the SIS, such file may have one or more DAGs.

This table shows the number of DAGs in each file type. Essentially, all submission files except one (DAT) have only 1 DAG. The DAT file has 4 DAGs.

Submission File Type	Number of DAGs
DAT	4 (student, instructor, course, and registration)
EOT	1
PEOT	1
GRD	1
WRK	1
ANN	1
ATH	1
FAID	1
PRK	1

You may receive an error message relating to a DAG. If so, read it by this example. Note that the actual error message will show all possible DAGs in alphabetical order. The DAGs not relating to the type of file submitted should have zeros (0) for both the header and trailer records. Only files not receiving a DAG error message will be processed.

student_header_line = 0	This means that the header for the student DAG was found on line (row) 0.
student_trailer_line = 1594	This means that the trailer for the student DAG was found on line (row) 1594. So 1594 – 0 = 1594, meaning that 1594 student records were found.
	NOTE: Zero (0) for both the header line and trailer line means that the DAG was not in the submitted file.

Appendix O. Clarifying Memos

Valid Example of DAGs for a DAT file submission	
Example of Valid File	**Explanation**
annual_instructor_header_line = 0 annual_instructor_trailer_line = 0	Annual Instructor (0 – 0 = 0 records submitted)
athlete_header_line = 0 athlete_trailer_line = 0	Athlete (0 – 0 = 0 records submitted)
credit_course_header_line = 2202 credit_course_trailer_line = 2602	Course (2602 – 2202 = 400 records submitted)
graduate_header_line = 0 graduate_trailer_line = 0	Graduate (0 – 0 = 0 records submitted)
id_header_line = 0 id_trailer_line = 0	ID (0 – 0 = 0 records submitted)
perkins_header_line = 0 perkins_trailer_line = 0	Perkins (0 – 0 = 0 records submitted)
private_financial_aid_header_line = 0 private_financial_aid_trailer_line = 0	Private Financial Aid (0 – 0 = 0 records submitted)
private_peot_header_line = 0 private_peot_trailer_line = 0	Private End-of-Term (0 – 0 = 0 records submitted)
public_eot_header_line = 0 public_eot_trailer_line = 0	Public End-of-Term (0 – 0 = 0 records submitted)
public_financial_aid_header_line = 0 public_financial_aid_trailer_line = 0	Public Financial Aid (0 – 0 = 0 records submitted)
registration_header_line = 2603 registration_trailer_line = 8603	Registration (8603 – 2603 = 6000 records submitted)
student_header_line = 0 student_trailer_line = 2000	Student (2000 – 0 = 2000 records submitted)
term_instructor_header_line = 2001 term_instructor_trailer_line = 2201	Instructor (2201 – 2001 = 200 records submitted)
workforce_header_line = 0 workforce_trailer_line = 0	Workforce (0 – 0 = 0 records submitted)

Error Example of DAGs for a DAT file submission	
Example of Invalid File	**Explanation**
annual_instructor_header_line = 0 annual_instructor_trailer_line = 0	Annual Instructor (0 – 0 = 0 records submitted)
athlete_header_line = 0 athlete_trailer_line = 0	Athlete (0 – 0 = 0 records submitted)
credit_course_header_line = 2202 credit_course_trailer_line = 2602	Course (2602 – 2202 = 400 records submitted)
graduate_header_line = 8604 **graduate_trailer_line = 8614**	**Cannot have GRADUATE data in a DAT file**
id_header_line = 0 id_trailer_line = 0	ID (0 – 0 = 0 records submitted)
perkins_header_line = 0 perkins_trailer_line = 0	Perkins (0 – 0 = 0 records submitted)
private_financial_aid_header_line = 0 private_financial_aid_trailer_line = 0	Private Financial Aid (0 – 0 = 0 records submitted)
private_peot_header_line = 0 private_peot_trailer_line = 0	Private End-of-Term (0 – 0 = 0 records submitted)
public_eot_header_line = 0 public_eot_trailer_line = 0	Public End-of-Term (0 – 0 = 0 records submitted)
public_financial_aid_header_line = 0 public_financial_aid_trailer_line = 0	Public Financial Aid (0 – 0 = 0 records submitted)
registration_header_line = 2603 registration_trailer_line = 8603	Registration (8603 – 2603 = 6000 records submitted)
student_header_line = 0 student_trailer_line = 2000	Student (2000 – 0 = 2000 records submitted)
term_instructor_header_line = 2001 term_instructor_trailer_line = 2201	Instructor (2201 – 2001 = 200 records submitted)
workforce_header_line = 0 workforce_trailer_line = 0	Workforce (0 – 0 = 0 records submitted)

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 12, 2013

RE: Undocumented Students

Per our Interim Director, Shane Broadway, I have been instructed to inform you that we have decided to <u>not</u> collect information on undocumented students.

Because many of you have already made programming changes for this new field, simply replace your code of 1, 2 or 3 with the letter X. We will keep the field in the table, but <u>all institutions</u> are to populate it with the letter X.

> **Use the capital letter X on the undocumented student field in the student file for all students. Do not use the codes of 1, 2, or 3. Use the capital letter X only**.

Please feel free to contact me at any time if you have questions.

Appendix O. Clarifying Memos

MEMORANDUM

TO: Institutional Research Officers
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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 12, 2013

RE: How to Handle ITINs

It has come to our attention that many students in higher education in Arkansas have been assigned an ITIN (Individual Taxpayer Identification Number).

The question relating to these students is *"Should the ITIN be used as the SSN_ID when reporting data to ADHE via the SISDB system?"* **The answer is NO** for the following reasons (see IRS Publication 1915 below).

Institutions having students with ITINs should use the SISDB Alternate ID (with the 1- or 2-letter prefix).

What does an ITIN look like? Below are examples found online.

> The below examples shows that these cards are issued by the IRS, not the SSA. IRS Publication 1915 says that the ITIN is "…issued by the Internal Revenue Service…"
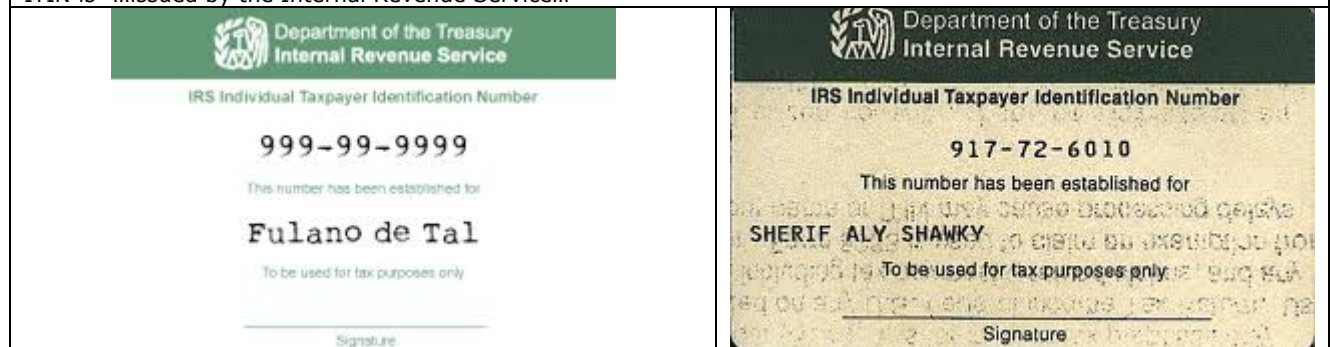
According to IRS Publication 1915:

1. An ITIN is a tax processing number, issued by the Internal Revenue Service, for certain resident and nonresident aliens, their spouses, and their dependents. It is a nine-digit number beginning with the number "9", has a range of numbers from "70" to "88", "90" to "92" and "94" to "99" for the fourth and fifth digits and is formatted like a SSN (i.e. 9XX-7X-XXXX). The ITIN is only available to individuals who are required to have a taxpayer identification number for tax purposes but who do not have, and are not eligible to obtain a SSN from the Social Security Administration (SSA). (p. 5)
2. ITINs are not valid for identification outside of the tax system and should not be offered as identification for non-tax purposes. Since ITINs are strictly for tax processing, the IRS does not apply the same standards as agencies that provide genuine identity certification. ITIN applicants are not required to apply in person. (p. 6)

Therefore, please ensure that students having ITINs are reported to ADHE via the SISDB system using the SISDB Alternate ID.

Please feel free to contact me at any time if you have questions.

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**Substitute, Alternate,
or Locally Generated SSN_ID Structure
(SISDB Student Number)**

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

More information on ITINs may be found here - http://www.irs.gov/Individuals/International-Taxpayers/Taxpayer-Identification-Numbers-%28TIN%29.

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MEMORANDUM

TO: Institutional Research Officers
                     All Institutions of Higher Education

FROM: Rick Jenkins
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DATE: August 6, 2013

RE: Matriculation and Graduate File

We have discovered an oversight in our SISDB manual. This was part of the Conditional Admission policy that was amended in October 2012 by the AHECB. The second paragraph of the graduate file introduction is being changed as follows.

> 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 **Associate Degree** ~~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.

This essentially means that high school students can earn Certificates of Proficiency <u>and</u> Technical Certificates, but not Associate Degrees or any higher credential.

I apologize for the oversight.

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

Appendix O. Clarifying Memos

MEMORANDUM

TO: Institutional Research Officers
                          All Public Institutions of Higher Education

FROM: Rick Jenkins
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DATE: October 22, 2013

RE: High School Students and Placement Test Scores

The Concurrent Enrollment Policy was amended at the AHECB meeting on July 26, 2013. In this policy, the tests required for high school students were changed. Therefore, the purpose of this memo is to clarify how the SISDB collection process will be treated in the current year and the next academic year regarding this policy change.

For Current Academic Year 2014 (2013-2014)
The current practice is to require appropriate placement test scores per the following:

Subject	Tests Scores Required
Math	Math placement score only
English	English placement score only
Non-Math, Non-English General Education Course	Reading placement score only

Math is defined as any course with a CIP Code beginning with 27.
English is defined as any course with a CIP Code beginning with 23.
A non-Math, non-English general education course is defined as any course with a CIP Code not beginning with 23 or 27.

The above is applicable for course levels 1, 2, 7, or 8.

For Next Academic Year 2015 (2014-2015)
The practice for next year will be to require appropriate placement test scores per the following:

Subject	Tests Scores Required
Math	Math and Reading placement scores
English	English and Reading placement scores
Non-Math, Non-English General Education Course	Reading placement score only

Math will be defined as any course with a CIP Code with 27.0101 or 27.0102.
English will be defined as any course with a CIP Code with 23.0401.
A non-Math, non-English general education course is defined as any course with a CIP Code not 23.0401, 27.0101 or 27.0102.

The above will be applicable for course levels 1, 2, 7, or 8.

VALIDATION ERRORS: The above situation may generate some validation errors that should really not be errors. For example, under the current practice, an error may be generated for an English Literature course (CIP 23.0801). This error would be caused by current validation code looking for the CIP 23 rather than the CIP 23.0401.

If you experience this type of validation error, please explain it as such in an exception request. These types of requests will be approved routinely for the remainder of AY2014.

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CIP Code	CIP Code Title	Relates to these Courses
23.0401	English Composition	This relates to English Composition courses
27.0101	Mathematics, General	This relates to College Math and Applied Technical Math
27.0102	Algebra and Number Theory	This relates to College Algebra

High School Seniors in Remedial Courses
Another change in the concurrent policy amendment relates to high school students enrolling in remedial courses. The policy allows only high school **seniors** with an ACT score of 17 or above (or its equivalent) to enroll in remedial courses. Therefore, the following placement tests are required.

Subject (CIP Code)	Tests Scores Required
Math (32.MATH)	Math placement score only
English (32.ENGL)	English placement score only
Reading (32.READ)	Reading placement score only
Math and English (32.MAEN)	Math and English placement scores
Math and Reading (32.MARE)	Math and Reading placement scores
English and Reading (32.ENRE)	English and Reading placement scores
Math, English, and Reading (32.COMB)	Math, English, and Reading scores

If you experience any validation errors regarding high school seniors enrolling in remedial courses, please submit such to ADHE via an exception request.

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

NOTE: The current test scores applicable to both first-time entering students and high school students (both dual-enrolled and concurrent) are as follows. The below information was in the AY2014 (2013-2014) SISDB manual.

First-Time Entering Students			
Test	Math	English	Reading
0 – ACT	19	19	19
1 – SAT	460	450	470
2 – Asset	39	45	43
3 - Compass	For MATH1103: 41 For MATH1003: 36	80	83
Applied Technical Mathematics Course for CTE Associate Majors Only			
(defined as seeking the AAS, AD, APS, ASN, or ASNT credential)			
Test	Math	English	Reading
0 – ACT	16	19	19
1 - SAT	460	450	470
2 – Asset	31	45	43
3 – Compass	21	80	83
High School Students			
Test	Math	English	Reading
0 – ACT	19	19	19
1 – SAT	460	450	470
2 – Asset	39	45	43
3 - Compass	41	80	83
4 – Explore	15	14	14
5 – Plan	17	16	15
6 – PSAT	46	45	47

Appendix O. Clarifying Memos

MEMORANDUM

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FROM: Rick Jenkins
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DATE: December 5, 2013

RE: Test Scores Regarding STEM and CTE Students

During the AIRO meeting held on November 15th, the new placement test scores were discussed and the following table was provided.

Test Type	STEM Students			Other Students			CTE Students		
	Math	English	Reading	Math	English	Reading	Math	English	Reading
0 – ACT	19	19	19	19	19	19	16	19	19
1 – SAT	460	450	470	460	450	470	460	450	470
2 – Asset	39	45	43	39	45	43	31	45	43
3 - Compass	41	80	83	36	80	83	21	80	83

The above table illustrates different test scores for STEM, CTE, and other students for the subject of math.

During the meeting, a new question was brought up: **Which math scores should be used if the CTE program is in a STEM field? In other words, if the student is both a STEM and CTE major, which math scores should be used?** After discussion with Cynthia Moten, Associate Director for Academic Affairs, it was decided that the higher STEM scores should be used for placement purposes during such situations.

The current list of STEM CIP Codes follows.

#	CIP Code	CIP Name	ICE List from 2012
1	01.0308	Agroecology and Sustainable Agriculture	X
2	01.0901	Animal Sciences, General	X
3	01.0902	Agricultural Animal Breeding	X
4	01.0903	Animal Health	X
5	01.0904	Animal Nutrition	X
6	01.0905	Dairy Science	X
7	01.0906	Livestock Management	X
8	01.0907	Poultry Science	X
9	01.0999	Animal Sciences, Other	X
10	01.1001	Food Science	X
11	01.1002	Food Technology and Processing	X
12	01.1099	Food Science and Technology, Other	X
13	01.1101	Plant Sciences, General	X
14	01.1102	Agronomy and Crop Science	X
15	01.1103	Horticultural Science	X
16	01.1104	Agricultural and Horticultural Plant Breeding	X
17	01.1105	Plant Protection and Integrated Pest Management	X
18	01.1106	Range Science and Management	X
19	01.1199	Plant Sciences, Other	X
20	01.1201	Soil Science and Agronomy, General	

#	CIP Code	CIP Name	ICE List from 2012
21	01.1202	Soil Chemistry and Physics	X
22	01.1203	Soil Microbiology	X
23	01.1299	Soil Sciences, Other	X
24	03.0101	Natural Resources/Conservation, General	X
25	03.0103	Environmental Studies	X
26	03.0104	Environmental Science	X
27	03.0199	Natural Resources Conservation and Research, Other	X
28	03.0205	Water, Wetlands, and Marine Resources Management	X
29	03.0502	Forest Sciences and Biology	X
30	03.0508	Urban Forestry	X
31	03.0509	Wood Science and Wood Products/Pulp and Paper Technology	X
32	03.0601	Wildlife, Fish and Wildlands Science and Management	X
33	04.0902	Architectural and Building Sciences/Technology	X
34	09.0702	Digital Communication and Media/Multimedia	X
35	10.0304	Animation, Interactive Technology, Video Graphics and Special Effects	X
36	11.0101	Computer and Information Sciences, General	X
37	11.0102	Artificial Intelligence	X
38	11.0103	Information Technology	X
39	11.0104	Informatics	X

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40	11.0199	Computer and Information Sciences, Other	X
41	11.0201	Computer Programming/Programmer, General	X
42	11.0202	Computer Programming, Specific Applications	X
43	11.0203	Computer Programming, Vendor/Product Certification	X
44	11.0299	Computer Programming, Other	X
45	11.0301	Data Processing and Data Processing Technology/Technician	X
46	11.0401	Information Science/Studies	X
47	11.0501	Computer Systems Analysis/Analyst	X
48	11.0701	Computer Science	X
49	11.0801	Web Page, Digital/Multimedia and Information Resources Design	X
50	11.0802	Data Modeling/Warehousing and Database Administration	X
51	11.0803	Computer Graphics	X
52	11.0804	Modeling, Virtual Environments and Simulation	X
53	11.0899	Computer Software and Media Applications, Other	X
54	11.0901	Computer Systems Networking and Telecommunications	X
55	11.1001	Network and System Administration/Administrator	X
56	11.1002	System, Networking, and LAN/WAN Management/Manager	X
57	11.1003	Computer and Information Systems Security/Information Assurance	X
58	11.1004	Web/Multimedia Management and Webmaster	X
59	11.1005	Information Technology Project Management	X
60	11.1006	Computer Support Specialist	X
61	11.1099	Computer/Information Technology Services Administration and Management, Other	X
62	13.0501	Educational/Instructional Technology	X
63	13.0601	Educational Evaluation and Research	X
64	13.0603	Educational Statistics and Research Methods	X
65	14.0101	Engineering, General	X
66	14.0102	Pre-Engineering	X
67	14.0201	Aerospace, Aeronautical and Astronautical/Space Engineering	X
68	14.0301	Agricultural Engineering	X
69	14.0401	Architectural Engineering	X
70	14.0501	Bioengineering and Biomedical Engineering	X
71	14.0601	Ceramic Sciences and Engineering	X
72	14.0701	Chemical Engineering	X
73	14.0702	Chemical and Biomolecular Engineering	X
74	14.0799	Chemical Engineering, Other	X
75	14.0801	Civil Engineering, General	X
76	14.0802	Geotechnical and Geoenvironmental Engineering	X
77	14.0803	Structural Engineering	X
78	14.0804	Transportation and Highway Engineering	X
79	14.0805	Water Resources Engineering	X
80	14.0899	Civil Engineering, Other	X
81	14.0901	Computer Engineering, General	X
82	14.0902	Computer Hardware Engineering	X
83	14.0903	Computer Software Engineering	X
84	14.0999	Computer Engineering, Other	X
85	14.1001	Electrical and Electronics Engineering	X
86	14.1003	Laser and Optical Engineering	X
87	14.1004	Telecommunications Engineering	X
88	14.1099	Electrical, Electronics and Communications Engineering, Other	X
89	14.1101	Engineering Mechanics	X
90	14.1201	Engineering Physics/Applied Physics	X
91	14.1301	Engineering Science	X
92	14.1401	Environmental/Environmental Health Engineering	X
93	14.1801	Materials Engineering	X
94	14.1901	Mechanical Engineering	X
95	14.2001	Metallurgical Engineering	X

96	14.2101	Mining and Mineral Engineering	X
97	14.2201	Naval Architecture and Marine Engineering	X
98	14.2301	Nuclear Engineering	X
99	14.2401	Ocean Engineering	X
100	14.2501	Petroleum Engineering	X
101	14.2701	Systems Engineering	X
102	14.2801	Textile Sciences and Engineering	X
104	14.3201	Polymer/Plastics Engineering	X
105	14.3301	Construction Engineering	X
106	14.3401	Forest Engineering	X
107	14.3501	Industrial Engineering	X
108	14.3601	Manufacturing Engineering	X
109	14.3701	Operations Research	X
110	14.3801	Surveying Engineering	X
111	14.3901	Geological/Geophysical Engineering	X
112	14.4001	Paper Science and Engineering	X
113	14.4101	Electromechanical Engineering	X
114	14.4201	Mechatronics, Robotics, and Automation Engineering	X
115	14.4301	Biochemical Engineering	X
116	14.4401	Engineering Chemistry	X
117	14.4501	Biological/Biosystems Engineering	X
118	14.9999	Engineering, Other	X
119	15.0000	ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS	X
120	15.0101	Architectural Engineering Technology/Technician	X
121	15.0201	Civil Engineering Technology/Technician	X
122	15.0303	Electrical, Electronic and Communications Engineering Technology/Technician	X
123	15.0304	Laser and Optical Technology/Technician	X
124	15.0305	Telecommunications Technology/Technician	X
125	15.0306	Integrated Circuit Design	X
126	15.0399	Electrical and Electronic Engineering Technologies/Technicians, Other	X
127	15.0401	Biomedical Technology/Technician	X
128	15.0403	Electromechanical Technology/Electromechanical Engineering Technology	X
129	15.0404	Instrumentation Technology/Technician	X
130	15.0405	Robotics Technology/Technician	X
131	15.0406	Automation Engineer Technology/Technician	X
132	15.0499	Electromechanical and Instrumentation and Maintenance Technologies/Technicians, Other	X
133	15.0501	Heating, Ventilation, Air Conditioning and Refrigeration Engineering Technology/Technician	X
134	15.0503	Energy Management and Systems Technology/Technician	X
135	15.0505	Solar Energy Technology/Technician	X
136	15.0506	Water Quality and Wastewater Treatment Management and Recycling Technology/Technician	X
137	15.0507	Environmental Engineering Technology/Environmental Technology	X
138	15.0508	Hazardous Materials Management and Waste Technology/Technician	X
139	15.0599	Environmental Control Technologies/Technicians, Other	X
140	15.0607	Plastics and Polymer Engineering Technology/Technician	X
141	15.0611	Metallurgical Technology/Technician	X
142	15.0612	Industrial Technology/Technician	X
143	15.0613	Manufacturing Engineering Technology/Technician	X
144	15.0614	Welding Engineering Technology/Technician	X
145	15.0615	Chemical Engineering Technology/Technician	X
146	15.0616	Semiconductor Manufacturing Technology	X
147	15.0699	Industrial Production Technologies/Technicians, Other	X
148	15.0701	Occupational Safety and Health Technology/Technician	X

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149	15.0702	Quality Control Technology/Technician	X
150	15.0703	Industrial Safety Technology/Technician	X
151	15.0704	Hazardous Materials Information Systems Technology/Technician	X
152	15.0799	Quality Control and Safety Technologies/Technicians, Other	X
153	15.0801	Aeronautical/Aerospace Engineering Technology/Technician	X
154	15.0803	Automotive Engineering Technology/Technician	X
155	15.0805	Mechanical Engineering/Mechanical Technology/Technician	X
156	15.0899	Mechanical Engineering Related Technologies/Technicians, Other	X
157	15.0901	Mining Technology/Technician	X
158	15.0903	Petroleum Technology/Technician	X
159	15.0999	Mining and Petroleum Technologies/Technicians, Other	X
160	15.1001	Construction Engineering Technology/Technician	X
161	15.1102	Surveying Technology/Surveying	X
162	15.1103	Hydraulics and Fluid Power Technology/Technician	X
163	15.1199	Engineering-Related Technologies, Other	X
164	15.1201	Computer Engineering Technology/Technician	X
165	15.1202	Computer Technology/Computer Systems Technology	X
166	15.1203	Computer Hardware Technology/Technician	X
167	15.1204	Computer Software Technology/Technician	X
168	15.1299	Computer Engineering Technologies/Technicians, Other	X
169	15.1301	Drafting and Design Technology/Technician, General	X
170	15.1302	CAD/CADD Drafting and/or Design Technology/Technician	X
171	15.1303	Architectural Drafting and Architectural CAD/CADD	X
172	15.1304	Civil Drafting and Civil Engineering CAD/CADD	X
173	15.1305	Electrical/Electronics Drafting and Electrical/Electronics CAD/CADD	X
174	15.1306	Mechanical Drafting and Mechanical Drafting CAD/CADD	X
175	15.1399	Drafting/Design Engineering Technologies/Technicians, Other	X
176	15.1401	Nuclear Engineering Technology/Technician	X
177	15.1501	Engineering/Industrial Management	X
178	15.1502	Engineering Design	X
179	15.1503	Packaging Science	X
180	15.1599	Engineering-Related Fields, Other	X
181	15.1601	Nanotechnology	X
182	15.9999	Engineering Technologies and Engineering-Related Fields, Other	X
183	26.0101	Biology/Biological Sciences, General	X
184	26.0102	Biomedical Sciences, General	X
185	26.0202	Biochemistry	X
186	26.0203	Biophysics	X
187	26.0204	Molecular Biology	X
188	26.0205	Molecular Biochemistry	X
189	26.0206	Molecular Biophysics	X
190	26.0207	Structural Biology	X
191	26.0208	Photobiology	X
192	26.0209	Radiation Biology/Radiobiology	X
193	26.0210	Biochemistry and Molecular Biology	X
194	26.0299	Biochemistry, Biophysics and Molecular Biology, Other	X
195	26.0301	Botany/Plant Biology	X
196	26.0305	Plant Pathology/Phytopathology	X
197	26.0307	Plant Physiology	X
198	26.0308	Plant Molecular Biology	X
199	26.0399	Botany/Plant Biology, Other	X
200	26.0401	Cell/Cellular Biology and Histology	X
201	26.0403	Anatomy	X
202	26.0404	Developmental Biology and Embryology	X
204	26.0406	Cell/Cellular and Molecular Biology	X
205	26.0407	Cell Biology and Anatomy	X

206	26.0499	Cell/Cellular Biology and Anatomical Sciences, Other	X
207	26.0502	Microbiology, General	X
208	26.0503	Medical Microbiology and Bacteriology	X
209	26.0504	Virology	X
210	26.0505	Parasitology	X
211	26.0506	Mycology	X
212	26.0507	Immunology	X
213	26.0508	Microbiology and Immunology	X
214	26.0599	Microbiological Sciences and Immunology, Other	X
215	26.0701	Zoology/Animal Biology	X
216	26.0702	Entomology	X
217	26.0707	Animal Physiology	X
218	26.0708	Animal Behavior and Ethology	X
219	26.0709	Wildlife Biology	X
220	26.0799	Zoology/Animal Biology, Other	X
221	26.0801	Genetics, General	X
222	26.0802	Molecular Genetics	X
223	26.0803	Microbial and Eukaryotic Genetics	X
224	26.0804	Animal Genetics	X
225	26.0805	Plant Genetics	X
226	26.0806	Human/Medical Genetics	X
227	26.0807	Genome Sciences/Genomics	X
228	26.0899	Genetics, Other	X
229	26.0901	Physiology, General	X
230	26.0902	Molecular Physiology	X
231	26.0903	Cell Physiology	X
232	26.0904	Endocrinology	X
233	26.0905	Reproductive Biology	X
235	26.0907	Cardiovascular Science	X
236	26.0908	Exercise Physiology	X
237	26.0909	Vision Science/Physiological Optics	X
238	26.0910	Pathology/Experimental Pathology	X
239	26.0911	Oncology and Cancer Biology	X
240	26.0912	Aerospace Physiology and Medicine	X
241	26.0999	Physiology, Pathology, and Related Sciences, Other	X
242	26.1001	Pharmacology	X
243	26.1002	Molecular Pharmacology	X
244	26.1003	Neuropharmacology	X
245	26.1004	Toxicology	X
246	26.1005	Molecular Toxicology	X
247	26.1006	Environmental Toxicology	X
248	26.1007	Pharmacology and Toxicology	X
249	26.1099	Pharmacology and Toxicology, Other	X
250	26.1101	Biometry/Biometrics	X
251	26.1102	Biostatistics	X
252	26.1103	Bioinformatics	X
253	26.1104	Computational Biology	X
254	26.1199	Biomathematics, Bioinformatics, and Computational Biology, Other	X
255	26.1201	Biotechnology	X
256	26.1301	Ecology	X
257	26.1302	Marine Biology and Biological Oceanography	X
258	26.1303	Evolutionary Biology	X
259	26.1304	Aquatic Biology/Limnology	X
260	26.1305	Environmental Biology	X
261	26.1306	Population Biology	X
262	26.1307	Conservation Biology	X
263	26.1308	Systematic Biology/Biological Systematics	X
264	26.1309	Epidemiology	X
265	26.1310	Ecology and Evolutionary Biology	X
266	26.1399	Ecology, Evolution, Systematics and Population Biology, Other	X
267	26.1401	Molecular Medicine	X
268	26.1501	Neuroscience	X
269	26.1502	Neuroanatomy	X
270	26.1503	Neurobiology and Anatomy	X
271	26.1504	Neurobiology and Behavior	X
272	26.1599	Neurobiology and Neurosciences, Other	X
273	26.9999	Biological and Biomedical Sciences, Other	X
274	27.0101	Mathematics, General	X
275	27.0102	Algebra and Number Theory	X
276	27.0103	Analysis and Functional Analysis	X

277	27.0104	Geometry/Geometric Analysis	X
278	27.0105	Topology and Foundations	X
279	27.0199	Mathematics, Other	X
280	27.0301	Applied Mathematics, General	X
281	27.0303	Computational Mathematics	X
282	27.0304	Computational and Applied Mathematics	X
283	27.0305	Financial Mathematics	X
284	27.0306	Mathematical Biology	X
285	27.0399	Applied Mathematics, Other	X
286	27.0501	Statistics, General	X
287	27.0502	Mathematical Statistics and Probability	X
288	27.0503	Mathematics and Statistics	X
289	27.0599	Statistics, Other	X
290	27.9999	Mathematics and Statistics, Other	X
291	28.0501	Air Science/Airpower Studies	X
292	28.0502	Air and Space Operational Art and Science	X
293	28.0505	Naval Science and Operational Studies	X
295	29.0201	Intelligence, General	X
296	29.0202	Strategic Intelligence	X
297	29.0203	Signal/Geospatial Intelligence	X
298	29.0204	Command & Control (C3, C4I) Systems and Operations	X
299	29.0205	Information Operations/Joint Information Operations	X
300	29.0206	Information/Psychological Warfare and Military Media Relations	X
301	29.0207	Cyber/Electronic Operations and Warfare	X
302	29.0299	Intelligence, Command Control and Information Operations, Other	X
303	29.0301	Combat Systems Engineering	X
304	29.0302	Directed Energy Systems	X
305	29.0303	Engineering Acoustics	X
306	29.0304	Low-Observables and Stealth Technology	X
307	29.0305	Space Systems Operations	X
308	29.0306	Operational Oceanography	X
309	29.0307	Undersea Warfare	X
310	29.0399	Military Applied Sciences, Other	X
311	29.0401	Aerospace Ground Equipment Technology	X
312	29.0402	Air and Space Operations Technology	X
313	29.0403	Aircraft Armament Systems Technology	X
314	29.0404	Explosive Ordinance/Bomb Disposal	X
315	29.0405	Joint Command/Task Force (C3, C4I) Systems	X
316	29.0406	Military Information Systems Technology	X
317	29.0407	Missile and Space Systems Technology	X
318	29.0408	Munitions Systems/Ordinance Technology	X
319	29.0409	Radar Communications and Systems Technology	X
320	29.0499	Military Systems and Maintenance Technology, Other	X
321	29.9999	Military Technologies and Applied Sciences, Other	X
322	30.0101	Biological and Physical Sciences	X
323	30.0601	Systems Science and Theory	X
324	30.0801	Mathematics and Computer Science	X
325	30.1001	Biopsychology	X
326	30.1701	Behavioral Sciences	X
327	30.1801	Natural Sciences	X
328	30.1901	Nutrition Sciences	X
329	30.2501	Cognitive Science	X
330	30.2701	Human Biology	X
331	30.3001	Computational Science	X
332	30.3101	Human Computer Interaction	X
333	30.3201	Marine Sciences	X
334	30.3301	Sustainability Studies	X
335	40.0101	Physical Sciences	X
336	40.0201	Astronomy	X
337	40.0202	Astrophysics	X
338	40.0203	Planetary Astronomy and Science	X
339	40.0299	Astronomy and Astrophysics, Other	X
340	40.0401	Atmospheric Sciences and Meteorology, General	X
341	40.0402	Atmospheric Chemistry and Climatology	X

342	40.0403	Atmospheric Physics and Dynamics	X
343	40.0404	Meteorology	X
344	40.0499	Atmospheric Sciences and Meteorology, Other	X
345	40.0501	Chemistry, General	X
346	40.0502	Analytical Chemistry	X
347	40.0503	Inorganic Chemistry	X
348	40.0504	Organic Chemistry	X
349	40.0506	Physical Chemistry	X
350	40.0507	Polymer Chemistry	X
351	40.0508	Chemical Physics	X
352	40.0509	Environmental Chemistry	X
353	40.0510	Forensic Chemistry	X
354	40.0511	Theoretical Chemistry	X
355	40.0599	Chemistry, Other	X
356	40.0601	Geology/Earth Science, General	X
357	40.0602	Geochemistry	X
358	40.0603	Geophysics and Seismology	X
359	40.0604	Paleontology	X
360	40.0605	Hydrology and Water Resources Science	X
361	40.0606	Geochemistry and Petrology	X
362	40.0607	Oceanography, Chemical and Physical	X
363	40.0699	Geological and Earth Sciences/Geosciences, Other	X
364	40.0801	Physics, General	X
365	40.0802	Atomic/Molecular Physics	X
366	40.0804	Elementary Particle Physics	X
367	40.0805	Plasma and High-Temperature Physics	X
368	40.0806	Nuclear Physics	X
369	40.0807	Optics/Optical Sciences	X
370	40.0808	Condensed Matter and Materials Physics	X
371	40.0809	Acoustics	X
372	40.0810	Theoretical and Mathematical Physics	X
373	40.0899	Physics, Other	X
374	40.1001	Materials Science	X
375	40.1002	Materials Chemistry	X
376	40.1099	Materials Sciences, Other	X
377	40.9999	Physical Sciences, Other	X
378	41.0000	SCIENCE TECHNOLOGIES/TECHNICIANS	X
379	41.0101	Biology Technician/Biotechnology Laboratory Technician	X
380	41.0204	Industrial Radiologic Technology/Technician	X
381	41.0205	Nuclear/Nuclear Power Technology/Technician	X
382	41.0299	Nuclear and Industrial Radiologic Technologies/Technicians, Other	X
383	41.0301	Chemical Technology/Technician	X
384	41.0303	Chemical Process Technology	X
385	41.0399	Physical Science Technologies/Technicians, Other	X
386	41.9999	Science Technologies/Technicians, Other	X
387	42.2701	Cognitive Psychology and Psycholinguistics	X
388	42.2702	Comparative Psychology	X
389	42.2703	Developmental and Child Psychology	X
390	42.2704	Experimental Psychology	X
391	42.2705	Personality Psychology	X
392	42.2706	Physiological Psychology/Psychobiology	X
393	42.2707	Social Psychology	X
394	42.2708	Psychometrics and Quantitative Psychology	X
395	42.2709	Psychopharmacology	X
396	42.2799	Research and Experimental Psychology, Other	X
397	43.0106	Forensic Science and Technology	X
398	43.0116	Cyber/Computer Forensics and Counterterrorism	X
399	45.0301	Archeology	X
400	45.0603	Econometrics and Quantitative Economics	X
401	45.0702	Geographic Information Science and Cartography	X
402	49.0101	Aeronautics/Aviation/Aerospace Science and Technology, General	X
403	51.1002	Cytotechnology/Cytotechnologist	X
404	51.1005	Clinical Laboratory Science/Medical	X

Appendix O. Clarifying Memos

		Technology/Technologist	
405	51.1401	Medical Scientist	X
406	51.2003	Pharmaceutics and Drug Design	X
407	51.2004	Medicinal and Pharmaceutical Chemistry	X
408	51.2005	Natural Products Chemistry and Pharmacognosy	X
409	51.2006	Clinical and Industrial Drug Development	X
410	51.2007	Pharmacoeconomics/Pharmaceutical Economics	X
411	51.2009	Industrial and Physical Pharmacy and Cosmetic Sciences	X
412	51.2010	Pharmaceutical Sciences	X
413	51.2202	Environmental Health	X
414	51.2205	Health/Medical Physics	X
415	51.2502	Veterinary Anatomy	X

416	51.2503	Veterinary Physiology	X
417	51.2504	Veterinary Microbiology and Immunobiology	X
418	51.2505	Veterinary Pathology and Pathobiology	X
419	51.2506	Veterinary Toxicology and Pharmacology	X
420	51.2510	Veterinary Preventive Medicine, Epidemiology, and Public Health	X
421	51.2511	Veterinary Infectious Diseases	X
422	51.2706	Medical Informatics	X
423	52.1301	Management Science	X
424	52.1302	Business Statistics	X
425	52.1304	Actuarial Science	X
426	52.1399	Management Sciences and Quantitative Methods, Other	X

A list of academic programs that this is applicable to is found below. This relates to the program list for AY2014 (2013-2014) only.

Inst. Type	Institution	Degree Level	Award	Degree Code	Degree Name	CIP Code
1	ASUJ	3	AAS	0335	Clinical Laboratory Science	51.1005
1	ASUJ	3	AAS	0387	Crime Scene Investigation	43.0106
1	ASUJ	3	AAS	0405	Food Technology	01.1002
1	ASUJ	3	AAS	0460	Digital Electronics Technology	15.0303
1	ASUJ	3	AAS	0461	Digital Electronics Technology	15.0303
1	ATU	3	AAS	0320	Information Technology	11.0103
1	ATU	3	AAS	0460	Industrial Electronic Technology	15.0303
1	ATU	3	AAS	0575	Industrial Systems Technology	15.0612
1	ATU	3	AAS	0581	Industrial Control Systems	15.0612
1	ATU	3	ASNT	1150	Nuclear Technology	15.1401
1	UAFS	3	AAS	0345	Networking	11.0901
1	UAFS	3	AAS	0346	Web Developer	11.0801
1	UAFS	3	AAS	0355	Information Technology	11.0101
1	UAFS	3	AAS	0387	Crime Scene Investigation	43.0106
1	UAFS	3	AAS	0425	Computer Graphic Technology	15.1302
1	UAFS	3	AAS	0475	Environmental Technology	15.0507
1	UAFS	3	AAS	0780	Quality Technology	15.0702
1	UAFS	3	AAS	1465	Geospatial Information Systems	45.0702
1	UALR	3	AAS	0375	Coop. Program with Vo-Tech	15.0699
1	UALR	3	AAS	0387	Crime Scene Investigation	43.0106
1	UAM	3	AAS	0387	Crime Scene Investigation	43.0106
1	UAM	3	AAS	0770	Paper/Pulp Technology	03.0509
1	UAPB	3	AAS	0387	Crime Scene Investigation	43.0106
1	UAPB	3	AAS	0580	Industrial Technology	15.0612
1	UCA	3	AAS	0387	Crime Scene Investigation	43.0106
2	ANC	3	AAS	0295	Steel Industry Technology	15.0611
2	ANC	3	AAS	0387	Crime Scene Investigation	43.0106
2	ANC	3	AAS	0460	Industrial Electronics Technology	15.0303
2	ANC	3	AAS	0480	Power Plant Technology	15.0503
2	ANC	3	AAS	0580	Industrial Management Systems	15.0612
2	ANC	3	AAS	0720	Occupational Education (specialty)	15.0699
2	ANC	3	AAS	0765	Process Control Technology	15.0699
2	ANC	3	AAS	3150	Renewable Energy Technology	15.0613
2	ANC	3	AAS	6719	Advanced Manufacturing Technology	15.0613
2	ASUB	3	AAS	0315	Computer Aided Drafting & Design	15.1301
2	ASUB	3	AAS	0363	Computer Systems and Networking Technology	15.1202
2	ASUB	3	AAS	0375	Co-op Program with VoTech	15.0699
2	ASUB	3	AAS	0387	Crime Scene Investigation	43.0106
2	ASUB	3	AAS	0430	Drafting & Design	15.1306
2	ASUB	3	AAS	0440	Electromechanical Technology	15.0403
2	ASUB	3	AAS	0450	Electronics Engineering Technology	15.0303
2	ASUB	3	AAS	0460	Electronics Technology	15.0303
2	ASUB	3	AAS	0560	Industrial Instrumentation	15.0404
2	ASUB	3	AAS	0630	Manufacturing Engineering Technology	15.0805
2	ASUB	3	AAS	0755	Plastics Technology	15.0607
2	ASUB	3	AAS	0780	Quality Control Technology	15.0702
2	ASUMH	3	AAS	0320	Information Systems Technology	11.0401
2	ASUMH	3	AAS	0387	Crime Scene Investigation	43.0106

Appendix O. Clarifying Memos

2	ASUMH	3	AAS	0580	Technology	15.0612
2	ASUN	3	AAS	0363	Computer Systems Technology	15.1202
2	ASUN	3	AAS	0387	Crime Scene Investigation	43.0106
2	ASUN	3	AAS	3151	Computer Networking Technology	15.1202
2	BRTC	3	AAS	0387	Crime Scene Investigation	43.0106
2	CCCUA	3	AAS	0387	Crime Scene Investigation	43.0106
2	CCCUA	3	AAS	0475	Environmental & Safety Technology	15.0507
2	CCCUA	3	AAS	4487	Engineering Technology	15.0000
2	CotO	3	AAS	0320	Computer Information Systems	11.0101
2	CotO	3	AAS	0387	Crime Scene Investigation	43.0106
2	CotO	3	AAS	3150	Mechatronics	15.0403
2	EACC	3	AAS	0375	Coop. Program with Vo-Tech	15.0699
2	EACC	3	AAS	0430	Drafting & Design	15.1302
2	EACC	3	AAS	0460	Electronics	15.0303
2	EACC	3	AAS	0475	Environmental Health & Safety Technology	15.0507
2	EACC	3	AAS	3150	Renewable Energy Technology	15.0613
2	EACC	3	AAS	4487	Applied Engineering Technology	15.0000
2	EACC	3	AAS	6719	Advanced Manufacturing Technology	15.0613
2	MSCC	3	AAS	0355	Information Systems Technology	11.0101
2	MSCC	3	AAS	0387	Crime Scene Investigation	43.0106
2	MSCC	3	AAS	3150	Renewable Energy Technology	15.0613
2	MSCC	3	AAS	3395	Digital Media	09.0702
2	MSCC	3	AAS	6719	Advanced Manufacturing Technology	15.0613
2	NAC	3	AAS	0260	Biomedical Electronics Technology	15.0401
2	NAC	3	AAS	0355	Information Technology	11.0101
2	NAC	3	AAS	0370	Consumer Electronic Technology	15.0303
2	NAC	3	AAS	0387	Crime Scene Investigation	43.0106
2	NAC	3	AAS	0425	Drafting	15.1301
2	NAC	3	AAS	0440	Electromechanical Technology	15.0403
2	NAC	3	AAS	0460	Engineering Technology	15.0303
2	NPCC	3	AAS	0290	Computer Information Systems	11.0101
2	NPCC	3	AAS	0377	Co-op with Industry (Machine Technology)	15.0699
2	NPCC	3	AAS	0460	Electronics Technology	15.0303
2	NWACC	3	AAS	0320	Computer Information Systems	11.0101
2	NWACC	3	AAS	0360	Computer Programming	11.0202
2	NWACC	3	AAS	0387	Crime Scene Investigation	43.0106
2	NWACC	3	AAS	0425	Computer-Aided Drafting & Design	15.1301
2	NWACC	3	AAS	0460	Electronics Technology	15.0303
2	NWACC	3	AAS	0475	Environmental Regulatory Science	15.0507
2	OZC	3	AAS	0355	Information Science Technology	11.0401
2	OZC	3	AAS	0387	Crime Scene Investigation	43.0106
2	PCCUA	3	AAS	0345	Network Technology	11.0901
2	PCCUA	3	AAS	0387	Crime Scene Investigation	43.0106
2	PCCUA	3	AAS	0435	Drafting Technology	15.1301
2	PCCUA	3	AAS	0585	Industrial Technology	15.0612
2	PCCUA	3	AAS	0590	Instrumentation Technology	15.0404
2	PCCUA	3	AAS	3150	Renewable Energy Technology	15.0613
2	PCCUA	3	AAS	6719	Advanced Manufacturing Technology	15.0613
2	PTC	3	AAS	0350	Applied Electronics Technology	15.1202
2	PTC	3	AAS	0387	Crime Scene Investigation	43.0106
2	PTC	3	AAS	0397	Drafting & Design Technology	15.1301
2	PTC	3	AAS	0440	Electromechanical Technology	15.0403
2	PTC	3	AAS	0475	Environmental & Safety Technology	15.0507
2	PTC	3	AAS	0585	Industrial Technology	15.0612
2	PTC	3	AAS	0633	Manufacturing Technology	15.0613
2	PTC	3	AAS	3456	Military Technologies	29.9999
2	RMCC	3	AAS	0320	Information Systems Technology	11.0401
2	RMCC	3	AAS	0330	Programmer/Analyst	11.0501
2	RMCC	3	AAS	0340	Network Administration	11.1002
2	RMCC	3	AAS	0360	Microcomputer Technician	15.1202
2	SACC	3	AAS	0305	Business Computer Information Systems	11.0801
2	SACC	3	AAS	0325	Chemical Technology	41.0301
2	SACC	3	AAS	0326	Process Technology	41.0301
2	SACC	3	AAS	0350	Network Security Technology	11.1003
2	SACC	3	AAS	0387	Crime Scene Investigation	43.0106
2	SACC	3	AAS	0475	Environmental Technology	15.0507
2	SACC	3	AAS	0585	Industrial Process Technology	15.0612
2	SAUT	3	AAS	0136	Multimedia Audio / Video Production	13.0501

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2	SAUT	3	AAS	0210	Architecture & Building Construction	15.1303
2	SAUT	3	AAS	0314	Multimedia Technology	11.0899
2	SAUT	3	AAS	0315	Computer Aided Drafting & Design	15.1301
2	SAUT	3	AAS	0330	Computer Instrumentation Control	15.0403
2	SAUT	3	AAS	0340	Manufacturing Technology	15.0612
2	SAUT	3	AAS	0345	Computer Network Technology	11.0901
2	SAUT	3	AAS	0360	Computer Programming Technology	11.0202
2	SAUT	3	AAS	0445	Electronic Technology	15.1202
2	SAUT	3	AAS	0456	Multimedia Programming Specialist	11.0801
2	SAUT	3	AAS	0460	Electronic Engineering Technology	15.0303
2	SAUT	3	AAS	0475	Environmental Science	15.0507
2	SAUT	3	AAS	0545	Microsoft Networking Software	11.0701
2	SAUT	3	AAS	3521	Computer Information Systems Technology	11.0101
2	SAUT	3	AAS	4676	Industrial Technologies	15.0699
2	SEAC	3	AAS	0315	Drafting & Computer Aided Design Technology	15.1301
2	SEAC	3	AAS	0345	Computer Network Technology	11.0901
2	SEAC	3	AAS	0355	Information Systems Technology	11.0101
2	SEAC	3	AAS	0391	Law Enforcement Administration	43.0106
2	SEAC	3	AAS	0477	Biotechnology	26.1201
2	SEAC	3	AAS	3363	Computer Information Systems Technology	11.0901
2	UACCB	3	AAS	0387	Crime Scene Investigation	43.0106
2	UACCH	3	AAS	0355	Information Systems	11.0101
2	UACCH	3	AAS	0387	Crime Scene Investigation	43.0106
2	UACCH	3	AAS	3150	Power Plant Technology	15.0303
2	UACCM	3	AAS	0363	Computer Information Systems Technology	15.1202
2	UACCM	3	AAS	0387	Crime Scene Investigation	43.0106
2	UACCM	3	AAS	0425	Drafting	15.1301
2	UACCM	3	AAS	0585	Industrial Technology	15.0612
2	UACCM	3	AAS	0598	Petroleum Technology	15.0903
2	UACCM	3	AAS	0837	Surveying	15.1102

Appendix O. Clarifying Memos

MEMORANDUM

TO: Institutional Research Officers
                All Institutions of Higher Education (Public, Private/Independents, and Nursing Schools)

FROM: Rick Jenkins
                Associate Director, Planning and Accountability
                Arkansas Department of Higher Education
                423 Main Street, Suite 400
                Little Rock, AR 72201
                (501) 371-2066 office, (501) 371-2002 fax
                rick.jenkins@adhe.edu

DATE: July 21, 2014

RE: Graduate File and Reverse Transfer

This relates to a change to the graduate file for AY2015 (2014-2015). It does not apply to the AY2014 graduate file submitted in July 2014. (No institution has to re-submit the AY2014 graduate file based on this change). But it does relate to the short graduate file that you will submit in October 2014 (due 10/15/2014) for graduates from July or August 2014 relating to the AY2015 (2014-2015) graduate file and all graduate files thereafter.

We are adding a field called reverse_transfer and it is a simple Yes or No flag.

> Reverse Transfer – was this credential awarded via the reverse transfer program?
>> 1 = Yes
>> 2 = No

The reverse transfer program is sponsored by AATYC via grant funds. It allows transfer students earning credit hours at a university to transfer hours back to the student's previous institution where an associate's degree may be awarded. For more information, please see http://www.degreematters.org/.

Note that we have also added this for private/independent institutions and nursing schools. They have not yet been asked to participate in this program yet but we expect them to be invited to participate in the future.

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

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
                       423 Main Street, Suite 400
                       Little Rock, AR 72201
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DATE: September 8, 2014

RE: Registration File: Free Tuition Field (52)

The new Free Tuition field in the Registration File must be completed for all students. However, it only relates to high school students since it was included in the concurrent enrollment policy as amended in July 2013. But since this field is in the registration file, it must be completed for all students.

The SIS manual will be adjusted as follows by adding notes 1 and 2 below.

        Did the student receive free tuition for this course?
                1 = Yes
                2 = No

        Free tuition does <u>not</u> include tuition charges paid by scholarships or other forms of discounts or waivers, provided that such assistance was reported against the institution's scholarship cap and reported on the annual Financial Report (FAID). If the tuition charges were paid by a public school district, a college/university scholarship, a grant, or a private foundation, then the response must be 2 (No). Students that receive a tuition discount or waiver would also reported as 2 (No) if the discount/waiver is properly reported (this includes students receiving border county waivers, senior citizen discounts/waivers, and other such discounts/waivers).

        Code 1 (Yes) would be used for those students that receive free tuition and such aid is not counted on the scholarship cap report (to Institutional Finance) or is not reported as aid received on the financial aid file (FAID).

        <u>**Note 1**</u>**: This field must be answered for all students. However, respond with Code 2 (No) for all non-high school students. Yes (1) responses are only applicable to high school students.**
        <u>**Note 2**</u>**: For any high school student that is a dependent of an employee of the institution and receives free tuition, respond with 2 (No). Per ADHE's institutional finance policies, any discounted or free tuition provided to employees and their dependents is considered as fringe benefits, not as scholarships.**

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

Appendix P
Preliminary Fall Census Enrollment

Enter the preliminary headcount and SSCH for your institution as of the current year's fall census date (11th class day). Do not include enrollments in non-credit offerings.

Institution: _____

Name of Respondent: _____

Date and Time Submitted: _____

Preliminary Student Headcount
(Calculated from the student file)

_____ High School Students

_____ Undergraduate Students
(not including High School Students)

_____ Graduate and First Professional Students

_____ Total Students

_____ List any Summer 2 Off-Schedule course/enrollments
you may want to note

Preliminary Fall Term Full-Time Equivalent Students (FTEs)
(Calculated from the course file)

_____ High School Students (SSCH divided by 15)

_____ Undergraduate Term FTE (SSCH divided by 15)
(not including High School Students)

_____ Graduate Term FTE (SSCH divided by 12)

_____ Total Term FTE

Please email this page to ADHE Research and Planning.

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