

*AHEIS
Reference Manual
for the*

Student Information System

Independent Institutions

**Arkansas Department of Higher Education
Little Rock, Arkansas
2015 – 2016**

ADHE Contacts

Tim Atkinson, Ed.D.
Sr. Assoc. Director, Research & Technology
Phone: 501.682.1602
E-mail: Tim.Atkinson@adhe.edu

For questions regarding data submissions and reports generated from ADHE's Student Information System, contact:

Rick Jenkins
Associate Director,
Planning & Accountability
Phone: (501) 371-2066
E-mail: Rick.Jenkins@adhe.edu

Sharon Butler
Data Analyst / IPEDS State Coordinator
Phone: (501) 371-2069
E-mail: Sharon.Butler@adhe.edu

For questions regarding file upload and web validation reports, contact:

Paul Nations
Senior Systems Analyst
Phone: (501) 371-2042
E-mail: Paul.Nations@adhe.edu

Robert Crockett
Software Support Analyst
Phone: 501-371-2044
E-mail: Robert.Crockett@adhe.edu

For questions regarding our network, contact:

Micah Gilbert
Network Support Specialist
Phone: 501-371-2045
Email: Micah.Gilbert@adhe.edu

Arkansas Department of Higher Education
423 Main, Suite 400
Little Rock, AR 72201

Phone: (501) 371-2000
Fax: (501) 682-6399
Website: <http://www.adhe.edu>

A D H E Division of Research and Planning

2015-2016 Reporting Calendar

for Institutions of Higher Education

Month	Due Date	Indep	Activity
July	07/01/2015 Wed		Minority Recruitment and Retention Report (due June 30 - July 1, 2015)
July	07/08/2015 Wed		Student Financial Aid Crosswalk
July	07/08/2015 Wed	★	Academic Calendar Note: A copy of the academic year calendar from an institutional catalog may be substituted.
August	08/05/2015 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	08/05/2015 Wed	★	I.P.E.D.S. Registration Opens. Components: Registration; Report Mapping; Institution ID; IC-Header UserIDs and passwords for 2015-2016 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 26, 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	08/12/2015 Wed	★	Summer I End-of-Term (includes Spring Off-Schedule End-of-Term)
August	08/12/2015 Wed	★	Summer II Term File (Student, Registration, Course, Instructor) includes Summer I Off-Schedule
August	08/12/2015 Wed		Perkins Annual Files (Special Populations and Assessment for prior academic year)
August	08/12/2015 Wed		Annual Instructor File (for prior academic year)
August	08/26/2015 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	09/02/2015 Wed	★	I.P.E.D.S. Fall Collection Opens (closes 10/14/2015) Components: Completions; Institutional Characteristics; 12-month Enrollment
September	09/02/2015 Wed		Workforce Education and Training Course File (Summer I data)
September	09/09/2015 Wed		ACTS Transfer Report
September	09/16/2015 Wed	★	Estimated Fall Census Enrollment (submit totals via form in Appendix P)
September	09/23/2015 Wed	★	Student Financial Aid Data File
October	10/14/2015 Wed	★	I.P.E.D.S. Fall Collection Closes for Institutions
October	10/14/2015 Wed	★	Send pdf copies of IPEDS Fall form data via ft server with email notification to ADHE
October	10/14/2015 Wed	★	Graduated Student File for current academic year (July and August graduates)
October	10/14/2015 Wed	★	Summer II End-of-Term File (includes Summer I Off-Schedule End-of-Term)
October	10/14/2015 Wed	★	Fall Term File (Student, Registration, Course, Instructor) includes Summer II Off-Schedule
October	10/14/2015 Wed		Workforce Education and Training Course File (Summer II data)
October	10/14/2015 Wed		Intercollegiate Athletic File (for prior academic year)
November	11/04/2015 Wed		O C R A-5: Governing Board Composition
November	11/04/2015 Wed		O C R B-1: Student Applications, Acceptances , and Enrollments
December	12/09/2015 Wed		Grade-Update File: This optional file gives public institutions the opportunity to update previous academic year End-of-Term grades (ex: "I").
December	12/09/2015 Wed	★	I.P.E.D.S. Winter Collection Opens (closes 2/10/2016) Components: Admissions; Graduation Rates; 200% Graduation Rates; Outcome Measures; Student Financial Aid
December	12/09/2015 Wed	★	I.P.E.D.S. Spring Collection Opens (closes 4/06/2016) Components: Academic Libraries; Fall Enrollment; Finance; Human Resources
February	02/10/2016 Wed	★	I.P.E.D.S. Winter Collection Closes for Institutions
February	02/10/2016 Wed	★	Send pdf copies of IPEDS Winter form data via ft server with email notification to ADHE
February	02/24/2016 Wed	★	Fall End-of-Term File, includes Summer II Off-Schedule End-of-Term
February	02/24/2016 Wed	★	Spring Term File (Student, Registration, Course, Instructor) includes Fall Off-Schedule
February	02/24/2016 Wed		Workforce Education and Training Course File (Fall data)
April	04/06/2016 Wed	★	I.P.E.D.S. Spring Collection Closes for Institutions
April	04/06/2016 Wed	★	Send pdf copies of IPEDS Spring form data via ft server with email notification to ADHE
June	06/15/2016 Wed	★	Spring End-of-Term File, includes Fall Off-Schedule End-of-Term
June	06/15/2016 Wed	★	Summer I Term File (Student, Registration, Course, Instructor) includes Spring Off-Schedule
June	06/15/2016 Wed		Workforce Education and Training Course File (Spring data)

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

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

TABLE OF CONTENTS

ADHE Contacts.....	
ADHE Reporting Calendar.....	
Table of Contents.....	
AHEIS REVISIONS OVERVIEW, EFFECTIVE JULY 1, 2015.....	

ADHE FILE SPECIFICATIONS

Preparing Files for Submission to ADHE.....	11
File Naming Conventions.....	13
File Header and Trailer Record.....	15
Accessing the System and Uploading Files.....	16
View and Print Submission Errors.....	18
Off-Schedule Reporting.....	20
Changing Password.....	21
Identification Number Change, Record Layout and Definition	22
Alternate ID.....	24
Adjustment to Cohort.....	26
Grade Update File.....	27

TABLE OF CONTENTS

INDEPENDENT INSTITUTIONS

TERM FILES

STUDENT

Record Layout.....Page I-4

Definitions.....Page I-5

STUDENT END-OF-TERM

Record Layout.....Page I-14

Definitions.....Page I-15

ANNUAL FILES

STUDENT FINANCIAL AID

Record Layout.....Page I-26

Definitions.....Page I-27

Fund Codes.....Page I-30

GRADUATED STUDENT

Record Layout.....Page I-34

Definitions.....Page I-35

APPENDICES

A. Arkansas Institution Codes and Abbreviations.....	Page A - 2
B. ADHE County/Parish Codes for Arkansas and Bordering States.....	Page A - 4
C. ADHE State Codes.....	Page A - 5
D. ADHE Arkansas High School Codes.....	Page A - 6
E. Secondary Area Centers.....	Page A-12
F. Freshman Assessment and Placement Required Scores.....	Page A-13
Conditional Admission for High School Graduates (Revised).....	Page A-18
G. Glossary.....	Page A-21
H. ADHE Residency Classification for Tuition Purposes.....	Page A-33
I. Overview of NCES' Integrated Postsecondary Education Data System (IPEDS).....	Page A-34
I.2 Completions File Upload.....	Page A-41
J. Arkansas Transfer Reports	
Instructions and Special Notes.....	Page A-42
Act 182 Field Definitions - Roger Phillips.....	Page A-43
ACT 182 Roger Phillips Transfer Report Form.....	Page A-45
Act 672 Field Definitions - Course Transfer.....	Page A-46
ACT 672 ACTS Transfer Report Form.....	Page A-47
ACTS Course Index.....	Page A-48
ACTS Arkansas Institutions.....	Page A-49
K. (Reserved for later use)	
L. Legislation Related to ADHE Reporting.....	Page A-50
M. Compensatory Options Awarded to Students Called to Military Service	
Memo.....	Page A-54
Form (Student).....	Page A-55
Form (Dependent).....	Page A-56
N. (Reserved for later use)	
O. Clarifying Memos.....	Page A-57
P. Preliminary Fall Census Enrollment Survey.....	Page A-61
Z. SIS Data Files and Report Descriptions.....	Page A-62

SISDB Revisions

Academic Year 2015-2016

Field numbers are in parentheses ().

Student File	Geographic Origin, State	Public & Private (65/47)
--------------	--------------------------	--------------------------

- (1) A validation is being added for the student's legal residence at the time of admission. When the geo_county is an Arkansas county (000-075), the geo_state must be Arkansas (04); and vice-versa, if the geo_state is Arkansas (04), then the geo_county must be an Arkansas County (000-075).

Student File	Enroll Status	Public & Private (82/60)
--------------	---------------	--------------------------

- (2) Enroll Status 03 – ADHE will add a validation check to ensure that enroll status 03 is treated similar to 01 – **you can only use the code once (except for the summer terms) for the same student at the same institution. However, this code could be used again if the student transfers to another institution.** This only affects transfer students. *Per IPEDS: Students at the undergraduate level (full-time and part-time) coming into the institution for the first time in the fall term (or the prior summer term who returned again in the fall). This includes students transferring into the institution at the undergraduate level for the first time.*

Enroll Status 11 will be re-defined as First-Time Entering Graduate Transfer.

Updates to the NOTES:

- Code 03, 04, 05, or 11 – include the transfer fice code for these students for the first semester in which the student transfers (as an undergraduate student) or enters a graduate/doctoral program (as a graduate/doctoral student). For codes 04 or 05, **if the student's undergraduate institution is the same as the graduate institution, provide the fice code for the same "home" institution.** 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 the definition of transfer student under enrollment status in the Glossary (Appendix G).
- Code 13 - Students currently enrolled in high school must be coded as 13 here and **as 13 or 14** 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.

Student File	Student Level	Public & Private (90/68)
--------------	---------------	--------------------------

- (3) Student Level – clarify that code 13 is a high school student, but not a high school senior.
13 = High school student, **but not a high school senior**

Student File	Total Credit Hours	Public & Private (94/72)
--------------	--------------------	--------------------------

- (4) Database Field Name: **TotalCreditHours**

Student File	Race Fields	Public & Private (106/82)
--------------	-------------	---------------------------

- (5) Change the text regarding race fields as follows.

Old Text: If student is NOT non-resident alien, unknown, or refused to report, more than one race may apply.

New Text:

- If the non_resident_alien field = 00, more than one race/ethnicity field (Asian, Black, Hispanic, Amerind, White, & Hawaiian) may apply.
- If the non_resident_alien field = 00 and Hispanic = 1, additional race/ethnicity fields (Asian, Black, Amerind, White, & Hawaiian) may apply.
- If the non_resident_alien field is 06 or 09, insert 0 (zeros) in all of the race/ethnicity fields.

SISDB Revisions

Academic Year 2015-2016

Student File	High School Code	Public (112)
Student PEOT File	High School Code	Private (50)

- (6) High School Code - Must include high school code for all first-time entering undergraduates AND all high school students including any student that is high school age (when diploma_ged field is 2).

High School codes will only be required for students that are first-time entering undergraduate or high school students (enroll status = 01 or 13). For all other students, use 999999 as the high school code. However, you may enter the actual Arkansas high school code if desired.

Enter the code representing the high school where the student received (or plans to receive) his/her high school diploma. If the student is not in high school but is still high school age (diploma_ged = 2), enter the high school code or the appropriate XX9999 code.

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)

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 or is currently enrolled in high school	ACT high school code	XX9999 (use state code for XX)
1 - GED from Arkansas	049999	
2 - no diploma/GED, but still high school age	ACT high school code	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 or a high school student	049999	XX9999 (use state code for XX) OR 999999

Student File	High School Graduation Year	Public (118)
Student PEOT File	High School Graduation Year	Private (46)

- (7) Enter the 4-digit year the student graduated (**or plans to graduate**) from high school or received a GED for **all first-time entering undergraduate or high school students.**

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 (**or holds a GED**)

enter 8888 if

- **the student is first-time entering**

- **AND high school completion status = 3**

enter 9999 if

- the student is NOT first-time entering **or a high school student**

- 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	Diploma/GED	Public (123)
Student PEOT File	Diploma/GED	Private (45)

- (8) Enter high school completion status for **all first-time entering undergraduate or high school 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 a first-time entering undergraduate or a high school student

SISDB Revisions

Academic Year 2015-2016

Student File	Placement Test Score Introduction	Public Only
--------------	-----------------------------------	-------------

(9) Placement Test Score section – replace page 16 with this language.

THIS REPLACES ALL OF PAGE 16

(after Cutoff Scores Per AHECB Policy Table and before All Test Score Fields text and table)

Math: for first-time entering students needing remediation in math, the student must either

- (a) complete the appropriate remedial math course before enrolling in MATH1003 (College Math), MATH1103 (College Algebra), or MATH1113 (Quantitative Literacy/Mathematical Reasoning);
- (b) complete the institution's approved student success plan for math before enrolling in MATH1003 (College Math), MATH1103 (College Algebra), or MATH1113 (Quantitative Literacy/Mathematical Reasoning); or
- (c) be enrolled simultaneously in the appropriate remedial math course while enrolled in MATH1003 (College Math), MATH1103 (College Algebra), or MATH1113 (Quantitative Literacy/Mathematical Reasoning).

English: for first-time entering students needing remediation in English, the student must either

- (a) complete the appropriate remedial English course before enrolling in ENGL1013 (English Composition I);
- (b) complete the institution's approved student success plan for English before enrolling in ENGL1013 (English Composition I); or
- (c) be enrolled simultaneously in the appropriate remedial English course while enrolled in ENGL1013 (English Composition I).

Reading: for first-time entering students needing remediation in reading, the student must complete the appropriate remedial reading course.

Student File	New Field: Career Readiness	Public Only (146)
--------------	-----------------------------	-------------------

(10) Add a new field called career_ready.

Career Ready: Act 585 of 2013 (Arkansas Code Annotated §6-15-2012) states that the Arkansas Higher Education Coordinating Board shall exempt from the placement exam under §6-61-110 a first-time entering freshman at a state-supported institution of higher education who meets the college and career readiness standards. Did the student meet the College and Career Readiness Standards per Act 585 of 2013 as promulgated by the Council on Postsecondary Education and Career Readiness?

Career Readiness (career_readiness – 1 character):

- 1 = Yes
- 2 = No
- 3 = Unknown/Not Applicable

Course File	Receiving Location	Public Only (97)
-------------	--------------------	------------------

(11) Recv Locn -- eliminate code 99: UNKNOWN.

Course File	Course Section	Public Only (52/153)
-------------	----------------	----------------------

(12) course_section with a field length of 3 was deleted and a new field **course_section_4** with a field length of 4 was created.

Registration/EOT File	Course Section	Public Only (29/43)
-----------------------	----------------	---------------------

(13) course_section with a field length of 3 was deleted and a new field **course_section_4** with a field length of 4 was created.

Registration/EOT File	Field Names	Public Only (88-121)
-----------------------	-------------	----------------------

(14) Name change only – change the following field names to those in our database.

Description	Old Name	New Name
Undergraduate Term, Attempted Credit Hours	att_crhr_term_ug	att_crhrs_term_ug
Undergraduate Term, Earned Credit Hours	earn_crhr_term_ug	earn_crhrs_term_ug
Undergraduate Cumulative, Attempt Credit Hr	att_crhr_cumu_ug	att_crhrs_cumu_ug
Undergraduate Cumulative, Earned Credit Hr	earn_crhr_cumu_ug	earn_crhrs_cumu_ug
Graduate Term, Attempted Credit Hours	att_crhr_term_gr	att_crhrs_term_gr
Graduate Term, Earned Credit Hours	earn_crhr_term_gr	earn_crhrs_term_gr
Graduate Cumulative, Attempted Credit Hours	att_crhr_cumu_gr	att_crhrs_cumu_gr
Graduate Cumulative, Earned Credit Hours	earn_crhr_cumu_gr	earn_crhrs_cumu_gr

SISDB Revisions

Academic Year 2015-2016

Term Instructor File	Highest Degree Level Field	Public Only (63)
----------------------	----------------------------	------------------

(15) Change Code 00 in the Highest Degree Level field (highest_degree) as follows.

XX = Unknown
00 = Life Experiences

Term Instructor File	Race Fields	Public Only (114)
----------------------	-------------	-------------------

(16) Change the text regarding race fields as follows.

Old Text: If student is NOT non-resident alien, unknown, or refused to report, more than one race may apply.

New Text:

- If the non_resident_alien field = 00, more than one race/ethnicity field (Asian, Black, Hispanic, Amerind, White, & Hawaiian) may apply.
- If the non_resident_alien field = 00 and Hispanic = 1, additional race/ethnicity fields (Asian, Black, Amerind, White, & Hawaiian) may apply.
- If the non_resident_alien field is 06 or 09, insert 0 (zeros) in all of the race/ethnicity fields.

Workforce File	Technology Type	Public (40)
----------------	-----------------	-------------

(17) Valid Choices = 00, WB, SS, OT added to file layout

Financial Aid File	General	Public & Private
--------------------	---------	------------------

(18) The private financial aid file layout will be changed to be the same as the public financial aid file layout. This only affects the ordering of the filler and college student ID fields.

Graduate File	Short Graduate File (Summer Only)	Public & Private
---------------	-----------------------------------	------------------

(19) The SISDB will use a different file extension for Summer Only Grads – SGRD. This is the short graduate file submitted in the fall term for the previous July/August graduates. Remember that this file is overwritten by the full and complete graduate file that is submitted in July of the next year.

Graduate File	Completed Hours	Public Only (41)
---------------	-----------------	------------------

(20) Change database fieldname cr_hr_completed to completed_hours in the manual only.

Graduate File	Degree_1 and Degree_2	Public Only (62 and 66)
---------------	-----------------------	-------------------------

(21) Valid Choices: 0000 - 9999 or 4 blank spaces

Graduate File	Race Fields	Public & Private (114/37)
---------------	-------------	---------------------------

(22) Change the text regarding race fields as follows.

Old Text: If student is NOT non-resident alien, unknown, or refused to report, more than one race may apply.

New Text:

- If the non_resident_alien field = 00, more than one race/ethnicity field (Asian, Black, Hispanic, Amerind, White, & Hawaiian) may apply.
- If the non_resident_alien field = 00 and Hispanic = 1, additional race/ethnicity fields (Asian, Black, Amerind, White, & Hawaiian) may apply.
- If the non_resident_alien field is 06 or 09, insert 0 (zeros) in all of the race/ethnicity fields.

Annual Instructor File	SOC Code	Public Only (25/27)
------------------------	----------	---------------------

(23) Add the following to the SOC Code discussion:

A SOC Coding Guideline states that "When workers in a single job could be coded in more than one occupation, they should be coded in the occupation that requires the highest level of skill. If there is no measurable difference in skill requirements, workers should be coded in the occupation in which they spend the most time. Workers whose job is to teach at different levels (e.g., elementary, middle, or secondary) should be coded in the occupation corresponding to the highest educational level they teach."

(Source: http://www.bls.gov/soc/soc_2010_class_prin_cod_guide.pdf)

SISDB Revisions

Academic Year 2015-2016

Annual Instructor File	Salary Instruction	Public Only (71)
------------------------	--------------------	------------------

(24) Sal_Instruction: The first sentence will be revised as follows along with one note being added.

Provide the percent of the instructor's total annual **compensation** chargeable to instruction associated directly with credit courses.

- a. 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%.
- b. If the instructor or administrator 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.
- c. 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).
- d. 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 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%.

Annual Instructor File	Fringe Benefits	Public Only (89)
------------------------	-----------------	------------------

(25) Add the following note to fringe benefits.

NOTE: If the instructor donated their services, fringe benefits of zero (0) may be entered. However, the source of salary field (source_of_comp) must be 1 (Non-institutional funds or donated services) and the total annual salary (total_compensation) must be zero (0).

Annual Perkins File	Two (2) Perkins Files	Public Only
---------------------	-----------------------	-------------

(26) The current Perkins file will be separated in two different file submissions, with both being annual submissions.

The annual **Perkins Special Populations file (.PRK)** containing a comprehensive listing of Perkins students will include these basic fields:

- College ID (college_id)
- SSN ID (ssn_id)
- Disabled (disabled)
- Economically Disadvantaged (econ_disadv)
- Single Parent (sngl_parent)
- Displaced Homemaker (displ_homemkr)
- Limited English (limited_english)
- Degree Code (degree_code)

The annual **Perkins Technical Skills Assessment file (.PRK2)** containing all assessment data will include these basic fields:

- College ID (college_id)
- SSN ID (ssn_id)
- CTE Assessment Taken (asmt_taken)
- CTE Assessment Passed (asmt_passed)

Perkins Special Populations	SQL Definition of Perkins Student	Public Only
-----------------------------	-----------------------------------	-------------

(27) Perkins students will be defined in SQL terms as follows.

A Perkins student must meet the following conditions:
AND d.degree_level IN ('01', '02', '03')
AND d.award IN ('CP', 'TC', 'AAS', 'APMA', 'APS', 'AS', 'ASNT', 'AAT', 'AD')
AND d.award NOT IN ('AA')
AND s.degree_intent IN ('4', '7', '8')
AND s.student_level IN ('00', '01', '02', '03', '04', '10')
AND d.cip_2010_code <> '24'

Perkins Technical Skills Assessment	Degree Code	Public Only
-------------------------------------	-------------	-------------

(28) The Degree Code has been added to the Perkins Student File.

Degree Code – the degree code used should be the degree code justifying the student as a technical student and the student must have had this in their degree_1 or degree_2 field for at least one semester during the current academic year.

Preparing Files for Submission to ADHE

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

Data Extraction

Extract data from the institution's student information system and convert the data to the SIS format using a data extract program or a record export utility. Some institutions may have a data extraction program, which performs the extraction process. If your institution does not have a program, you will have to extract and format the data manually using a record export utility (e.g., AmCyber's Multi-Edit, Microsoft Access).

NOTE: ADHE does not require or recommend the use of Microsoft Access or AmCyber's Multi-Edit. These are the packages used at ADHE for similar purposes and are supplied as examples only. Other comparable software packages are on the market and your institution should decide what software is best for your institution.

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

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

Data Validation and Error Correction

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

Error Clarification

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

Incorrect Coding

The SIS Reference Manual identifies all valid codes that may be used for each record's field. For example, if you enter a code of 7 for a field where the valid options are 1, 2, or 3, an error will result. This type of problem results either from an erroneous data entry or when the data are extracted and/or converted from the institutional files. Generally speaking, a large number of errors in the same field often 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 or 4 letter abbreviation for the type of data being submitted per the following table. Effective August 1, 2015, all institutions submitting files for validation through the Arkansas Higher Education Student Information System must use the ADHE secure FTP (SFTP) site for this purpose. However, the website of <https://sis.adhe.edu> is used only for viewing error reports. Institutions may also use the new <https://modelsis.adhe.edu> website for viewing error reports on the new model SIS system. To submit files to the SIS for validation, a secure FTP client is required and a login to the SIS SFTP system is needed. To obtain or to verify login credentials, contact Micah Gilbert at micah.gilbert@adhe.edu or 501-371-2045. Note that logins to the SIS and RP (Research and Planning) FTP sites are different. 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) should be submitted as 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 2015/2016	
YY = 2-digit <i>calendar</i> year of data T = on-schedule term of data YR = 2-digit <i>academic</i> year of data	
Term Files	<School Abbr>YYT.<Extension>
Summer II 2015 Regular Term File	<School Abbr>150.DAT
Fall 2015 Regular Term File	<School Abbr>151.DAT
Spring 2016 Regular Term File	<School Abbr>162.DAT
Summer I 2016 Regular Term File	<School Abbr>163.DAT
Summer II 2015 End of Term	<School Abbr>150.EOT
Fall 2015 End of Term	<School Abbr>151.EOT
Spring 2016 End of Term	<School Abbr>162.EOT
Summer I 2016 End of Term	<School Abbr>163.EOT
Summer II 2015 Private/Student End of Term*	<School Abbr>150.PEOT
Fall 2015 Private/Student End of Term*	<School Abbr>151.PEOT
Spring 2016 Private/Student End of Term*	<School Abbr>162.PEOT
Summer I 2016 Private/Student End of Term*	<School Abbr>163.PEOT
Workforce files report data for the <i>previous</i> term	<School Abbr>YYT.WRK
Summer II 2015 Work Force	<School Abbr>150.WRK
Fall 2015 Work Force	<School Abbr>151.WRK
Spring 2016 Work Force	<School Abbr>162.WRK
Summer I 2016 Work Force	<School Abbr>163.WRK
Annual Files	<School Abbr>YR.<Extension>
Annual Instructor	<School Abbr>15.ANN
Athlete	<School Abbr>15.ATH
Financial Aid	<School Abbr>15.FAID
Graduated Student (All students graduating between 1 July 2015 and 30 June 2016)	<School Abbr>16.GRD
Graduated Student (July and August graduates <i>only</i>)	<School Abbr>16.SGRD
Perkins I	<School Abbr>16.PRK
Perkins II	<School Abbr>16.PRK2
Grade Update	<School Abbr>15.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 / Summer 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 Q – Perkins II V – Perkins I 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 / Summer 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 Q – Perkins II V – Perkins I 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 regardless of the file type.

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

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

Examples:

The trailer for the student file would be: 991

The trailer for the registration trailer would look like: 996

Accessing the System and Uploading Files

To submit your file, each institution should install a sftp client either WinSCP, Filezilla, or any sftp client that their IT division prefers to use. After the sftp client is installed, the user should request credentials and connection information from the ADHE Network Support Analyst, Micah Gilbert, at Micah.Gilbert@adhe.edu, 501-371-2045.

Here is an example of what the institutions will receive:

**Though the directions ARE correct,
The example information is NOT correct.
Please do not use this example information to try to connect.**

Open Filezilla and click on "File", then "Site Manager", then select "New Site".

Enter the information below in the correct fields:

Host: 111.222.333.444.555
Port: 80008
Protocol: FXTS
Logon Type: AAlBB
Username: ADHE
PW: TopsecretpasswordthatshouldbesharedwithinthelRdivisionateachinstitution
(Copy and paste the pw into the software)

After the information has been entered, click "Rename".
This site can be renamed to ADHE_SIS, ADHE_RP, or whatever name you want.
Click **connect** and you should be connected.

It is possible to download and upload, but not to delete a file or folder.

The username ending in **_SIS** will be submitting files to be validated.
The following file extensions are allowed:

.ssn	.ssn2	.ath	.eot	.gup
.wrk	.peot	.ann	.grd	.sgrd
.prk	.prk2	.faid	.dat	

The username ending in **_RP** will not be submitting files to be validated, and should only upload the following file types:

.xlsx .docx .pdf

- ADHE_SIS = files submitted to the SISDB for validation
- ADHE_RP = files submitted to Research and Planning staff

Other logins are available for other ADHE offices/divisions.

Instructions on how to use the software

Now that you are connected.

On the left hand side of the screen, you should see the **Local site**.
These are your computer drives.

Below that are the folders and files within the drive you select.

On the right hand side is the **Remote site**.
This is the ADHE system.

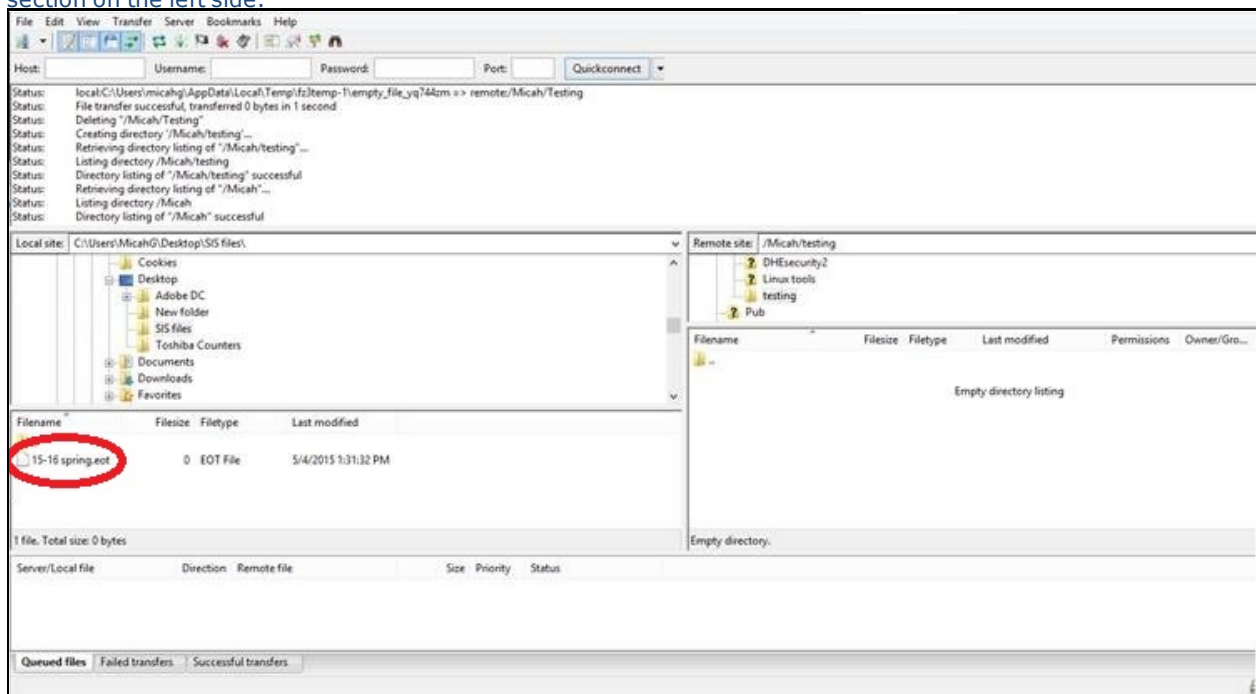
Below that you should see the **Filename** heading.

To upload files,

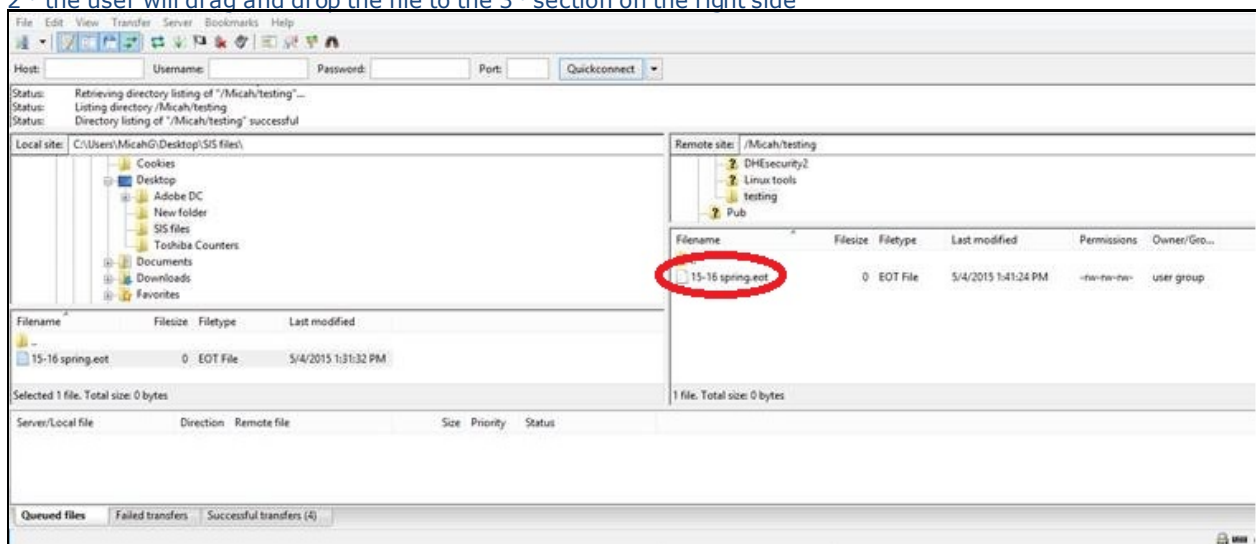
- Click and drag the files from your system (left side) and
- Drop the file into the ADHE system (right side) under Filename in the blank area.

Accessing the System and Uploading Files

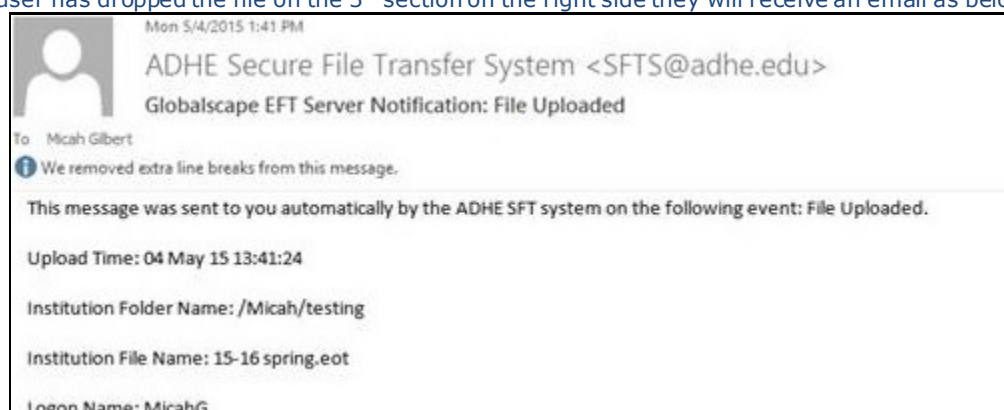
This 1st screenshot is after the user has logged in and is ready to upload the **15-16 spring.eot** file, seen in the 3rd section on the left side.



2nd the user will drag and drop the file to the 3rd section on the right side



Once the user has dropped the file on the 3rd section on the right side they will receive an email as below.



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.

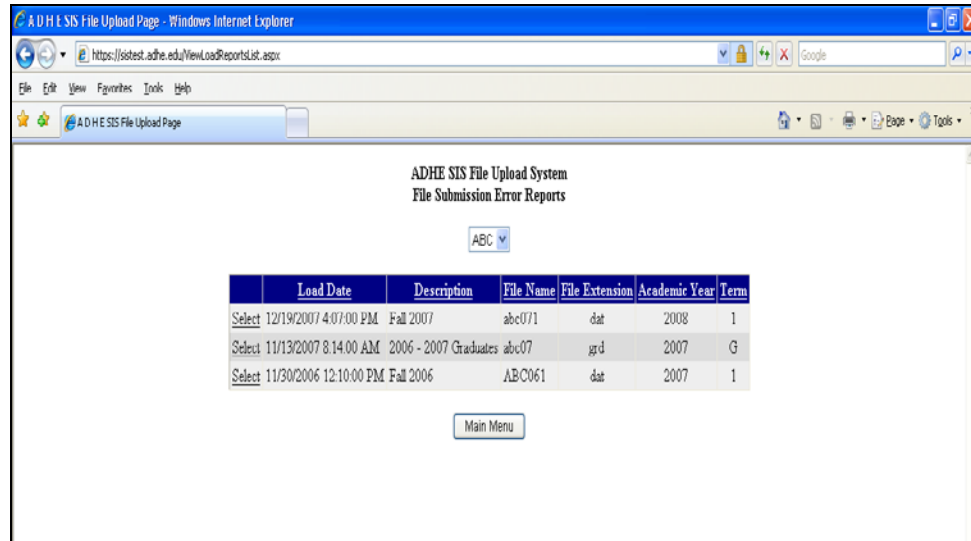
If the log in is successful, the file upload page should appear. To view the file /files error report, click on the "View File Error Reports" button.

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.



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

Screen shot of File Selection display Page

Printing the Report

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

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

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

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

Off-Schedule Reporting

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

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

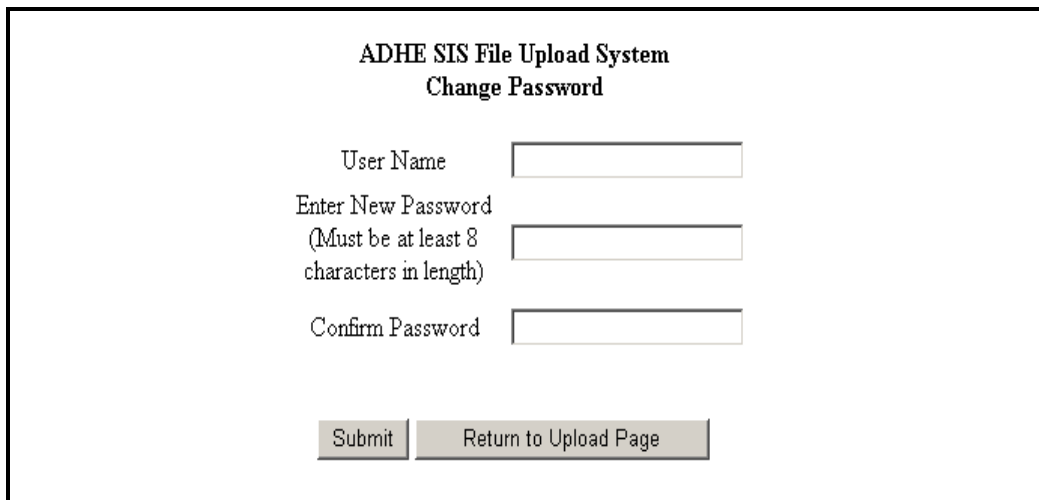
As a second example, a student registers only for fall courses beginning on October 10. All associated records for him/her (student, course, registration, and instructor) are coded as 5, and he/she would not have any on-schedule records.

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

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

Changing Passwords

Changing Passwords



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

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

Changing Passwords, Figure 6.

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

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

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

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

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

ID Change for Student or Instructor Record Layout 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/randomizationfaq.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: <div style="text-align: right; margin-right: 50px;"> MM = month (1 - 12) DD = day (1 - 31) YYYY = year (0000 - 9999) </div> 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 Note: <ul style="list-style-type: none"> 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	<p>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.</p> <p>Ex: MMDDYYYY where: MM = month (01-12) DD = day (01-31) YYYY = year (0000 – 9999)</p> <p>If birth date is unknown, enter eight zeros.</p>
Change of Record Type	31	1	<p>Enter the type of identification number type to be changed.</p> <p>1 = Student Record 4 = Instructor Record</p> <p>Note:</p> <ol style="list-style-type: none"> 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)

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	EC	Ecclesia College	C	M	CM
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, and meet the definitions in Change Record Type, Field 13.

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

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

The file naming convention is: <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	<p>Enter the documented reason for change.</p> <p>1 = The student is deceased or is totally and permanently disabled and thus unable to return to school.</p> <p>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.)</p> <p>3 = The student left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps.</p> <p>4 = The student left school to serve on an official church mission.</p> <p>9 = Restore student to cohort</p> <p>Note:</p> <ul style="list-style-type: none"> 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	4	6	XXXXXX
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	-
Filler		24	3	Pad with 3 spaces
Course Sequence Number	sequence	27	6	
New Grade	grade	33	2	See table in file definition
Course Section	course_section_4	35	4	

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)

INDEPENDENT

TERM

FILES

INDEPENDENT STUDENT

Independent Student File 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
SISDB Student ID	ssn_id	5	9	See File Specifications for valid ssn's.
Student Name	student_name	14	30	(Last, First M.I. Suffix)
County of Origin	geo_county	44	3	See Appendix B
State of Origin	geo_state	47	2	See Appendix C
Gender	gender	49	1	1, 2
Non-resident Alien or Unknown	non_resident_alien	50	2	06, 09, 00
Date of Birth (Month, Day, and Year)	date_of_birth	52	8	MMDDYYYY
Enrollment Status	enroll_status	60	2	01 - 15
Transfer FICE Code	transfer_fice	62	6	
Student Level	student_level	68	2	00-11, 13, 14
Degree Intent	degree_intent	70	1	2, 3, 4, 6, 7, 8, 9, D
Attendance Status	attend_status	71	1	0, 1
Total Credit Hours	TotalCrHours	72	2	01-99
Filler		74	8	Pad with spaces
Asian	asian	82	1	1, 2, 0
Black	black	83	1	1, 2, 0
Hispanic	hispanic	84	1	1, 2, 0
American Indian	amerind	85	1	1, 2, 0
White	white	86	1	1, 2, 0
Native Hawaiian	hawaiian	87	1	1, 2, 0
Filler		88	43	Pad with spaces
College Student ID	college_id	131	10	(Optional)
Current Legal Residence	resident_state	141	2	See Appendix C

TRAILER RECORD (ONCE PER FILE)

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

Independent Student Field Definitions

WHO TO INCLUDE:

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

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

WHO TO EXCLUDE:

Enrollments reported for funding purposes must exclude students who have cancelled registration, withdrawn from all classes, are no-show in all classes, or auditing only. Cancelled registration students shall include students who have not attended classes by the census date and/or who have not paid or have not made arrangements to pay their tuition and fees by the census date. The mark (grade) of AU is included in the end of term file in the event the student's enrollment status is changed to audit 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	<p>Enter the term for this student's on-schedule registration record</p> <p>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</p> <p>Note: Report the term when the credit hours were generated and not the term when the hours were submitted.</p>
SISDB Student ID ssn_id	5	9	<p>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.</p> <p>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.</p> <p>b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's.</p> <p>c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.</p>
Student Name student_name	14	30	<p>Enter student's last name (comma space), first name (space), middle initial (period space), and then enter suffix, if applicable.</p> <p>Example: Brown, William J. Jr.</p>

Independent Student Field Definitions

Name	#	Length	Field Description
Geographic Origin – AR or Border Counties geo_county	44	3	<p>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.</p> <p>County must be located in geo_state below.</p> <p>See county codes in Appendix B. 000 = Arkansas county is unknown. 999 = out of state and other than approved county.</p> <p>Note:</p> <p>Code 000 may be assigned to no more than 5% of an Institution's students.</p>
Geographic Origin– State or Nation geo_state	47	2	<p>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.</p> <p>Must be the same state where the geo_county is located.</p> <p>Refer to the definitions of current legal residence (Appendix H) and geographic origin in the Glossary (Appendix G).</p>
Gender gender	49	1	<p>Enter the gender of student.</p> <p>1 = Male 2 = Female</p>
Non-resident Alien or Unknown non_resident_alien	50	2	<p>Enter the appropriate code to indicate the student's race/ethnicity or foreign residency classification.</p> <p>06= Non-Resident Alien 09 = Unknown or Refused to answer (for citizens or resident aliens) 00 = Not Applicable</p> <p>The student should be coded as 09, if (in the race/ethnic fields) a student response is:</p> <ul style="list-style-type: none"> • no ones [all 2s (No)] or • all zeros (Refused to Report) or • any combination thereof <p>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.</p> <p>Designations are used for cohort reporting purposes only. Refer to the Glossary (Appendix G) for definitions.</p> <p>NOTE: No more than 5% of an institution's students may be assigned to code 09.</p>
Date of Birth date_of_birth	52	8	<p>Enter the student's date of birth. If the birth date is known, use the first two positions to designate the month, the second two positions for the day, and the last four positions for the year. If the birth date is unknown, enter eight zeros in this field. (No spaces!)</p> <p>Format: MMDDYYYY where: M M = month (01 - 12) DD = day (01 - 31) YYYY = year (0000 - 9999)</p> <p>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.</p>

Independent Student Field Definitions

Name	#	Length	Field Description
Enrollment Status enroll_status	60	2	<p>Enter the student's current status at your institution. See Glossary (Appendix G) for definitions of enrollment status.</p> <p>01 = First-time entering undergraduate 02 = Other first-year continuing student 03 = First-time entering undergraduate transfer student 04 = First-time entering graduate student 05 = First-time entering doctoral student 06 = Continuing undergraduate student 07 = Continuing graduate or doctoral student 08 = Readmitted undergraduate student 09 = Unclassified pre-baccalaureate 10 = Unclassified post-baccalaureate 11 = First-time entering graduate transfer 12 = Readmitted graduate student 13 = High school student 14 = Undergraduate transfer TRANSIENT student 15 = Unclassified post-baccalaureate graduate student</p> <p>Note:</p> <ul style="list-style-type: none"> • Other than summer terms, a student may have a first-time entering status (01, 03, 04, or 05) <u>only once</u> at the same institution. • 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, 04, 05, or 11 – include the transfer fice code for these students for the first semester in which the student transfers (as an undergraduate student) or enters a graduate/doctoral program (as a graduate/doctoral student). For codes 04 or 05, if the student's undergraduate institution is the same as the graduate institution, provide the fice code for the same "home" institution. 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 the 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 as 13 or 14 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.

Independent Student Field Definitions

Name	#	Length	Field Description
Transfer Institution Fice Code transfer_fice	62	6	<p>Enter the FICE code from the student's transfer institution.</p> <p>If enrollment status (field 82) is coded as 03, 04, 05 or 11, a FICE code for the transfer institution must be reported. If student is not reported as a transfer in field 82, leave six blank spaces.</p> <p>If transfer institution is in state: Enter the fice code (See Appendix A for Institutional FICE Code)</p> <p>If transfer institution is out of state: Enter the state Code + 9999 ex: Alabama = 019999 (See Appendix C for list of state codes).</p> <p>Note:</p> <p>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.</p>

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 = First-time entering 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 Certificate/Degree 07 = Doctoral - Research/Specialist 08 = Doctoral - Other 09 = Doctoral - Professional Practice 11 = Unclassified graduate

Independent Student Field Definitions

Name	#	Length	Field Description
Student Level student_level	68	2	<p>Enter the code that describes the level of total requirements the student has finished 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.</p> <p>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, but <u>NOT</u> a high school senior 14 = High school senior</p> <p>Note:</p> <ol style="list-style-type: none"> 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), high school senior (14) 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.

Independent Student Field Definitions

Name	#	Length	Field Description
Degree Intent degree_intent	70	1	<p>Enter the code corresponding to the student's degree intent.</p> <p>2 = Degree-seeking, complete baccalaureate level program at reporting institution (universities only) 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)</p> <p>Note: A high school student must be reported as non-degree-seeking until the college or the university matriculates the student.</p>
Attendance Status attend_status	71	1	<p>Enter the student's status according to the credit hours reported for this student in this submission.</p> <p>0 = Full-time 1 = Part-Time</p> <p>For FALL or SPRING: Full-time : Undergraduate is ≥ 12 hr; Graduate ≥ 9 hr Part-time : Undergraduate is < 12 hr; Graduate < 9 hr</p> <p>For SUMMER I or SUMMER II: Full-time : Undergraduate is ≥ 6 hr; Graduate ≥ 5 hr Part-time : Undergraduate is < 6 hr; Graduate < 5 hr</p> <p>Note: 1. Enter 0 if the student is enrolled only in an interim term. 2. For all First Professional students (ex., law school students), the definition of full-time status is to be determined by the institution.</p>
Total Credit Hours TotalCrHours	72	2	<p>Enter the number of total credit hours in which the student is enrolled at your institution.</p>

Independent Student Field Definitions

For reference: Field 50: Non-resident Alien or Unknown

06 = Non-Resident Alien

09 = Unknown or Refused to answer (for citizens or resident aliens)

00 = Not Applicable

If Field 50 = 06 or 09, insert 0's in all race/ethnicity fields.

If Field 50 = 00, more than one race (fields 82, 83, 85, 86, 87) may apply.

If Field 50 = 00 and Hispanic = 1, more than one race (fields 82, 83, 85, 86, 87) may apply.

Name	#	Length	Field Description
Asian [Race]	82	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Black [Race]	83	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Hispanic [Ethnicity]	84	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]	85	1	1 = Yes 2 = No 0 = Refused to report or not applicable
White [Race]	86	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Native Hawaiian [Race]	87	1	1 = Yes 2 = No 0 = Refused to report or not applicable
College ID, optional	131	10	OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.
Current Legal Residence State resident_state	141	2	Enter the two-digit state code associated with the student's current legal residence. See Appendix C for a list of state codes. Students should be coded as 04 (Arkansas) only if he/she meets the criteria for current legal residence outlined in Appendix H.

INDEPENDENT

STUDENT

END-OF-TERM

Independent End-of-Term File Layout

HEADER RECORD: (ONCE PER FILE)

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

DATA RECORD: (ONCE FOR EACH STUDENT)

Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	P
Registration Term		4	1	0 - 7
SISDB Student ID	ssn_id	5	9	See File Specifications for valid ssn's.
Filler		14	20	Pad with spaces
College Student ID	college_id	34	10	(Optional)
State Aid	state_aid	44	1	1, 2

For students who did NOT receive state aid, the remaining fields may be filled with spaces.

High School Completion Status	diploma_ged	45	1	0 - 5, 9
High School Graduation Year	hs_grad_year	46	4	YYYY
High School Code	hs_code	50	6	See Appendix D
High School GPA	high_school_gpa	56	4	0000 - 9999
GED test score, if applicable	ged_test_score	60	4	0000 - 9999
Entrance Exam Test Type	ent_exam_type	64	1	0 - 3, 7, 9
Entrance Exam Score	ent_exam_score	65	4	
Math Test Type	test_type_math	69	1	0 - 5, 7, 9
Math Score	test_math	70	3	000 - 999
English Test Type	test_type_english	73	1	0 - 5, 7, 9
English Score	test_english	74	3	000 - 999
Reading Test Type	test_type_reading	77	1	0 - 5, 7, 9
Reading Score	test_reading	78	3	000 - 999
Undergraduate Term, Attempted Credit Hours	att_crhrs_term_ug	81	3	000 - 999
Undergraduate Term, Earned Credit Hours	earn_crhrs_term_ug	84	3	000 - 999
Undergraduate Term, GPA	gpa_term_ug	87	4	0000 - 4000
Undergraduate Cumulative, Attempted Credit Hours	att_crhrs_cumu_ug	91	3	000 - 999
Undergraduate Cumulative, Earned Credit Hours	earn_crhrs_cumu_ug	94	3	000 - 999
Undergraduate Cumulative, GPA	gpa_cumu_ug	97	4	0000 - 4000
Graduate Term, Attempted Credit Hours	att_crhrs_term_gr	101	3	000 - 999
Graduate Term, Earned Credit Hours	earn_crhrs_term_gr	104	3	000 - 999
Graduate Term, GPA	gpa_term_gr	107	4	0000 - 4000
Graduate Cumulative, Attempted Credit Hours	att_crhrs_cumu_gr	111	3	000 - 999
Graduate Cumulative, Earned Credit Hours	earn_crhrs_cumu_gr	114	3	000 - 999
Graduate Cumulative, GPA	gpa_cumu_gr	117	4	0000 - 4000

TRAILER RECORD: (ONCE PER FILE)

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

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

Independent Student End-of-Term Field Definitions

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

Note: this file is required for all students receiving state assistance.

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

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

Every student in the term file should have a matching record (ssn) in the private end of term file.

If the student receives state aid, data should be provided for all fields (fields 1-117).

If the student does not receive state aid, data should be provided for fields 1-44. Fields 45-117 should be filled with spaces.

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

Name	#	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter P for student record.
Registration Term term	4	1	Enter the term for this student's on-schedule registration record 0 = Summer 2 On-Schedule 1 = Fall On-Schedule 2 = Spring On-Schedule 3 = Summer 1 On-Schedule 4 = Summer 2 Off-Schedule 5 = Fall Off-Schedule 6 = Spring Off-Schedule 7 = Summer 1 Off-Schedule Note: Report the term when the credit hours were generated and not the term when the hours were submitted.
SISDB Student ID ssn_id	5	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. 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.
College Student ID (Optional)	34	10	OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.

Independent Student End-of-Term Field Definitions

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

Name	#	Length	Field Description
State Aid state_aid	44	1	<p>Did the student receive state financial assistance? 1 = Yes 2 = No</p> <p>The private end-of-term file should contain a complete record of all students reported in the student file.</p> <ul style="list-style-type: none"> For all students marked as 1 (Yes) complete all fields as appropriate. For all students marked as 2 (No) fields 1-44 must be completed. All other fields should be left blank. <p>State Assistance is defined as: A state-supported scholarship, grant, tuition waiver, or tuition reimbursement funded with state funds or net proceeds from the state lottery awarded by:</p> <ul style="list-style-type: none"> (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: <ul style="list-style-type: none"> (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.
<p>If the student receives state aid, data should be provided for all fields (fields 1-117). If the student does not receive state aid, data should be provided for fields 1-44. Fields 45-117 should be filled with spaces.</p>			
High School Completion Status diploma_ged	45	1	<p>Enter high school completion status for all first-time entering undergraduate or high school students.</p> <p>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 <i>is</i> still in high school or is high school age) 3 = Student does not have diploma or GED (student <i>is not</i> 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 a first-time entering undergraduate or a high school student</p>

Independent Student End-of-Term Field Definitions

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

Name	#	Length	Field Description
High School Graduation Year hs_grad_year	46	4	<p>Enter the 4-digit year the student graduated (or plans to graduate) from high school or received a GED for all first-time entering undergraduate or high school students.</p> <p>enter the anticipated year of graduation if</p> <ul style="list-style-type: none"> - the student is currently in high school <p>enter year of high school graduation if</p> <ul style="list-style-type: none"> - the student is first-time entering - AND a high school graduate (or holds a GED) <p>enter 8888 if</p> <ul style="list-style-type: none"> - the student is first-time entering - AND high school completion status = 3 <p>enter 9999 if</p> <ul style="list-style-type: none"> - the student is NOT first-time entering or a high school student - AND graduation year is not available <p>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.</p> <p>A warning is generated when the student's graduation year is greater than 65 years prior to or four years beyond the current year.</p>
High School Code hs_code	50	6	<p>High school codes will only be required for students that are first-time entering or are high school students (enroll status = 01 or 13).</p> <p>For all other students, use 999999 as the high school code or the actual <u>Arkansas</u> high school code if desired.</p> <p>Enter the code representing the high school where the student received (or plans to receive) his/her high school diploma. If the student is not in high school but is still high school age (diploma_ged = 2), enter the high school code or the appropriate code below.</p> <p>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.</p> <p>Examples: 041695 (AR State Code + Monticello High School) 049999 (AR High School unknown or GED) 269999 (MO State Code + 9999)</p> <p>Insert the high school code as follows.</p>

Diploma/GED Code	High School Code	
	From Arkansas	Not From Arkansas
0 – has high school diploma or is currently enrolled in high school	ACT high school code	XX9999 (use state code for XX)
1 – GED from Arkansas	049999	
2 – no diploma/GED, but still high school age	ACT high school code	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 or high school student	049999	XX9999 (use state code for XX) OR 999999

Independent Student End-of-Term Field Definitions

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

Name	#	Length	Field Description
High School GPA high_school_gpa	56	4	<p>Enter the high school GPA for students under 26 years of age (age 25 or younger) who are first-time, full-time, degree or technical certificate seeking entering freshmen who completed high school, on a 4.0 scale within the last five years (AP courses may exceed 4.0). This is needed to facilitate expansion of the Student Success Report that is prepared annually by ACT as feedback to the high schools and institutions to more fully address college success factors related to college preparation.</p> <p>GPA Syntax – This field is LEFT-aligned. Please drop the decimal point and use all 4 spaces.</p> <p>Examples: (a) a GPA of 3.50 should be reported as 3500; (b) a GPA of 1.00 should be reported as 1000; (c) a GPA of 2.875 should be reported as 2875; and so forth.</p> <p>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.</p>
GED Test Score, if applicable ged_test_Score	60	4	<p>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.</p> <p>Use integers only and zero-fill the score so that a score of 150 is shown as 0150.</p> <p>(The new version of Arkansas GED tests, effective 1/1/2014, are on a different scale from past scores.)</p>

Independent Student End-of-Term Field Definitions

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

Please use this table to complete fields 64-78.
The cutoff scores below are only provided for informational purposes.

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		
Test scores must be right-aligned and zero filled. Ex., if the field is 3 characters long and the score was 32 enter 032; if the field is 4 characters long and the score was 32 enter 0032.						

Name	#	Length	Field Description
Entrance Exam Type ent_exam_type	64	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	65	4	If the Entrance Exam Type was: ACT – enter the composite test score SAT – enter the total of math and critical reading scores (test_math + test_reading) All other tests – enter 0000.

Please use the following definition for Test Type fields:

Test Type Used for Placement	69	1	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 Note: 1. If test type 0, 1, 2, 3, 4, 5, or 6 is reported, a score must also be reported.
------------------------------	----	---	---

Independent Student End-of-Term Field Definitions

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

Name	#	Length	Field Description
Test Used for Math Placement test_type_math	69	1	Enter the code corresponding to the test type used to place the student in math. Refer to definition.
Math Score test_math	70	3	<p>Enter the student's math test score from the test type indicated in the test for math placement (field 69).</p> <p>If the test type was:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> - 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.
Test Used for English Placement test_type_english	73	1	Enter the code corresponding to the test type used to place the student in English. Refer to definition.
English Score test_english	74	3	<p>Enter the student's English test score from the test type indicated in the English placement test field.</p> <p>If the test type was:</p> <ul style="list-style-type: none"> - SAT(including TSWE), enter the writing score - ASSETT, enter the language usage score
Test Used for Reading Placement test_type_reading	77	1	Enter the code corresponding to the test type used to place the student in reading. Refer to definition.
Reading Score test_reading	78	3	<p>Enter the student's reading test score from the test type indicated for the Reading Placement Test field (test_type_reading).</p> <p>If the test type was:</p> <ul style="list-style-type: none"> - SAT, enter the critical reading score

Independent Student End-of-Term Field Definitions

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

Note:

- 1) For credit hours, please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Ex: if 85, report as 085
- 2) For GPA, please left 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.

Independent Student End-of-Term Field Definitions

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

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

Name	#	Length	Field Description
Undergraduate Term Credit Hours , Attempted att_crhrs_term_ug	81	3	Enter the total credit hours attempted by the student for the completed term as an undergraduate student. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Undergraduate Term Credit Hours , Earned earn_crhrs_term_ug	84	3	Enter the total credit hours earned by the student for the completed term as an undergraduate student. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Undergraduate Term, GPA gpa_term_ug	87	4	Enter the grade point average (GPA) for the completed term for the student as an undergraduate student. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
Undergraduate Cumulative Credit Hours , Attempted att_crhrs_cumu_ug	91	3	Enter the total credit hours attempted by the student for the cumulative time period at your institution as an undergraduate student. This is to be cumulative credit hours attempted at your institution only. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Undergraduate Cumulative Credit Hours , Earned earn_crhrs_cumu_ug	94	3	Enter the total credit hours earned by the student for the cumulative time period at your institution as an undergraduate student. This is to be cumulative credit hours earned at your institution only. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Undergraduate Cumulative, GPA gpa_cumu_ug	97	4	Enter the grade point average (GPA) for the student's cumulative history at your institution only as an undergraduate student. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
Graduate Term Credit Hours, Attempted att_crhrs_term_gr	101	3	Enter the total credit hours attempted by the student for the completed term as a graduate student. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Graduate Term Credit Hours, Earned earn_crhrs_term_gr	104	3	Enter the total credit hours earned by the student for the completed term as a graduate student. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Graduate Term, GPA gpa_term_gr	107	4	Enter the grade point average (GPA) for the completed term for the student as a graduate student. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.
Graduate Cumulative Credit Hours, Attempted att_crhrs_cumu_gr	111	3	Enter the total credit hours attempted by the student for the cumulative time period at your institution as a graduate student. This is to be cumulative credit hours attempted at your institution only. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Graduate Cumulative Credit Hours, Earned earn_crhrs_cumu_gr	114	3	Enter the total credit hours earned by the student for the cumulative time period at your institution as a graduate student. This is to be cumulative credit hours earned at your institution only. Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data.
Graduate Cumulative, GPA gpa_cumu_gr	117	4	Enter the grade point average (GPA) for the student's cumulative history at your institution only as a graduate student. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500.

INDEPENDENT

ANNUAL

FILES

INDEPENDENT

STUDENT

FINANCIAL

AID

Financial Aid File Layout

HEADER RECORD (ONCE 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 (ONCE FOR EACH STUDENT)

Field Name	DB Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	F
College Student ID	college_id	4	10	(Optional)
Filler		4	1	
College Student ID	college_id	5	10	(Optional)
SISDB Student ID	ssn_id	15	9	See File Specifications for valid ssn's.
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 (ONCE PER FILE)

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

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

Financial Aid Field Definitions

NEW FINANCIAL AID REPORT REQUIREMENTS

All private institutions participating in the AHEIS/SISDB system shall submit financial aid data on all students that receive state assistance.

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

One financial aid report is optional to independent institutions: (1) a local fund to fund code cross-walk file (FAID_CROSS_WALK).

One financial aid report is required by independent institutions: (2) a financial aid data file (FAID_DATA).

1. FINANCIAL AID CROSSWALK FILE

NOTE:

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

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 Field 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 not have a valid EFC from FAFSA, do not report the EFC for this student at all, i.e., do not 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. <ol style="list-style-type: none"> 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 Field 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 not have a valid EFC from FAFSA, do not report the EFC for this student at all, i.e., do not 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	0	0
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 Field 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 Field 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	US	ACG		USACG	5
4	2	Federal Loans - Subsidized	US	FLOANS		USFLOANS	8
5	3	Federal Loans - Un-Subsidized	US	FLOANU		USFLOANU	8
6	4	Federal SEOG	US	FSEOG		USFSEOG	7
7	5	Federal Pell	US	PELL		USPELL	6
8	6	Federal Perkins Loans	US	PLOAN		USPLOAN	7
9	7	Federal Plus Loans	US	PLUSL		USPLUSL	7
10	8	Federal Science & Mathematics Access to Retain Talent Grant	US	SMART		USSMART	7
11	9	Federal Teach Grant	US	TEACH		USTEACH	7
12	10	Federal Work Study	US	WRKST		USWRKST	7
13	11	Federal Other (not included in above categories)	US	OTHE	1	USOTHE1	7
14	12	Federal Other (not included in above categories)	US	OTHE	2	USOTHE2	7
15	13	Federal Other (not included in above categories)	US	OTHE	3	USOTHE3	7
16	14	Federal Other (not included in above categories)	US	OTHE	4	USOTHE4	7
17	15	Federal Other (not included in above categories)	US	OTHE	5	USOTHE5	7
18	16	Federal Career Pathways	US	CPI		USCPI	5
19	17	Federal BIA (Bureau of Indian Affairs)	US	BIA		USBIA	5

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

Financial Aid Field 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

INDEPENDENT

GRADUATED

STUDENT

Independent Graduated Student File Layout

HEADER RECORD: (ONCE PER FILE)

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

DATA RECORD: (ONCE FOR EACH GRADUATE)

Field Name	db Name	Field #	Length	Valid Choices
Record Type	N A	1	2	02
Data Type	N A	3	1	2
SISDB Student ID	ssn_id	4	9	See File Specifications for valid ssn's.
Initial Enrollment Status	init_enroll_status	13	1	1, 2, 3, 9
Institutional Admission Date (Month and Year)	init_admit_date	14	6	MMYYYY
Gender	gender	20	1	1 - 2
Non-resident Alien or Unknown	non_resident_alien	21	2	06, 09, 00
Graduation, Month and Year	graduation_date	23	6	MMYYYY
Degree Type	degree_level	29	2	DV, 01 - 08, 17-19
Program CIP Code	cip_2010_code	31	2	01, 03-05, 09-16, 19, 21-54, 60
Detail CIP Code	cip_2010_detail	33	4	0000-9999
Asian	asian	37	1	1, 2, 0
Black	black	38	1	1, 2, 0
Hispanic	hispanic	39	1	1, 2, 0
American Indian	amerind	40	1	1, 2, 0
White	white	41	1	1, 2, 0
Native Hawaiian	hawaiian	42	1	1, 2, 0
Credit Hours Completed	completed_hours	43	3	(000 - 999)
College Student ID (optional)	college_id	46	10	
Age	age	56	2	
Reverse Transfer		58	1	1, 2

TRAILER RECORD: (ONCE PER FILE)

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

FILENAME:

If regular academic year grad file, <School Abbreviation><YR>.GRD

If summer/short grad file, <School Abbreviation><YR>.SGRD

YR is the two-digit academic year of the data.

Independent Graduated Student Field Definitions

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

The validation program will generate a warning for students included in the Graduated Student File who were not enrolled during the academic year of the graduation but for whom a degree/certificate completion is reported. The institution must matriculate a student before any 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 only 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.

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

For additional information related to the IPEDS Completion Report and related issues, please see Appendix I-2.

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

Independent Graduated Student Field Definitions

Name	#	Length	Field Description
Institutional Admission Month and Year (init_admit_date)	14	6	<p>Enter the 2-digit MONTH and 4-digit YEAR when the graduate was first enrolled at the institution awarding the certificate or degree after official admittance – this is the first term enrolled immediately after formal admission. (If a student is admitted in April but does not start class until August, August should be used.) In reference to IPEDS, this is the term in which the student was identified as first-time entering.</p> <p>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.</p> <p style="text-align: center;">MMYYYY – where MM = Month (01 - 12) and YYYY = Year (0000 - 9999)</p> <p>NOTES:</p> <ol style="list-style-type: none"> 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). This entry is the base date for calculating a student's time-to-degree and begins when a student initially enrolls. <ol style="list-style-type: none"> 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. 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. For any students that have previously earned a bachelor's degree or higher and have re-enrolled to seek any credential lower than a bachelor's degree (Certificate of Proficiency, Technical Certificate, Associate Degree, or Advanced Certificate), please use the date in which the student reenrolled to seek such lower credential. For example, if a student graduated with a bachelor's degree in May 2005 and re-enrolled in August 2005 to obtain a Certificate of Proficiency, please use the August 2005 for the Institutional Admission Date.

Independent Graduated Student Field Definitions

Name	#	Length	Field Description
Gender (gender)	20	1	Enter the gender of student. 1 = Male 2 = Female
Non-resident Alien or Unknown (non_resident_alien)	21	2	Enter the appropriate code to indicate the graduate's race/ethnicity or foreign residency classification. 06= Non-Resident Alien 09 = Unknown 00 = Not Applicable Note: 1. No more than 5% of an institution's graduates may be assigned to code 09. 2. Designations are used for cohort reporting purposes only. Refer to the Glossary (Appendix K) for definitions. 3. If Not Applicable (Code 00), refer to fields 37 - 42 to report graduate's specific race/ethnicity.
Graduation Month and Year (graduation_date)	23	6	Enter the 2-digit MONTH and 4-digit YEAR that the student received the degree or Certificate. Format: MMYYYY where: MM = Month (01 - 12) and YYYY = Year (0000 - 9999)
Degree Type (degree_level)	29	2	Enter the type of degree that the student received from your Institution. You must use your AHECB-approved list of degree programs to determine the degree type. Note: A code for diploma has been added to the degree level list for use by the nursing schools (BSN and JSN) only. Diplomas are not generally considered higher education credentials. DV = Diploma for BSN and JSN only 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)	31	2	Enter the two-digit program-level CIP code that describes the area in which the award was earned. You must use your AHECB-approved list of degree programs to identify CIP code.
Detail CIP Code (cip_2010_detail)	33	4	Enter the four-digit detail-level CIP code that further describes the area in which the award was earned. You must use your AHECB-approved list of degree programs to identify CIP code.

Independent Graduated Student Field Definitions

For reference: Field 21: Non-resident Alien or Unknown

06= Non-Resident Alien

09 = Unknown or Refused to answer (for citizens or resident aliens)

00 = Not Applicable

If Field 21 = 06 or 09, insert 0's in all race/ethnicity fields.

If Field 21 = 00, more than one race (fields 76, 77, 79, 80, 81) may apply.

If Field 21 = 00 and Hispanic = 1, more than one race (fields 76, 77, 79, 80, 81) may apply.

Name	#	Length	Field Description																
Asian [Race]	37	1	1 = Yes 2 = No 0= Refused to report or not applicable																
Black [Race]	38	1	1 = Yes 2 = No 0= Refused to report or not applicable																
Hispanic [Ethnicity]	39	1	1 = Yes 2 = No 0= Refused to report or not applicable																
American Indian [Race]	40	1	1 = Yes 2 = No 0= Refused to report or not applicable																
White [Race]	41	1	1 = Yes 2 = No 0= Refused to report or not applicable																
Native Hawaiian [Race]	42	1	1 = Yes 2 = No 0= Refused to report or not applicable																
Credit Hours Completed completed_hours	43	3	<p>Enter the total number of college-level credit hours relating to the degree level completed by the graduate upon official graduation, including credit hours earned at other institutions, but excluding all remedial or developmental credit hours. However, if any remedial or developmental credit hours count toward the credential being awarded, you may include these hours in this field.</p> <p>NOTES:</p> <p>1. Regarding the degree level completed, include all hours per the following:</p> <table><tr><td><u>Category</u></td><td><u>Degree Levels</u></td></tr><tr><td>Bachelor's and Lower</td><td>01, 02, 03, 04, 05</td></tr><tr><td>Post-Bacc. Cert</td><td>06</td></tr><tr><td>Masters</td><td>07</td></tr><tr><td>Post Cert./Degrees</td><td>08 (old 11, 12)</td></tr><tr><td>Doctor's – Res/Schol</td><td>17 (old 09)</td></tr><tr><td>Doctor's - Prof</td><td>18 (old 10)</td></tr><tr><td>Doctor's - Other</td><td>19 (not used)</td></tr></table> <p>2. <u>Transfer Hours</u> - The credit hours earned at other institutions would only include hours that your institution accepted in transfer and that your institution included on the student's transcript.</p> <p>3. <u>Examples</u>:</p> <p>(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.</p> <p>(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.</p> <p>(c) Overall, if the course is not at the same degree level in which the student is officially enrolled, do not include it unless it is required by their program of study. If it is at the same degree level, include it whether or not it is required by their program of study.</p>	<u>Category</u>	<u>Degree Levels</u>	Bachelor's and Lower	01, 02, 03, 04, 05	Post-Bacc. Cert	06	Masters	07	Post Cert./Degrees	08 (old 11, 12)	Doctor's – Res/Schol	17 (old 09)	Doctor's - Prof	18 (old 10)	Doctor's - Other	19 (not used)
<u>Category</u>	<u>Degree Levels</u>																		
Bachelor's and Lower	01, 02, 03, 04, 05																		
Post-Bacc. Cert	06																		
Masters	07																		
Post Cert./Degrees	08 (old 11, 12)																		
Doctor's – Res/Schol	17 (old 09)																		
Doctor's - Prof	18 (old 10)																		
Doctor's - Other	19 (not used)																		
College Student ID	46	10	OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.																
AGE	56	2	Please provide the student’s age at the time of graduation. This should be calculated based on the graduation date and the student’s date of birth.																
Reverse Transfer	58	1	Was this credential awarded via the reverse transfer program? 1 = Yes 2 = No																

APPENDICES

Appendix A.

Arkansas Institution Codes and Abbreviations

(Codes effective in SIS beginning July 1, 2003)

PUBLIC FOUR-YEAR UNIVERSITIES		<u>Institution Code</u>	<u>IPEDS Code</u>
ASUJ	Arkansas State University - Jonesboro	001090	106458
ATU	Arkansas Tech University	001089	106467
HSU	Henderson State University	001098	107071
SAUM	Southern Arkansas University - Magnolia	001107	107983
UAF	University of Arkansas, Fayetteville	001108	106397
UAFS	University of Arkansas, Fort Smith	001110	108092
UALR	University of Arkansas at Little Rock	001101	106245
UAM	University of Arkansas at Monticello	001085	106485
UAMS	University of Arkansas for Medical Science	001109	106263
UAPB	University of Arkansas at Pine Bluff	001086	106412
UCA	University of Central Arkansas	001092	106704
 PUBLIC TWO-YEAR COLLEGES			
ANC	Arkansas Northeastern College	012860	107327
ASUB	Arkansas State University - Beebe	001091	106449
ASUMH	Arkansas State University - Mountain Home	901090	420538
ASUMS	Arkansas State University - Mid-South	023482	107318
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
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.

Arkansas Institution Codes and Abbreviations

(Codes effective in SIS beginning July 1, 2003)

INDEPENDENT UNIVESITIES AND COLLEGES		<u>Institution Code</u>	<u>IPEDS Code</u>
ABC	Arkansas Baptist College	001087	106306
CBC	Central Baptist College	001093	106713
CRC	Crowley`s Ridge College	001095	106810
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	001089	
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	

NOTE: Many of the above institution codes are FICE or federal school codes, but not all.

Appendix B. Counties

Arkansas Department of Higher Education

County/Parish Codes for Arkansas and Bordering States

<u>Code</u> <u>County Name</u>	<u>Code</u> <u>County Name</u>	<u>Code</u> <u>County / Parish Name</u>
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

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

Appendix D.

Arkansas High School Codes

City	High School Name	HS Code
Alexander	Arkansas Consolidated High School	040001
Alma	Alma High School	040000
Alpena	Alpena High School	040010
Alzheimer	Alzheimer-Sherrill High School	040012
Altus	Altus Denning High School	040025
Amity	Centerpoint High School	040030
Amity	Ouachita Hills Academy	040032
Arkadelphia	Arkadelphia High School	040035
Arkadelphia	Old Lighthouse Christian School	040039
Arkadelphia	Wonderland College Prep School	040043
Arkansas City	Arkansas City High School	040050
Armored	Armored High School	040055
Ash Flat	Ash Flat High School	040070
Ashdown	Ashdown High School	040060
Ashdown	Little River Trng School	040065
Ashdown	New Faith Tabernacle Academy	040061
Atkins	Atkins High School	040075
Augusta	Augusta High School	040090
Bald Knob	Bald Knob High School	040095
Bald Knob	Covenant Christian Academy	040097
Banks	Banks High School	040100
Barling	International Academy Chrstrn Educ	040103
Batesville	Batesville Christian School	040117
Batesville	Batesville High School	040115
Batesville	North Arkansas Christian School	040118
Batesville	Southside High School (Batesville)	040120
Bauxite	Bauxite High School	040125
Bay	Bay Jr Sr High School	040130
Bay	Faith Christian Academy	040131
Bearden	Bearden High School	040135
Bearden	Ouachita Co Trng School	040140
Bee Branch	South Side School (Bee Branch)	040150
Beebe	Badger Academy Charter School	991574
Beebe	Beebe High School	040145
Beebe	Lighthouse Christian Academy	040146
Beebe	Victory Christian Academy	040148
Beedeville	Beedeville High School	040155
Benton	Benton Christian Academy	040172
Benton	Benton High School	040170
Benton	Calvary Christian Academy	040173
Benton	Harmony Grove High School (Saline County)	040165
Benton	Victory Baptist Academy	040166
Bentonville	Ambassadors For Christ Academy	040176
Bentonville	Bentonville Christian Academy	040174
Bentonville	Bentonville High School	040175
Bentonville	Endtime Harvest Church School	040179
Bergman	Ozark Baptist Christian Academy	041028
Berryville	Berryville High School	040185
Berryville	Living Faith Christian Academy	040187
Big Flat	Tri-County High School	040195
Bigelow	Bigelow High School	040190
Biggers	Biggers-Reyno High School	040200
Bismarck	Bismarck High School	040210
Black Oak	Caraway Christian School	040376
Black Rock	Black Rock High School	040215
Blevins	Blevins High School	040225
Blytheville	Ahdc/Youthbuild Of Ms County	040242
Blytheville	Blytheville High School	040240

City	High School Name	HS Code
Blytheville	Pathway Christian Academy	040243
Blytheville	R B Harrison High School	040235
Booneville	Booneville Christian Center Academy	040261
Booneville	Booneville High School	040260
Booneville	Logan County Christian Academy	040262
Bradford	Bradford High School	040265
Bradford	Trinity Christian School	040266
Bradley	Bradley High School	040268
Bradley	Bumpham High School	040270
Branch	County Line High School	040280
Briggsville	Fourche Valley High School	040285
Brinkley	Brinkley Academy	040289
Brinkley	Brinkley High School	040290
Brockwell	Izard County High School	042540
Brookland	Brookland High School	040300
Bryant	Arkansas Christian Academy	040257
Bryant	Bryant High School	040310
Bryant	First Church Academy	040314
Bryant	Saline Christian Academy	040315
Cabot	Academic Center Of Excellence	040329
Cabot	Cabot Christian Academy	040319
Cabot	Cabot High School	040320
Cabot	P A V A Academy	041437
Caddo Gap	Caddo Gap High School	040330
Cale	Cale High School	040335
Calico Rock	Calico Rock High School	040340
Camden	Camden Christian Academy	040344
Camden	Camden Fairview High School	040350
Camden	Camden High School	040345
Camden	Elliott Christian Academy	040347
Camden	Harmony Grove High School (Ouachita County)	040355
Camden	Lincoln High School	040360
Camden	Victory Christian School	040371
Caraway	Caraway High School	040375
Carlisle	Carlisle High School	040380
Carthage	Carthage High School	040390
Casa	Perry-Casa High School	040395
Cave City	Cave City High School	040405
Cedarville	Cedarville High School	040410
Center Ridge	Nemo Vista High School	040415
Centerton	Lakeside Christian Academy	040412
Centerton	Life Way Christian School	040414
Charleston	Charleston High School	040420
Charlotte	Cord Charlotte High School	040425
Cherry Valley	Cross County High School	040435
Chidester	Chidester High School	040445
Clarendon	Clarendon High School	040455
Clarksville	Clarksville High School	040460
Clarksville	New Life Christian Center	041826
Clinton	Alread School	040465
Clinton	Clinton High School	040470
Concord	Concord High School	040485
Conway	Conway Christian High School	040491
Conway	Conway High School	040490
Conway	Conway High School East	040492
Conway	Eastside Christian Academy	040493
Conway	Saint Joseph School	040500
Corning	Corning High School	040505

Appendix D.

Arkansas High School Codes

City	High School Name	HS Code
Cotter	Cotter High School	040510
Cotton Plant	Cotton Plant High School	040515
Cove	Cossatot River High School	040520
Cove	Midway Christian Academy	040523
Cove	Van Cove High School	040525
Crawfordsville	Crawfordsville High School	040530
Crawfordsville	Crawfordsville High School	040535
Crossett	Abiding Faith Christian School	040538
Crossett	Calvary Baptist Christian School	040539
Crossett	Crossett High School	040540
Cushman	Cushman High School	040555
Danville	Danville High School	040565
Dardanelle	Dardanelle High School	040575
De Queen	De Queen High School	040605
De Valls Bluff	DeValls Bluff High School	040630
De Witt	DeWitt High School	040635
Decatur	Decatur High School	040580
Deer	Deer High School	040585
Delaplaine	Delaplaine High School	040590
Delight	Delight High School	040595
Dell	Dell High School	040600
Dell	Mississippi County Chrstn Academy	041477
Dermott	Bellaire Academy	040613
Dermott	Dermott Christian School	040614
Dermott	Dermott High School	040615
Dermott	M Booker Meml School	040617
Des Arc	Des Arc High School	040620
Desha	Desha High School	040625
Dierks	Dierks High School	040640
Doddridge	Bright Star High School	040282
Donaldson	Ouachita High School	040645
Dover	Dover High School	040650
Dumas	Dumas Adult Education Center	040656
Dumas	Dumas High School	040660
Dumas	Reed High School	040655
Earle	Earle Baptist Christian School	040674
Earle	Earle High School	040675
El Dorado	El Dorado High School	040690
El Dorado	First Assembly Christian Academy	040691
El Dorado	Grace Bible Christian School	040692
El Dorado	Maranatha Baptist Chrstn Sch	040694
El Dorado	Murmil Christian School	040693
El Dorado	New Life Academy	040696
El Dorado	Parkers Chapel High School	040695
El Dorado	Union School	040697
El Dorado	West Side Christian School	040698
Elaine	Elaine High School	040685
Elkins	Elkins High School	040705
Elm Springs	Elm Springs Christian School	040709
Emerson	Emerson High School	040710
Emerson	Mc Mittress High School	040715
Emmet	Emmet High School	040720
England	England Academy Inc	040728
England	England Community Christian Academy	040731
England	England High School	040730
Enola	Enola Public School	040735
Eudora	Eudora High School	040745
Eudora	G C Johns High School	040740
Eudora	Ross Van Ness High School	040747

City	High School Name	HS Code
Eureka Springs	Clear Spring School	040749
Eureka Springs	Eureka Springs High School	040750
Evening Shade	Evening Shade High School	040755
Everton	Bruno-Pyatt High School	040305
Farmington	Farmington High School	040760
Fayetteville	Fayetteville Christian Academy	040769
Fayetteville	Fayetteville Christian Schools	040765
Fayetteville	Fayetteville Sr High School	040770
Fayetteville	Haas Hall Academy	042762
Fayetteville	NW AR CC Regional Tech Ctr	040772
Ferndale	West Little Rock Christian Academy	041448
Fifty-Six	Fifty-Six School	040774
Flippin	Flippin High School	040775
Floral	Floral High School	040780
Fordyce	Dallas Co H S	040785
Fordyce	Fordyce High School	040790
Foreman	Foreman High School	040795
Foreman	Prince Of Peace Academy	040796
Forrest City	Calvary Christian High School	040804
Forrest City	Forrest City High School	040805
Forrest City	Lincoln Senior High School	040810
Forrest City	N B Forrest Academy	040812
Fort Smith	Faith Academy	040816
Fort Smith	First Church Of God Academy	040813
Fort Smith	Good Shepherd Academy	040815
Fort Smith	Lighthouse Baptist Academy	040830
Fort Smith	Lindenwood Academy	040832
Fort Smith	Metro Christian School	040833
Fort Smith	Northside Christian Academy	040834
Fort Smith	Northside High School	040835
Fort Smith	River Valley Christian School	040820
Fort Smith	Southside High School (Fort Smith)	040837
Fort Smith	Trinity Junior High School	040824
Fort Smith	Union Christian Academy	040814
Fouke	Fairland Christian Academy	040839
Fouke	Fouke High School	040840
Fountain Hill	Fountain Hill High School	040845
Fox	Rural Special High School	042190
Gassville	Grace Baptist Church School	041739
Gentry	Faith Christian School	040884
Gentry	Gentry High School	040875
Gentry	Ozark Adventist Academy	040880
Gillett	Gillett High School	040885
Gillham	Gillham High School	040890
Glenwood	Glenwood High School	040900
Goshen	Goshen Christian School	040901
Gosnell	Gosnell High School	040230
Gould	Gould High School	040910
Gould	Grace Christian Academy	040911
Gould	Southeast Academy	040912
Grady	Grady High School	040920
Grapevine	Grapevine High School	040925
Gravette	Gravette High School	040930
Gravette	Holiness Bible School	040931
Green Forest	Green Forest High School	040940
Green Forest	Trinity Christian Academy	040941
Greenbrier	Greenbrier High School	040935
Greenland	Greenland High School	040945
Greenway	Greenway High School	040950

Appendix D.

Arkansas High School Codes

City	High School Name	HS Code
Greenwood	Greenwood High School	040955
Greers Ferry	West Side High School (Greers Ferry)	041065
Grubbs	Grubbs High School	040965
Gurdon	Gurdon High School	040969
Guy	Guy Perkins High School	040980
Hackett	Hackett High School	040985
Hamburg	Ashley County Life-Long Learning	040990
Hamburg	Hamburg High School	040995
Hamburg	Trinity Christian Academy	040999
Hampton	Hampton High School	041000
Hardy	Abundant Life Academy	041004
Hardy	Church Of Christ Academy	041003
Hardy	Easter Sunrise Academy	041006
Hardy	Highland High School	041005
Harrisburg	Central School	041015
Harrisburg	Harrisburg High School	041020
Harrison	Bergman High School	040180
Harrison	Grace Christian School	041024
Harrison	Harrison High School	041025
Harrison	Hillcrest Christian School	041026
Hartford	Hartford High School	041030
Hartman	Hartman High School	041035
Hartman	Westside High School (Hartman)	040475
Hatfield	Hatfield School	041040
Hattievile	Wonderview High School	041045
Havana	Havana High School	040160
Havana	Western Yell County High School	041050
Hazen	Hazen High School	041055
Heber Springs	Clearview Christian Academy	042181
Heber Springs	Cleburne County Christian School	041059
Heber Springs	Heber Springs High School	041060
Hector	Hector High School	041070
Helena	C V White High School	041085
Helena	Kipp Delta Collegiate High School	041089
Hermitage	Hermitage High School	041100
Hermitage	West Side Jr. High School	041095
Holly Grove	Holly Grove High School	041110
Holly Grove	Holly Grove High School	041115
Hope	Garland Learning Center	991045
Hope	Garrett Memorial Christian School	041120
Hope	Hope High School	041125
Hope	Spring Hill High School	041130
Hope	Woods Christian Academy	041133
Hope	Yerger Jr. High School	041135
Horatio	Horatio High School	041140
Hot Springs	Arkademy School	041153
Hot Springs	Arkansas School Math & Science	041148
Hot Springs	Baptist Temple Academy	041146
Hot Springs	Beacon Light Baptist Academy	041152
Hot Springs	Christian Ministries Academy	041141
Hot Springs	Crossgate Christian Academy	041151
Hot Springs	Evangel Christian Academy	041142
Hot Springs	Garland Park Christian Academy	041147
Hot Springs	Gospel Light Christian School	041149
Hot Springs	Hot Springs Community School	041163
Hot Springs	Hot Springs High School	041145
Hot Springs	Lakeside Christian Academy	041161
Hot Springs	Lighthouse Christian School	041162
Hot Springs	New Beginning Christian Academy	040164

City	High School Name	HS Code
Hot Springs	Summit School	041154
Hot Springs	Cutter Morning Star High School	041143
Hot Springs National Park		
Hot Springs National Park	Fountain Lake High School	041144
Hot Springs National Park	Lakeside High School (Garland County)	041160
Hoxie	Clover Bend High School	041170
Hoxie	Hoxie High School	041175
Hughes	Hughes High School	041180
Humnoke	Humnoke High School	041195
Humphrey	Humphrey High School	041200
Huntsville	Huntsville High School	041210
Huttig	Huttig High School	041215
Imboden	Sloan Hendrix High School	041220
Jacksonville	Jacksonville Christian Academy	041224
Jacksonville	Jacksonville High School	041225
Jacksonville	Landmark Baptist Academy	041226
Jacksonville	North Pulaski High School	041227
Jacksonville	Trinity Christian Schools	041229
Jacksonville	Truth Academy	040934
Jasper	Jasper High School	041230
Jessieville	Jessieville High School	041235
Jonesboro	Craighead Christian Academy	041258
Jonesboro	Eastside Baptist Academy	041265
Jonesboro	Jonesboro High School	041270
Jonesboro	Liberty Baptist Church School	041267
Jonesboro	Nettleton High School	041815
Jonesboro	Ridgefield Christian School	041271
Jonesboro	Valley View High School	041272
Jonesboro	Westside High School (Jonesboro)	041274
Judsonia	Judsonia High School	041280
Judsonia	White County Central High School	041275
Junction City	Junction City High School	041285
Kingsland	Kingsland High School	041305
Kingston	Kingston High School	041310
Kirby	Kirby High School	041315
Knobel	Knobel High School	041320
Lafe	Lafe High School	041325
Lake City	Riverside High School	041335
Lake Village	Faith Fellowship Academy	041342
Lake Village	Lakeside High School (Chicot County)	041345
Lamar	Lamar High School	041350
Laneburg	Laneburg Central High School	041355
Lavaca	First Southern Christian Academy	041366
Lavaca	Lavaca High School	041365
Leachville	Leachville High School	041370
Lead Hill	Lead Hill High School	041375
Leola	Leola High School	041380
Lepanto	East Poinsett County High School	041385
Leslie	Leslie High School	041390
Lewisville	Garland High School	040860
Lewisville	Lewisville High School	041395
Lexa	Barton High School	040105
Lincoln	Lincoln Acad Ctr Of Excellence	041401
Lincoln	Lincoln High School	041405
Lincoln	Maranatha Christian School	041407
Little Rock	Accelerated Learning Center	041432
Little Rock	Arkansas Baptist High School	041414

Appendix D.

Arkansas High School Codes

City	High School Name	HS Code
Little Rock	Arkansas School For The Blind	041415
Little Rock	Arkansas School For The Deaf	041416
Little Rock	Ash School	041411
Little Rock	Capital City Christian Academy	041419
Little Rock	Catholic High School	041420
Little Rock	Central Baptist Academy	041421
Little Rock	Central High School (Little Rock)	041422
Little Rock	Chenal Valley Christian Academy	041428
Little Rock	Clara Muhammad School	041450
Little Rock	Cloverdale Christian Academy	041418
Little Rock	Covenant Keepers College Prep	041454
Little Rock	Embassy Academy	041449
Little Rock	Episcopal Collegiate School	041417
Little Rock	eStem High Public Charter School	041412
Little Rock	Fairview Baptist School	041427
Little Rock	Faith Christian High School	041431
Little Rock	Felder Alternative Academy	041452
Little Rock	First Gospel Academy	041426
Little Rock	Hall High School	041423
Little Rock	Heritage Christian Schools	041424
Little Rock	Horace Mann High School	041425
Little Rock	J A Fair High School	041429
Little Rock	John T Goad Christian School	041439
Little Rock	Lisa Academy High School	041486
Little Rock	Little Rock Academy	041489
Little Rock	Little Rock Adventist Academy	041413
Little Rock	Little Rock Christian Academy	041453
Little Rock	Little Rock Christian School	041484
Little Rock	LRSD ALRSD Alternative Agencies	991001
Little Rock	Lutheran High School	041434
Little Rock	Mc McClellan Magnet High School	041485
Little Rock	Metro Voc Tec Ed Ctr	041435
Little Rock	Mount St Mary Academy	041440
Little Rock	Parkview Arts Sci Magnet High School	041443
Little Rock	Premier High School Of Little Rock	041436
Little Rock	Pulaski Academy	041444
Little Rock	Robinson High School	041430
Little Rock	Southwest Christian Academy	041441
Little Rock	Southwest Holiness Academy	041445
Little Rock	Spurgn Mem Christn School	041446
Little Rock	The Academy	041410
Little Rock	Victory Christian Schools	041447
Little Rock	Wilbur D Mills Univ Studies High School	042390
Lockesburg	Lockesburg High School	041455
Lonoke	G W Carver High School	041465
Lonoke	Lonoke High School	041470
Lowell	North West Academy	042166
Luxora	Luxora Baptist Academy	041473
Luxora	Luxora High School	041475
Lynn	Lynn High School	041480
Mabelvale	Faith Baptist Academy	041488
Magazine	J D Leftwich High School	041490
Magnolia	Columbia Christian School	041497
Magnolia	Magnolia High School	041500
Magnolia	Walker High School	041505
Malvern	Glen Rose High School	041510
Malvern	Magnet Cove School	041520
Malvern	Malvern High School	041527
Mammoth Spring	Mammoth Spring High School	041530

City	High School Name	HS Code
Manila	Manila High School	041535
Manila	South Mississippi County High School	042630
Mansfield	Mansfield High School	041540
Marianna	Friendship Christian Academy	041546
Marianna	Lee Academy	041548
Marianna	Lee High School	041550
Marion	J S Phelix High School	041555
Marion	Marion Senior High School	041560
Marked Tree	Marked Tree High School	041570
Marmaduke	Marmaduke High School	041575
Marshall	Marshall High School	041580
Marvell	Apostolic Life Center Christian Academy	041581
Marvell	Marvell Academy	041583
Marvell	Marvell Elaine High School	041585
Marvell	Tate High School	041590
Maumelle	Academics Plus Charter School	041528
Maumelle	Maumelle Christian School	041592
Mayflower	Mayflower High School	041595
Maynard	Maynard High School	041600
Mc Crory	McCrory High School	041610
Mc Gehee	McGehee High School	041620
Mc Neil	Mc Neil High School	041635
Mc Rae	Mc Rae High School	041640
Melbourne	Melbourne High School	041645
Mena	Acorn High School	041650
Mena	Lakeview Christian School	041654
Mena	Mena High School	041655
Menifee	East Side High School	041660
Mineral Springs	Mineral Springs High School	041670
Monette	Buffalo Island Central High School	041680
Monticello	Arkansas Early College H S	041681
Monticello	Drew Central High School	041685
Monticello	Monticello High School	041695
Monticello	Wilmar High School	042660
Montrose	Montrose Academy	041700
Morrilton	Cornerstone Christian Academy	042062
Morrilton	Morrilton High School	041710
Morrilton	Morrilton Intermediate High School	041711
Morrilton	Riverview Baptist Christian School	041715
Morrilton	Sacred Heart Catholic School	041720
Morrow	Morrow Valley Christian Academy	041723
Moscow	Samuel Vaster High School	041730
Mount Ida	Mount Ida High School	041765
Mount Judea	Mount Judea High School	041770
Mount Vernon	Mount Vernon-Enola High School	041780
Mountain Home	Emmanuel Christian School	041743
Mountain Home	Mountain Home Christian Acady	041741
Mountain Home	Mountain Home High Career Academics	041740
Mountain Home	Promise Land Academy	041742
Mountain Pine	Mountain Pine High School	041745
Mountain View	Arbanna Baptist Academy	041747
Mountain View	C Fowler Chrstn School	041748
Mountain View	Mountain View High School	041750
Mountainburg	Mountainburg High School	041735
Mt Holly	Mc Rae High School	041755
Mt Pleasant	Izard County Christian School	041773
Mt Pleasant	Mount Pleasant High School	041775
Mulberry	Mulberry High School	041785
Murfreesboro	Harvest Time Christian Academy	041798

Appendix D.

Arkansas High School Codes

City	High School Name	HS Code
Murfreesboro	Murfreesboro High School	041800
Nashville	Nashville High School	041810
Nashville	Southside Christian School	041812
New Edinburg	New Edinburg High School	041825
Newark	Cedar Ridge High School	041814
Newark	Newark High School	041820
Newport	Newport High School	041830
Norfolk	Norfolk High School	041840
Norman	Caddo Hills High School	041845
Norphlet	Norphlet High School	041850
North Little Rock	Arng Youth Challenge Program	041856
North Little Rock	Calvary Academy	041859
North Little Rock	Cedar Heights Christian Academy	041855
North Little Rock	Central Arkansas Christian School	041223
North Little Rock	Central Hastings Academy	040323
North Little Rock	Edgewood Academy	041864
North Little Rock	Faith Christian Academy	041865
North Little Rock	Lisa Academy North High School	042268
North Little Rock	Maumelle High School	041861
North Little Rock	New Life Christian Academy	041862
North Little Rock	NLR Jr. High School East Campus (Gr 09-10)	041967
North Little Rock	North Little Rock Academy	041451
North Little Rock	North Little Rock High School-East Campus	041867
North Little Rock	North Little Rock High School-West Camp	041860
North Little Rock	Northeast Sr High School-Inactive	041863
North Little Rock	Rose City Christian Academy	041866
North Little Rock	Spirit & Life Christian Acad	042267
Oark	Oark High School	041875
Oden	Oden High School	041880
Oil Trough	Oil Trough High School	041885
Okolona	Okolona High School	041890
Ola	Ola High School	041900
Ola	Two Rivers High School	041901
Omaha	Bible Baptist Christian School	041903
Omaha	Omaha High School	041905
Osceola	Osceola Comm Arts-Business Charter School (OCABS)	041919
Osceola	Osceola High School	041910
Oxford	Oxford High School	041920
Ozark	Cass Civilian Conservation Ctr	041928
Ozark	Ozark Christian School	041929
Ozark	Ozark High School	041930
Ozark	Pleasant View High School	041790
Palestine	Palestine Wheatley High School	041935
Pangburn	Pangburn High School	041940
Paragould	Crowleys Ridge Academy	041945
Paragould	Greene County Technical High School	041950
Paragould	Oak Grove Middle School	041955
Paragould	Paragould High School	041960
Paragould	Stanford High School	041965
Paris	Paris High School	041970
Parkdale	Parkdale High School	041974
Parkin	Central High School	041980
Parkin	Parkin High School	041985
Paron	Paron High School	041990
Pea Ridge	Pea Ridge High School	041995

City	High School Name	HS Code
Pearcy	Lake Hamilton High School	041155
Peel	Peel Full Gospel Christian Academy	042001
Perryville	Perryville High School	042000
Piggott	Piggott High School	042005
Pine Bluff	C P Coleman High School	042010
Pine Bluff	Dollarway High School	042012
Pine Bluff	First Church Christian Academy	042013
Pine Bluff	Jefferson Preparatory School	042017
Pine Bluff	Maranatha Christian School	042019
Pine Bluff	New Life Christian High School	042021
Pine Bluff	Pine Bluff Christian School	042024
Pine Bluff	Pine Bluff High School	042030
Pine Bluff	Ridgway Christian School	042023
Pine Bluff	St Joseph Catholic High School	042039
Pine Bluff	Townsend Park H S	042035
Pine Bluff	Watson Chapel Academy	042042
Pine Bluff	Watson Chapel High School	042040
Plainview	Plainview-Rover High School	042050
Pleasant Grove	Pleasant Grove H S	042055
Pleasant Plains	Midland High School	042060
Plumerville	Plumerville H S	042065
Pocahontas	Pocahontas Christian Academy	042069
Pocahontas	Pocahontas High School	042070
Pocahontas	Saint Pauls School	042075
Portland	Portland High School	042085
Pottsville	Pottsville High School	042090
Poughkeepsie	Poughkeepsie High School	042095
Poyen	Poyen High School	042100
Prairie Grove	Prairie Grove High School	042105
Prattsville	Prattsville High School	042110
Prescott	Prescott High School	042120
Prim	Hilltop Holiness Academy	042124
Pyatt	Pyatt High School	042130
Quitman	Quitman High School	042135
Ravenden Springs	Oak Ridge Central High School (closed)	042140
Rector	Rector High School	042145
Rison	Rison High School	042150
Rison	Woodlawn High School	042160
Rogers	Arkansas Arts Academy High School	042169
Rogers	Benton County Christian School	042162
Rogers	Benton County School of Arts High	044070
Rogers	Bible Living School	042163
Rogers	Bible Missionary Academy	042164
Rogers	Heritage High School	042168
Rogers	Northwest Arkansas Academy of Fine Arts	044170
Rogers	Providence Classical Christian	041472
Rogers	Rogers High School	042165
Rogers	Rogers High School Sophomore Campus	040503
Rohwer	Delta High School	042170
Rose Bud	Rose Bud High School	042180
Rosston	Maumelle High School	042185
Rosston	Nevada High School	042183
Russellville	Russellville High School	042195
Saint Joe	Saint Joe High School	042205
Saint Paul	Saint Paul High School	042210
Salem	Salem High School	042215
Saratoga	Saratoga High School	042220
Scotland	Scotland High School	042225

Appendix D.

Arkansas High School Codes

City	High School Name	HS Code
Scranton	Scranton High School	042240
Searcy	Griffithville High School	040960
Searcy	Harding Academy	042245
Searcy	Morris School Boys	042248
Searcy	Riverview High School	041300
Searcy	Searcy High School	042250
Searcy	White County Christian School	042253
Sheridan	Sheridan High School	042265
Sherwood	Abundant Life School	041857
Sherwood	Sylvan Hills High School	041872
Shirley	Shirley High School	042270
Shirley	Universal Christian Academy	042272
Siloam Springs	Cookson Hills Christian School	042271
Siloam Springs	Siloam Springs Christian School	042278
Siloam Springs	Siloam Springs High School	042280
Siloam Springs	Trinity Christian Academy	042281
Smackover	Smackover High School	042285
Snowball	Snowball High School	042295
Sparkman	Sparkman High School	042305
Sparkman	Sparkman Tr School	042310
Springdale	Har-Ber High School	042147
Springdale	Shiloh Christian School	042313
Springdale	Springdale Alt Lrn Environment	042316
Springdale	Springdale Christian Academy	042314
Springdale	Springdale Senior High School	042315
St. Charles	Saint Charles High School	042200
Stamps	Lafayette County High School	042326
Stamps	Stamps High School	042327
Star City	Glendale High School	042328
Star City	Lincoln County Adult Education	042330
Star City	Star City High School	042337
Stephens	Stephens High School	042345
Strawberry	Hillcrest School	042348
Strong	Gardner High School	042355
Strong	Strong High School	042360
Stuttgart	Evangelical Methodist School	042361
Stuttgart	Grand Prairie Christian Academy	042362
Stuttgart	Stuttgart High School	042365
Subiaco	Subiaco Academy	042375
Sulphur Rock	Sulphur Rock High School	042380
Swifton	Swifton Public Schools	042395
Taylor	Taylor High School	042400
Texarkana	Arkansas High School	042403
Texarkana	Emmanuel Christian Academy	042402
Texarkana	Genoa Central High School	040870
Texarkana	Trinity Christian School	042404
Texarkana	Veritas Academy	042405
Texarkana	Washington Academy Charter School	042407
Thornton	Thornton High School	042425
Tillar	Cornerstone Christian Academy	042409
Tillar	Desha-Drew High School	042430
Timbo	Timbo High School	042440
Trumann	Calvary Baptist School	042453
Trumann	Liberty Christian Academy	042454

City	High School Name	HS Code
Trumann	Trumann High School	042455
Tuckerman	Tuckerman High School	042465
Turrell	Turrell High School	042475
Tyronza	Tyronza High School	042485
Umpire	Umpire High School	042490
Valley Springs	Valley Springs High School	042495
Van Buren	Van Buren Christian Academy	042499
Van Buren	Van Buren High School	042500
Village	Village High School	042525
Vilonia	Vilonia High School	042530
Viola	Viola High School	042535
W Memphis	Central Baptist School	042613
W Memphis	Tabernacle Bapt Academy	042614
Wabbaseka	J S Walker High School	042545
Wabbaseka	Wabbaseka High School	042550
Waldo	Waldo High School	042560
Waldron	Waldron High School	042565
Walnut Ridge	AR Distance Learning Prep Ctr	042574
Walnut Ridge	Walnut Ridge High School	042575
Ward	New Horizon Academy	042577
Warm Springs	Lords Ranch School	042579
Warren	Bradley Co High School	042580
Warren	Warren High School	042585
Weiner	Weiner High School	042600
West Fork	West Fork High School	042610
West Helena	Central High School (PhillipsCounty)	041075
West Helena	De Soto School	042612
West Helena	Eliza Miller H S	041080
West Helena	Phillips County Christian School	042611
West Memphis	Calvary Baptist Academy	042618
West Memphis	Crittenden Pentecostal Academy	042617
West Memphis	West Memphis Christian School	042616
West Memphis	West Memphis High School	042615
Western Grove	Western Grove High School	042605
Wheatley	Monroe Academy	042633
Wheatley	Wheatley High School	042635
White Hall	White Hall High School	042045
Wickes	Wickes High School	042640
Wilburn	Wilburn High School	042645
Williford	Williford High School (closed)	042650
Willisville	Willisville High School	042655
Wilmot	Wilmot High School	042675
Wilson	Rivercrest High School	042685
Winslow	Winslow High School	042690
Winthrop	Wildwood Christian Academy	042694
Winthrop	Winthrop High School	042695
Winthrop	Winthrop New Life Academy	042696
Witts Springs	Witts Springs High School	042700
Wright	Plum Bayou High School	042705
Wynne	Wynne High School	042720
Yellville	Yellville Summit High School	042725

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

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

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 than~~ A comprehensive mathematics course such as college algebra, college mathematics, college statistics, *quantitative literacy/reasoning or higher-level, college mathematics course may be applied toward ~~an~~ 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 conditionally is a student admitted to an institution with certain requirements, conditions, or restrictions placed on initial and/or future enrollment status.

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

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

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

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

Exempt from these requirements:

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

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
October 20, 1995

Amended: Agenda Item No. 53
July 24, 1998

Appendix F. Conditional Admission

Core Curriculum Requirements For Unconditional Admission

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

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

Appendix G. Glossary

Definitions for Arkansas Higher Education Information System (AHEIS)

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

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

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

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.

Appendix G. Glossary

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

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

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

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

DEGREE/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.

Appendix G. Glossary

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.

Appendix G. Glossary

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,

Appendix G. Glossary

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.

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

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 to deliver the course content.

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

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

Appendix H. Residency

ADHE Residency Classification for Tuition Purposes for Public Colleges and Universities

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

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

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

Appendix I. IPEDS

Changes to the 2015-16 IPEDS data collections

2015-16	Registration	Fall 6 weeks	Winter 9 weeks	Spring 17 weeks
Collection Opens	August 5	September 2	December 9	December 9
Collection Closes for Keyholders		October 14	February 10	April 6
Collection Closes for Coordinators		October 28	February 24	April 20
Components included	Registration; Report Mapping; Institution ID; IC-Header;	Institutional Characteristics; Completions; 12-month Enrollment;	Student Financial Aid; Graduation Rates; 200% Graduation Rates; Admissions; Outcome Measures ;	Fall Enrollment; Finance; Human Resources; Academic Libraries;
Preliminary Data available in the IPEDS Data Center*		Mid-May	Mid-September	Mid-October

Release dates are approximate.

All institutions will be required to register for the 2015-16 data collection cycle.

UserIDs and passwords for 2015-16 will be distributed to all institutions on August 5. 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 26, 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 9/9 instead of 9/2. 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

Changes to the 2015-16 IPEDS data collections

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."

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 2015-16 IPEDS data collections

New Outcome Measures (OM) Component			
Change	Implementation Year	Source	Estimated burden
<p>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.</p> <ul style="list-style-type: none"> • Full-time, first-time students • Part-time, first-time students • Full-time, non-first-time entering students • Part-time, non-first-time entering students <p>Note : Data will not be disaggregated by race, ethnicity, or gender.</p> <p>Note : No outcome data will be collected from non-degree-granting institutions.</p> <p>For each of the 4 cohorts, collect a status update using the following categories:</p> <ul style="list-style-type: none"> • 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 <p>A total of students who did not receive an award will be calculated.</p> <p>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.</p>	<p>2015-16 (2014-15 preview year)</p>	<p>Outcome Measures TRPs</p>	<p>Substantial</p>

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.

Appendix I. IPEDS

Changes to the 2015-16 IPEDS data collections

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
Data on Veterans (November 2011)	<p>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.</p> <p>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.</p>	Institutional Characteristics Student Financial Aid
Selected Outcomes of the Advisory Committee on Measures of Student Success (February and October 2012)	<p>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.</p> <p>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 clarified, 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.</p>	New Component on Outcome Measures

Appendix I. IPEDS

Changes to the 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)	<p>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.</p> <p>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.</p>	Finance
Changes to IPEDS Data Collection Calendar (November 2007)	<p>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.</p> <p>The panel suggested numerous modifications to the IPEDS Data Collection Calendar, many of which have been phased in since the panel met.</p>	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
<p>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 packaged to be implemented in 2014-15 will be 2013-14; the preview year for items to be implemented in 2015-16 will be 2014-15.</p>

Appendix I. IPEDS

Changes to the 2015-16 IPEDS data collections

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."

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 2015-16 IPEDS data collections

New Outcome Measures (OM) Component			
Change	Implementation Year	Source	Estimated burden
<p>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.</p> <ul style="list-style-type: none"> • Full-time, first-time students • Part-time, first-time students • Full-time, non-first-time entering students • Part-time, non-first-time entering students <p>Note : Data will not be disaggregated by race, ethnicity, or gender.</p> <p>Note : No outcome data will be collected from non-degree-granting institutions.</p> <p>For each of the 4 cohorts, collect a status update using the following categories:</p> <ul style="list-style-type: none"> • 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 <p>A total of students who did not receive an award will be calculated.</p> <p>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.</p>	<p>2015-16</p> <p>(2014-15 preview year)</p>	<p>Outcome Measures TRPs</p>	<p>Substantial</p>

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	<p>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.</p> <p>This relates to public institutions only as independent institutions do not use degree codes.</p>	This relates to both the Completions Report and the GRS Survey.
Guidance Directive 3	<p>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.</p> <p>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.</p> <p>IPEDS defines Completer as "A student who receives a degree, diploma, certificate, or other formal award. <i>In order to be considered a completer, the degree/award must actually be conferred.</i>"</p>	This relates to both the Completions Report and the GRS Survey.
Guidance Directive 4	<p>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:</p> <p><i>"...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."</i></p> <p>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.</p>	This relates to both the Completions Report and the GRS Survey.

Appendix J. TRANSFER REPORT INSTRUCTIONS

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

SPECIAL NOTES:

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

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 <u>Required</u> by the Receiving Institution	How many <u>general education lower division credit hours</u> are required to be taken by the student in addition to those transferred with the AA, AS, or AAT degree for the student's proposed major?
10	Total General Education Lower Division Credit Hours Added Reason	State the reason additional credit hours were added. (According to the Act, these are the only acceptable reasons for requiring a student to take additional general education lower division courses.) <ol style="list-style-type: none"> 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 : _____

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

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

Insert additional rows as needed.

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 not given credit. Therefore, only report those students that did not receive credit for a transferred ACTS course.

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

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

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

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

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

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							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							

Insert additional rows as needed.

Codes for Term:

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

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

APPENDIX J.

Arkansas Course Transfer System (ACTS), Course Index ACTS Course Index Numbers as of 5/13/2014

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

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

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 L Legislation of 2015

Act	Description
Act 21	Allows ADHE to approve scholarship holds for up to 24 months and for establishing the conditions for such holds.
Act 218	Abolishes the Arkansas Lottery Commission and transfers such functions to the Management Services Division of the Arkansas Department of Finance and Administration.
Act 292	Allows a non-for-profit institution of higher education to participate in the statewide transfer agreement provided the non-for-profit institution is (1) accredited, (2) certified by the Arkansas Higher Education Coordinating Board; and (3) recognized by the U.S. Department of Education to receive Title IV financial aid funds.
Act 306	Recognizes the eVersity of the University of Arkansas System as an online institution with the capability to provide educational programs and offer certificate and degree programs and exempting the eVersity from numerous state higher education requirements.
Act 370	Requires all state agencies and institutions of higher education to provide to the Bureau of Legislative Research monthly reports on the number of full-time positions, the number of full-time employees regardless of funding source, and related information. Such data will be provided on forms prescribed by the Bureau of Legislative Research.
Act 410	Establishes the “Building Better Futures Program” to benefit students with intellectual disabilities through education and job training.
Act 533	Allows higher education faculty to teach forestry (“Elements of Forestry”) without registering for the practice of forestry.
Act 544	Establishes a legislative task force to study the realignment of higher education. The purpose of the task force is to: (1) Study the advantages and disadvantages of realigning state-supported institutions of higher education; (2) Identify current redundancies that exist with the current structure of higher education in Arkansas; (3) Determine what mechanisms are currently available or could be available to provide cost savings to state-supported institutions of higher education and to students; (4) Improve accountability to and communications with the General Assembly; and (5) Review the structure of higher education systems in other states, identifying those states with efficient and successful systems.
Act 566	An act allowing state-support institutions of higher education to re-finance all or part of its outstanding obligations.
Act 580	An act to amend the laws relating to income taxes; to adopt recent changes to the internal revenue code; to amend the Arkansas tax-deferred tuition savings program; to make technical corrections to the income tax laws; and for other purposes.
Act 700	Requires the Arkansas Department of Higher Education to report to the General Assembly the tuition and mandatory fees, including all changes.
Act 847	Prohibits the use of e-cigarettes on the campus of any state-supported institution of higher education.
Act 850	Amends the Arkansas Governor’s Scholars Program to require recipients from all 75 Arkansas counties and other purposes.
Act 852	Requires the Department of Workforce Services to prepare an annual economic security report of employment and earning outcomes for degrees and certificates for state-supported institutions of higher education; requires public institutions of higher education to provide electronic access to said report; and other requirements.

Appendix L Legislation of 2015

Act	Description
Act 865	Sets forth accrediting standards for technical institutes; comprehensive lifelong learning centers; expanded associate degree instruction; interim accreditation and governance; coordination with institutional boards of trustees; technical colleges; consolidations; the College of the Ouachitas; the Arkansas Higher Education Performance Reporting System; the Higher Educational Opportunities Grant Program; the Arkansas National Guard Tuition Incentive Program; and special license plates.
Act 892	Creates a comprehensive statewide workforce development system; renames the State Board of Career Education to the Career Education and Workforce Development Board; and other purposes.
Act 907	Established the Arkansas Workforce Innovation and Opportunity Act and other purposes.
Act 931	Established the Building Better Futures High School Program designed for public high school students with an intellectual disability.
Act 943	Requires the Arkansas Higher Education Coordinating Board to develop an action plan to address the prevention of unplanned pregnancy and other purposes.
Act 955	Amends the Arkansas Code concerning the governing boards of community colleges.
Act 960	Amends the College and Career Coaches program.
Act 994	Allows high schools to use categorical funds to partner with state-supported institutions of high education to provide concurrent courses or technical education options for academic learning for high school students.
Act 1007	Revises the compensation plan under the Uniform Classification and Compensation Act.
Act 1063	Promotes the rights guaranteed by the first amendment of the United States Constitution; to protect a citizen's right to observe and record public events; and for other purposes.
Act 1065	Amends state law concerning the University of Arkansas, Division of Agriculture.
Act 1090	Amends the provisions of the Arkansas Code regarding teacher licensure and teacher preparation.
Act 1105	Modifies the eligibility requirements of the Academic Challenge Scholarship Program Part 2 and revised the funding amounts. Students must complete high school and have a minimum ACT composite score of 19 (or its equivalent); or have completed high school, have a disability and either have a minimum ACT composite score of 19 (or its equivalent) or proficient scores on end-of-course assessment in Algebra I, Geometry, Biology, and Literacy. Beginning in the 2016-2017 academic year, scholarship amounts are changed to \$1,000 for freshmen, \$4,000 for sophomores and juniors, and \$5,000 for seniors. However, if the sophomore is enrolled at a 2-year college, a branch campus of a 4-year university, or a nursing school the award amount is \$3,000. Part-time awards were also revised. In addition, if a funding shortage occurs, funding priority is given to (1) students with the most progress in a critical workforce or STEM field; (2) students with the most progress; and (3) students with the highest GPA.
Act 1115	Changes references to general educational development in the Arkansas Code to high school equivalency; and for other purposes.
Act 1131	Established the Workforce Initiative Act which provides grant funds for workforce initiatives leading to certificates of proficiency, technical certificates, Associate of Applied Science degrees, and Bachelor of Applied Science degrees or similarly designed bachelor degrees.
Act 1137	Provides an exemption from the Freedom of Information Act regarding working papers relating to audit reports for institutions of higher education.
Act 1158	Re-defines college or university as an institution that is accredited by the Higher Learning Commission and other purposes.
Act 1159	Amends the membership of the Distance Learning Coordinating Council.

Appendix L Legislation of 2015

Act	Description
Act 1186	Requires a state-supported institution of higher education that requires completion of an essay for an institutional scholarship to retain the essay for one (1) year; to make an essay submitted by the student for a scholarship available to the student and the parent or guardian of the student only; and for other purposes.
Act 1194	Provides a right of counsel for students during disciplinary appeal proceedings at state-supported institutions of higher education; and for other purposes.
Act 1202	Commissions the study of restructuring of various state agencies into principal departments and the efficiency and cost savings of consolidation of those agencies.
Act 1216	Amends the provisions of the Arkansas Code concerning the Arkansas College and Career Readiness Program.
Act 1250	Amends the Arkansas Academic Challenge Scholarship Program Award amounts. Students may continue eligibility if they have earned 120 credit hours but not more than 130 credit hours if enrolled in a baccalaureate program. Beginning in academic year 2016-2017, eligible students that have earned less than 27 credit hours are eligible for \$1,000; \$4,000 for students that have earned 27 credit hours or more but less than 57 credit hours; \$4,000 for students that have earned at least 57 credit hours but less than 87 credit hours; and \$5,000 for students that have earned at least 87 credit hours but not more than 120 credit hours, unless the student is enrolled in a baccalaureate program requiring more than 120 credit hours, but not more than 130 credit hours.
Act 1257	Requires all state-supported institutions of higher education to fly the flags of the United States and the State of Arkansas on all national and state holidays.
Act 1258	An act concerning the review and approval of administrative rules; implementing Article 5, Section 42, of the Arkansas Constitution; and for other purposes. In addition, it requires ADHE to disclose the method of redaction of data in the Arkansas Higher Education Information System regarding Act 218 of 2015. Requires that ADHE notify the Legislative Council within two (2) weeks of an institution of higher education's failure to comply with the requirements for submission of data published by the department. Such notification will include the name of the institution, the type of data not provided, the length of time of noncompliance, and any other information requested by the Legislative Council regarding Act 218 of 2015.
Act 1260	An act to establish a statewide reengagement program; to increase high school completion through the differentiated pathway to a high school diploma program; and for other purposes. In addition, the act encourages state-supported institutions of higher education to participate in the Reengagement System and Differentiated Pathway to a High School Diploma Program.
Act 1262	An act to increase the amount of lottery revenue available for lottery scholarships; and for other purposes. This relates to payments to the Arkansas Department of Higher Education for administrative costs.
Act 1266	An act to provide for in-state, in-county, in-district, local, or resident tuition for veterans and their dependents, regardless of residence, at state-supported institutions of higher education, trade schools, or vocational schools; and for other purposes.
Act 1271	An act to amend provisions of the Arkansas Code concerning the purchase of vehicles for institutions of higher education.
Act 1273	An act to amend provisions of Title 6 of the Arkansas Code concerning provisional positions for institutions of higher education; to declare an emergency; and for other purposes. This relates Southeast Arkansas College and the University of Arkansas at Fayetteville.

Appendix L Legislation of 2015

Act	Description
Act 1279	An act to amend provisions of Arkansas law concerning college and career readiness standards for career and technical education programs; and for other purposes. The act requires that a career and technical education program of study linking secondary education with postsecondary to be made available. The act further encourages professional development; requires the Department of Career Education, the Department of Education, and the Department of Higher Education to establish a common course numbering system for career and technical education programs of study; and provides for comprehensive guidance counseling.
Act 1282	An act to provide transparency and open access to public records and data; to create the Open Data and Transparency Task Force to determine the best practices for the state to achieve the most efficient system for maintaining and delivering the state's public records and data; to make recommendations for legislation to achieve a comprehensive open data and transparency act; and for other purposes. The task force shall provide a written report by December 31, 2016, to the Governor, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives containing the results of its findings and activities and its recommendations, including recommendations for proposed legislation.
Act 1286	An act to create a pilot program for kindergarten through grade twelve (K-12) agriculture schools; to promote college and career readiness for a wide variety of careers in agriculture; to grow and expand agribusiness in the state; to strengthen Arkansas's rural communities; to declare an emergency and for other purposes.

Appendix M. Military Compensation



Arkansas Department of Higher Education

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

Mike Beebe
Governor

Linda Beene
Director

MEMORANDUM

DATE: May 27, 2007

TO: Institutional Research Officers, Public Institutions

FROM: Ron Harrell

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

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

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

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

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

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

Thanks for all that you do!

Appendix M. Military Compensation

Appendices, A-55

Appendix M. Military Compensation

Appendices, A-56

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

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 not 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).

Note 1: 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.

Note 2: 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 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
(501) 371-2066 office, (501) 371-2002 fax
rick.jenkins@adhe.edu

DATE: November 7, 2014

RE: GUP (Grade Update) File

The purpose of this clarifying memo is to clear up a few confusing issues with the new GUP file.

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.

1. Annual File – The file is an annual file which will be due by approximately December 15th each year. The file will typically be for the previously completed academic year.
2. For the 2014 GUP submission period – ADHE will allow grade updates going back to AY2010 (2009-2010) but no GUP files or grade changes will be permitted for any academic year prior to AY2010. Note that this is for the first GUP submission period only. This would be five (5) GUP files – one for each academic year – if needed.
3. For future GUP submission periods – For next year and all future years, only the previously two completed academic years are allowed. During the December 2015 submission period and thereafter, grade updates will be allowed for the most recently completed two academic years (in December 2015, GUP files will cover AY2014 (if needed) and AY2015; in December 2016, GUP files will cover AY2015 (if needed) and AY2016, etc.).¹
4. Approximate Due Date – The December date was chosen to coincide with the preparation of the Performance Funding metrics but may fluctuate slightly based on the calendar, i.e., it is December 10, 2014 for this year. Be sure to double-check the SISDB Submission Calendar for specific dates in the future.
5. GUP File Not Required – A GUP file is not required; if your institution has no grades to be updated, then the file is not needed.
6. Grade Changes Only – The GUP file is to contain grade changes only.
7. One File, One Academic Year – One GUP file will contain no more data than for one academic year. It should contain all term data that is being changed, but it must all be in the same academic year. Different submissions for different terms in the same academic year will not be allowed – one GUP file must contain all grade changes for all terms for the one academic year.
8. Filename – The GUP is an annual file. The filename structure is “School Abbreviation + YR.GUP” so a GUP file for ASUJ for AY2014 will be ASUJ14.GUP.

¹ The logic behind this is that during December 2014, five complete years of grade updates are allowed. Therefore, the grades should be fully up-to-date (from AY2010 – AY2014) and only the most recently completed two academic years should be necessary thereafter.

Appendix O. Clarifying Memos

The file layout is as follows:

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
Course Section	course_section	35	4	
TRAILER RECORD (once per file)				
Field Name	db 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

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

DATE: August 7, 2015

RE: SIS Website – sis.adhe.edu

The following section in the SIS manual (Preparing Files for Submission > File Name Conventions > page 3) is being updated as follows.

B. File Submission Type (File Extension)

The file extension is a 3 or 4 letter abbreviation for the type of data being submitted per the following table. Effective August 1, 2015, all institutions submitting files for validation through the Arkansas Higher Education Student Information System must use the ADHE secure FTP (SFTP) site for this purpose. However, the website of <https://sis.adhe.edu> is used only for viewing error reports. Institutions may also use the new <https://modelsis.adhe.edu> website for viewing error reports on the new model SIS system.

To submit files to the SIS for validation, a secure FTP client is required and a login to the SIS SFTP system is needed. To obtain or to verify login credentials, contact Micah Gilbert at micah.gilbert@adhe.edu or 501-371-2045. Note that logins to the SIS and RP (Research and Planning) FTP sites are different.

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) should be submitted as FOUR (4) separate files and NOT merged into regular term data submissions.

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					
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 of 2009 (Lottery Act) 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					
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 of 2009 (Lottery Act) as amended	Lottery Act compliance
ADHE REPORTS					
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 of 2009 (Lottery Act) as amended	Lottery Act compliance
Military Compensation Report	Y		Reports the type and amount of compensatory options awarded to the student or spouse called to military service	Act 85 of 2005, Act 16 of 2007	General compliance
RPTA Transfer Report	Y		Reports transfer data regarding students with AA, AS, or AAT degree transferring to 4-year public universities	Act 182 of 2009 (Roger Phillips Transfer Act)	General compliance
ACTS Transfer Report	Y	Y	Reports transfer data on all students transferring between institutions regarding courses in Arkansas Course Transfer System	Act 672 of 2005	General compliance
Perkins Annual Reports	Y		Perkins student and assessment data.	Federal Perkins Act	Federal Perkins Act compliance
OCR REPORTS					
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
INTEGRATED POSTSECONDARY EDUCATION SYSTEM (IPEDS) DATA COLLECTION					
Fall Submission Cycle					
Completions			Degrees and awards by CIP	20 USC 1094(a)(17)	Federal reports; annual degrees report; academic cost accounting; SREB Data Exchange; ad hoc requests
Enrollment, 12-month			Enrollment by level by race/ethnicity, age (odd # years) or residency (even # years)	20 USC 1094(a)(17)	Federal reports
Institutional Characteristic			General statistical overview, accreditation, admission requirements, tuition and fees, etc. and three-year summary of price of attendance	20 USC 1094(a)(17) Higher Education Act of 1998	Federal reports; ad hoc requests
Winter Submission Cycle					
Admissions			Selection process for entering first-time, degree or certificate-seeking students	20 USC 1094(a)(17)	Federal reports
Graduation Rates			Proportion of graduated students for specified cohort; at three or six years after entry	20 USC 1094(a)(17)	Federal reports; SREB Data Exchange
Outcome Measures			Status of the previous 8 year entering cohort	20 USC 1094(a)(17)	Federal reports
Student Financial Aid			Financial aid provided to various groups	20 USC 1094(a)(17)	Federal reports
Spring Submission Cycle					
Academic Libraries			Overview of libraries expenditures and services	20 USC 1094(a)(17)	Federal reports; budget planning
Enrollment, Fall			Enrollment by level by race/ethnicity, age (odd # years) or residency (even # years)	20 USC 1094(a)(17)	Federal reports
Finance			Current fund revenues and expenditures; general information on financial aid	20 USC 1094(a)(17) Higher Education Act of 1998	Federal reports
Faculty Salary			Salary, fringe benefit, & tenure of F-T faculty	20 USC 1094(a)(17)	Federal reports; SREB Data Exchange
Human Resources replaced EEO6 but NOT the supplement. (To ADHE annually and NCES in odd # yrs);			Status of all employees and their activities	20 USC 1094(a)(17)	Federal reports; ad hoc requests; reporting desegregation

NOTES:

Private includes all private/independent institutions along with BSN and JSN
Y = Yes, this file is required O = Optional, this file is optional