AHEIS
Reference Manual
for the

Student Information System

Public Institutions

Arkansas Department of Higher Education
Little Rock, Arkansas
2016 – 2017

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A D H E Division of Research and Planning
2016-2017 Reporting Calendar
for Institutions of Higher Education

Month	Due Date	Indep	Activity
July	07/06/2016 Wed		Minority Recruitment and Retention Report (due June 30 - July 6, 2016)
July	07/13/2016 Wed		Student Financial Aid Crosswalk
July	07/13/2016 Wed	*	Academic Calendar Note: A copy of the academic year calendar from an institutional catalog may be substituted.
August	08/10/2016 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	08/10/2016 Wed	*	I.P.E.D.S. Registration Opens. Components: Registration; Report Mapping; Institution ID; IC-Header UserIDs and passwords for 2016-17 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 31, 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	08/10/2016 Wed	*	Summer I End-of-Term (includes Spring Off-Schedule End-of-Term)
August	08/10/2016 Wed	*	Summer II Term File (Student, Registration, Course, Instructor) includes Summer I Off-Schedule
August	08/10/2016 Wed		Perkins Annual Files (Special Populations and Assessment for prior academic year)
August	08/10/2016 Wed		Annual Instructor File (for prior academic year)
August	08/24/2016 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	09/07/2016 Wed	*	I.P.E.D.S. Fall Collection Opens (closes 10/19/2016) Components: Completions; Institutional Characteristics; 12-month Enrollment
September	09/07/2016 Wed		Workforce Education and Training Course File (Summer I data)
September	09/14/2016 Wed		ACTS Transfer Report
September	09/21/2016 Wed	*	Estimated Fall Census Enrollment (submit totals via form in Appendix P)
September	09/28/2016 Wed	*	Student Financial Aid Data File
October	10/19/2016 Wed	*	I.P.E.D.S. Fall Collection Closes for Institutions
October	10/19/2016 Wed	*	Send pdf copies of IPEDS Fall form data via ft server with email notification to ADHE
October	10/19/2016 Wed	*	Graduated Student File for current academic year (July and August graduates)
October	10/19/2016 Wed	*	Summer II End-of-Term File (includes Summer I Off-Schedule End-of-Term)
October	10/19/2016 Wed	*	Fall Term File (Student, Registration, Course, Instructor) includes Summer II Off-Schedule
October	10/19/2016 Wed		Workforce Education and Training Course File (Summer II data)
October	10/19/2016 Wed		Intercollegiate Athletic File (for prior academic year)
November	11/02/2016 Wed		O C R A-5: Governing Board Composition
November	11/02/2016 Wed		O C R B-1: Student Applications, Acceptances , and Enrollments
December	12/14/2016 Wed		Grade-Update File: This optional file gives public institutions the opportunity to update previous academic year End-of-Term grades (ex: "I").
December	12/14/2016 Wed	*	I.P.E.D.S. Winter Collection Opens (closes 2/08/2017) Components: Admissions; Graduation Rates; 200% Graduation Rates; **Outcome Measures**; Student Financial Aid
December	12/14/2016 Wed	*	I.P.E.D.S. Spring Collection Opens (closes 4/05/2017) Components: Academic Libraries; Fall Enrollment; Finance; Human Resources
February	02/08/2017 Wed	*	I.P.E.D.S. Winter Collection Closes for Institutions
February	02/08/2017 Wed	*	Send pdf copies of IPEDS Winter form data via ft server with email notification to ADHE
February	02/22/2017 Wed	*	Fall End-of-Term File, includes Summer II Off-Schedule End-of-Term
February	02/22/2017 Wed	*	Spring Term File (Student, Registration, Course, Instructor) includes Fall Off-Schedule
February	02/22/2017 Wed		Workforce Education and Training Course File (Fall data)
April	04/05/2017 Wed	*	I.P.E.D.S. Spring Collection Closes for Institutions
April	04/05/2017 Wed	*	Send pdf copies of IPEDS Spring form data via ft server with email notification to ADHE
June	06/14/2017 Wed	*	Spring End-of-Term File, includes Fall Off-Schedule End-of-Term
June	06/14/2017 Wed	*	Summer I Term File (Student, Registration, Course, Instructor) includes Spring Off-Schedule
June	06/14/2017 Wed		Workforce Education and Training Course File (Spring data)

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APPENDICES

SISDB Revisions
Academic Year 2016-2017

Student File	Entrance Exam Test Type	Public Only (124)

(1) The Accuplacer exam may be used. The valid value for this exam type is "A" for Accuplacer.

(2) The "redesigned" SAT may be used. The valid value for this exam type is "R" for redesigned SAT.

Student File	Math Test Type	Public Only (129)

(3) The Accuplacer exam may be used. The valid value for this exam type is "A" for Accuplacer.

(4) The "redesigned" SAT may be used. The valid value for this exam type is "R" for redesigned SAT.

Student File	English Test Type	Public Only (134)

(5) The Accuplacer exam may be used. The valid value for this exam type is "A" for Accuplacer.

(6) The "redesigned" SAT may be used. The valid value for this exam type is "R" for redesigned SAT.

Student File	Reading Test Type	Public Only (139)

(7) The Accuplacer exam may be used. The valid value for this exam type is "A" for Accuplacer.

(8) The "redesigned" SAT may be used. The valid value for this exam type is "R" for redesigned SAT.

Registration/EOT File	Entrance Exam Test Type	Private Only (64)

(9) The Accuplacer exam may be used. The valid value for this exam type is "A" for Accuplacer.

(10) The "redesigned" SAT may be used. The valid value for this exam type is "R" for redesigned SAT.

Registration/EOT File	Post / Math Test Type	Public & Private (55/69)

(11) The Accuplacer exam may be used. The valid value for this exam type is "A" for Accuplacer.

(12) The "redesigned" SAT may be used. The valid value for this exam type is "R" for redesigned SAT.

Registration/EOT File	Post / English Test Type	Public & Private (59/73)

(13) The Accuplacer exam may be used. The valid value for this exam type is "A" for Accuplacer.

(14) The "redesigned" SAT may be used. The valid value for this exam type is "R" for redesigned SAT.

Registration/EOT File	Post / Reading Test Type	Public & Private (63/77)

(15) The Accuplacer exam may be used. The valid value for this exam type is "A" for Accuplacer.

(16) The "redesigned" SAT may be used. The valid value for this exam type is "R" for redesigned SAT.

Financial Aid File	Fund Amount CHANGING to Filler	Public & Private (32/32)

(17) The current Fund Amount field is being moved to the end of the file, so that it can be increased to 6 digits. Field 32 will become a "filler" padded with 5 spaces.

Financial Aid File	Fund Amount (report 6 digits)	Public & Private (42/42)

(18) The original Fund Amount field is being moved to here and increased to 6 digits. The valid values are 000000 – 999999.

Graduate File	New Validation (Warning)	Public & Private

(19) A new validation will be added to check for reasonableness on the time to degree. For all students except transfer students (init_enroll_status = '3'), if the difference between the init_admit_date field and the graduation_date field is less than 24 months for the baccalaureate degree, or less than 6 months for the associate's degree, a warning will be issued.

(20) Note: The submissions will be processed. However, the data may not be included in the new Outcomes-Based Funding (OBF) Time to Degree metric, and will most likely be excluded from other metrics as well. Validation may be implemented on transfer students at a later date.

Perkins II Technical Skills Assessment	Assessment Name (report 50 characters)	Public Only (25)

(21) A new field 25 Assessment Name will be added to the end of the file. Field 25 will be length 50.

Preparing Files for Submission to ADHE

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

Data Extraction

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

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

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

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

Data Validation and Error Correction

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

Error Clarification

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

Incorrect Coding

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

Problems Resulting from Data Entry or Extraction

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

Preparing Files for Submission to ADHE

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

Inconsistency Across Fields and/or Files

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

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

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

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

File Name Conventions

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

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

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

A. Institutional File Name Conventions

<School Abbr><Year><Term>.<submission type>

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

<School Abbr>< Year ><Term>.zip

B. File Submission Type (File Extension)

The file extension is a 3 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 2016/2017	
YY = 2-digit <u>*calendar*</u> year *of data* T = on-schedule term *of data* YR = 2-digit <u>*academic*</u> year *of data*	
Term Files	**\<School Abbr>YYT.\<Extension>**
Summer II 2016 Regular Term File	\<School Abbr>160.DAT
Fall 2016 Regular Term File	\<School Abbr>161.DAT
Spring 2017 Regular Term File	\<School Abbr>172.DAT
Summer I 2017 Regular Term File	\<School Abbr>173.DAT
Summer II 2016 End of Term	\<School Abbr>160.EOT
Fall 2016 End of Term	\<School Abbr>161.EOT
Spring 2017 End of Term	\<School Abbr>172.EOT
Summer I 2017 End of Term	\<School Abbr>173.EOT
Summer II 2016 Private/Student End of Term*	\<School Abbr>160.PEOT
Fall 2016 Private/Student End of Term*	\<School Abbr>161.PEOT
Spring 2017 Private/Student End of Term*	\<School Abbr>172.PEOT
Summer I 2017 Private/Student End of Term*	\<School Abbr>173.PEOT
Workforce files report data for the *previous* term	**\<School Abbr>YYT.WRK**
Summer II 2016 Work Force	\<School Abbr>160.WRK
Fall 2016 Work Force	\<School Abbr>161.WRK
Spring 2017 Work Force	\<School Abbr>172.WRK
Summer I 2017 Work Force	\<School Abbr>173.WRK
Annual Files	**\<School Abbr>YR.\<Extension>**
Annual Instructor	\<School Abbr>16.ANN
Athlete	\<School Abbr>16.ATH
Financial Aid	\<School Abbr>16.FAID
Graduated Student (All students graduating between 1 July 2016 and 30 June 2017)	\<School Abbr>17.GRD
Graduated Student (July and August graduates <u>*only*</u>)	\<School Abbr>17.SGRD
Perkins I	\<School Abbr>17.PRK
Perkins II	\<School Abbr>17.PRK2
Grade Update	\<School Abbr>16.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 <u>regardless of the file type</u>.
Column 3: the type of file. In the case of the Workforce File it would be N.

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

Examples:

      The trailer for the student file would be: 991

      The trailer for the registration trailer would look like: 996

Accessing the 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 <u>do not use</u> this example information <u>to try to connect</u>.

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:** AAIBB
> **Username:** ADHE
> **PW:**Topsecretpasswordthatshouldbesharedwithin theIRdivisionateachinstitution
> <mark>(Copy and paste the pw into the software)</mark>

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.

<u>Instructions on how to use the software</u>

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.
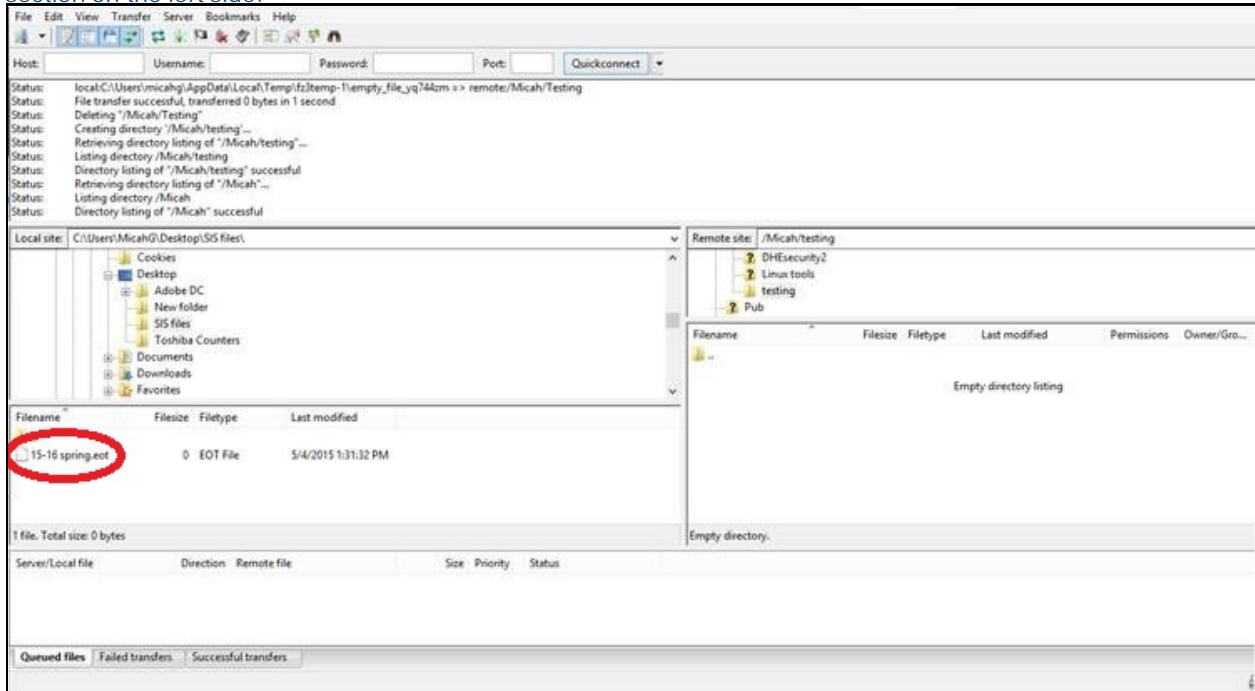
2nd the user will drag and drop the file to the 3rd section on the right side
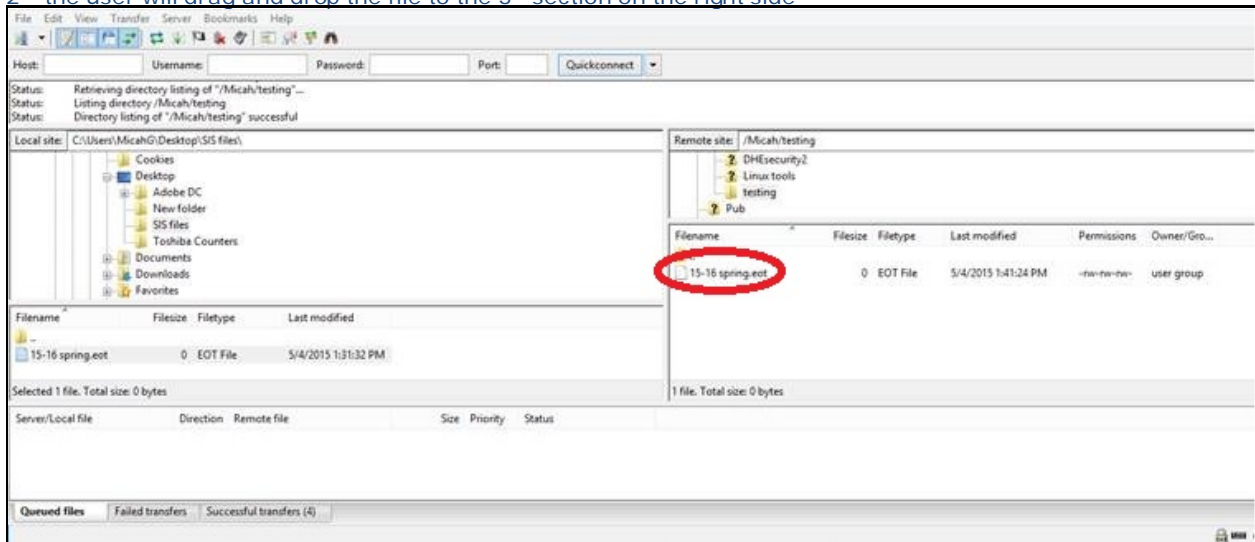
Once the user has dropped the file on the 3rd section on the right side they will receive an email as below.

Mon 5/4/2015 1:41 PM

ADHE Secure File Transfer System <SFTS@adhe.edu>

Globalscape EFT Server Notification: File Uploaded

To   Micah Gilbert

We removed extra line breaks from this message.

This message was sent to you automatically by the ADHE SFT system on the following event: File Uploaded.

Upload Time: 04 May 15 13:41:24

Institution Folder Name: /Micah/testing

Institution File Name: 15-16 spring.eot

Logon Name: MicahG
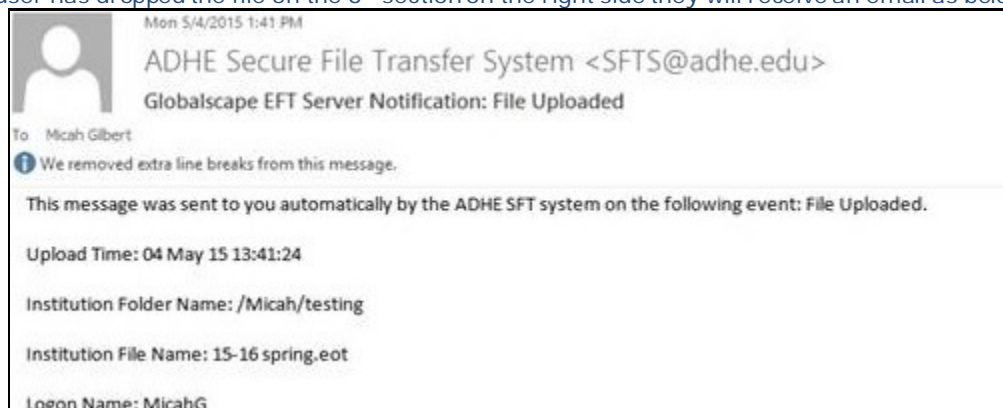
Viewing and Printing
File Error Submission Reports

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

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

Submission Report Summaries

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

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

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

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

The log in page for the SIS upload page should appear. Enter the same user name and password that is used to upload a SIS file submission.
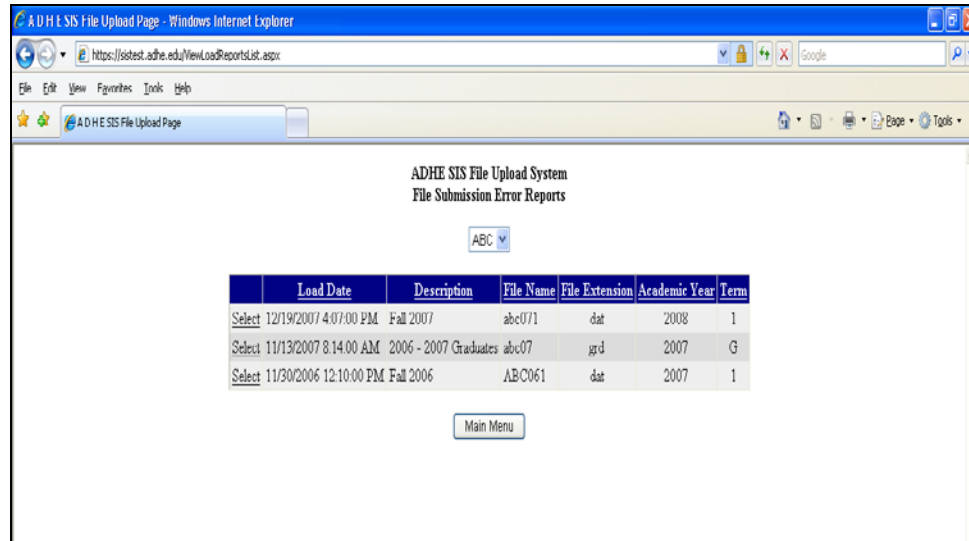
If the log in is successful, the file upload page should appear. To view the file /files error report, click on the "View File Error Reports" button.

Viewing and Printing
File Error Submission Reports

File Selection Display Page

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

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

Screen shot of File Selection display Page

Printing the Report

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

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

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

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

Off-Schedule Reporting

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

The simplest way to think of an off-schedule submission is as a completely separate term. If the course is off-schedule, you also must treat the instructor, student and registration records as if they fall into a separate term. For example, a student takes three courses in the fall semester and also registers for a class that begins on October 25. He/she will appear in two separate term submissions: term 1 and term 5. He/she will have a term 1 student record and three registration records for term 1. He/she will also have a term 5 student record and one term 5 registration record. The term 5 records, both student and registration, will appear in the spring submission file along with the associated course and instructor records.
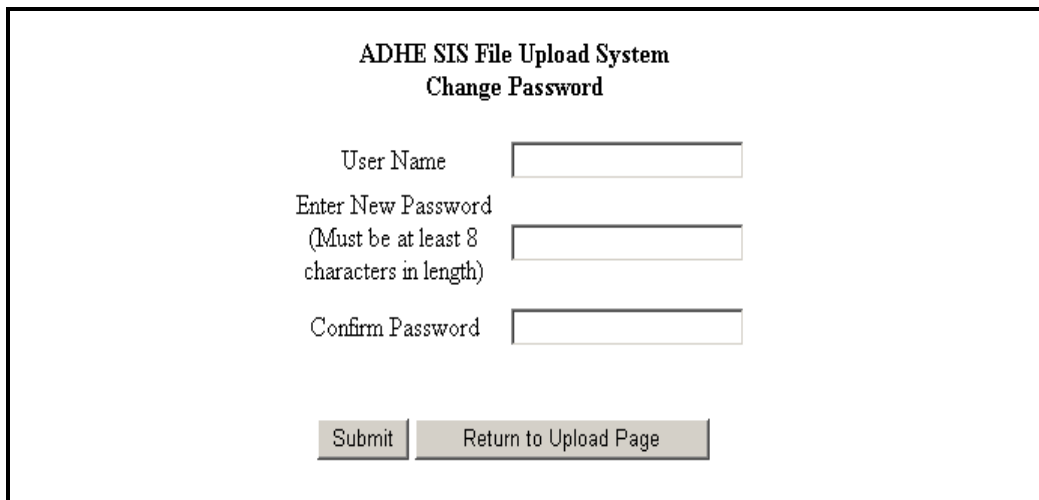
As a second example, a student registers only for fall courses beginning on October 10. All associated records for him/her (student, course, registration, and instructor) are coded as 5, and he/she would not have any on-schedule records.

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

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

Changing Passwords

Changing Passwords

ADHE SIS File Upload System
Change Password

User Name   [   ]

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

Confirm Password   [   ]

[Submit]   [Return to Upload Page]

Changing Passwords, Figure 6.

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

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

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

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

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

ID Change for Student or Instructor Record Layout 1 .SSN

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

*International students with student visas may not have valid SSNs.
Also, 5 U.S.C. §552a allows students to withhold their SSN.
        Provide a Social Security Number in the format: XXXYYZZZZ

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

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

SSNs with the <u>first three</u> digits of:
- 000
- 666
- 900 series

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

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

SSA has never assigned an SSN with the second two digits of 00 or the last four digits of 0000.

For more information on invalid SSNs, please see:
        US Search: Structure of Social Security Numbers: http://www.usrecordsearch.com/ssn.htm,
        Social Security Number Verification Service: http://www.ssa.gov/employer/ssnweb.htm
        Social Security Number Randomization: http://ssa.gov/employer/randomizationfaqs.html

The file naming convention is: **<institutional abbr>.**

Field Name	Field #	Length	Description
Record Type	1	2	Enter 02 for detail record
Data Type	3	1	Enter C for identification number change record
Original Identification Number	4	9	Enter the social security number or college identification number reported in previous submissions
New Identification Number	13	**9**	**Enter the corrected or current social security number or college** identification number reported in previous submissions.
Date of Birth	22	8	Enter the date of birth for the student or instructor's date. If the birth date is known, use the first two positions to designate the month, the second two positions for the day, and the last four positions for the year. Ex: MMDDYYYY where: MM = month (1 - 12) DD = day (1 - 31) YYYY = year (0000 - 9999) If birth date is unknown, enter eight zeros.

Change Record Type	30	1	Enter the type of identification number type to be changed.
			        1 = Student Record
			        4 = Instructor Record
			Note:
			- Student changes will be applied to all instances of the original number at the reporting institution in the: Student Table, Graduated Student Table, Athlete Table, Registration Table, Fall Cohort Table, and Athlete Cohort Table.
			- Instructor changes will be applied to all instances of the original number at the reporting institution in the: Instructor Table, Annual Instructor Table, and Course Table.

ID Change for Student or Instructor
Record Layout 2
.SSN2

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

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

Field Name	Field #	Length	Description
Record Type	1	2	Enter 02 for detail record
Data Type	3	1	Enter C for identification number change
Term	4	1	Term to be changed
Original Identification Number	5	9	Enter the social security number or college identification number reported in previous submissions
New Identification Number	14	9	Enter the corrected or current social security number or college identification number reported in previous submissions.
Date of Birth	23	8	Enter the date of birth for the student or instructor's date. If the birth date is known, use the first two positions to designate the month, the second two positions for the day, and the last four positions for the year. Ex: MMDDYYYY where: MM = month (01-12) DD = day (01-31) YYYY = year (0000 – 9999) If birth date is unknown, enter eight zeros.
Change of Record Type	31	1	Enter the type of identification number type to be changed. 1 = Student Record 4 = Instructor Record **Note:** 1. Student changes will be applied to all instances of the original number at the reporting institution in the: Student Table, Graduated Student Table, Athlete Table, and Registration Table. 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 or restoring to the cohort table.
Identification Number	4	9	Enter the social security number or college identification number reported in previous submissions.
Change Record Type	13	1	Enter the documented reason for change. 1 = The student is deceased or is totally and permanently disabled and thus unable to return to school. 2 = The student left school to serve in the armed forces, (DO NOT include students already in the military who transfer to another duty station.) 3 = The student left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps. 4 = The student left school to serve on an official church mission. 9 = Restore student to cohort **Note:** • 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 <u>GUP</u> FILE:
<School Abbreviation><YR>.GUP   (YR = two-digit academic year)

Public

Term Files

PUBLIC

STUDENT

Student File Layout

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

DATA RECORD: (ONCE FOR EACH STUDENT)

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

Student File Layout

Field Name	db Name	Field #	Length	Valid Choices
Math Placement Status	math_placement_stat	133	1	1 - 3, 8, 9
English Test Type	test_type_english	134	1	0 - 5, 7, 9, **A, R**
English Score	test_english	135	3	
English Placement Status	english_placement_stat	138	1	1 - 3, 8, 9
Reading Test Type	test_type_reading	139	1	0 - 5, 7, 9, **A, R**
Reading Score	test_reading	140	3	
Reading Placement Status	reading_placement_stat	143	1	1 - 3, 8, 9
ACT Science Reasoning Score	test_science	144	2	01 - 36, 99
Career Readiness	**career_readiness**	**146**	**1**	**1, 2, 3**
Filler		147	7	Pad with 7 spaces
First Degree Major Code	degree_1	154	4	
Second Degree Major Code	degree_2	158	4	
Uteach	uteach	162	1	1, 2
GED test score, if applicable	ged_test_score	163	4	0000-9999

TRAILER RECORD: (ONCE PER FILE)

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

Student 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.

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

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

WHO TO EXCLUDE:

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

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

Student Field Definitions

Name	#	Length	Field Description
SISDB Student ID ssn_id	15	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see Note C. below. a. If a new (changed) ID is being reported for this student, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student ID)" for working with Alternate SISDB Student ID.
Student Name student_name	30	30	Enter student's last name (comma, space), first name (space), middle initial (period space), and then enter suffix, if applicable. Example: Brown, William J. Jr.
Current Legal Residence State resident_state	60	2	Enter the two-digit state code associated with the student's current legal residence. See Appendix C for a list of state codes. Students should be coded as 04 (Arkansas) only if he/she meets the criteria for current legal residence outlined in Appendix H.
Geographic Origin – AR or Border Counties geo_county	62	3	Enter the three-digit county code associated with the student's legal residence at the time of admission to the institution. This entry includes all Arkansas counties and selected border counties in states that are contiguous to Arkansas. See county codes in Appendix B. **County must be located in geo_state below.** NOTE: Code 000 may be assigned to no more than 5% of an Institution's students.
Geographic Origin –State or Nation geo_state	65	2	Enter the two-digit state 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. **Must be the state where the geo_county is located.** Refer to the definitions of current legal residence (Appendix H) and geographic origin in the Glossary (Appendix G).
Tuition Status res_tuition_status	67	1	Enter the student's status according to the type of tuition charged: 0 = In-state 1 = Out-of-state 2 = In-district 3 = Out-of-district (see note 4) NOTE: 1. Universities, two-year branch campuses, and technical colleges must use 0 or 1. 2. Community colleges must use 1, 2, or 3. 3. Report code 1 if a student's residency is not Arkansas including those who reside in a border county. 4. Enter code 3 when a student is an Arkansas resident but not within the community college's taxing district.
Border County Waiver tuition_waiver	68	1	Report if this student receives a tuition waiver due to residency in one of the out-of-state border counties identified in Appendix B. 1 = Student does not receive border county waiver 2 = Student receives border county waiver

Student Field Definitions

Name	#	Length	Field Description
Gender gender	69	1	Enter the gender of student. 1 = Male 2 = Female
Non-resident Alien or Unknown non_resident_alien	70	2	Enter the appropriate code to indicate the student's race/ethnicity or foreign residency classification. 06= Non-Resident Alien 09 = Unknown or Refused to answer (for citizens or resident aliens) 00 = Not Applicable The student should be coded as 09, if (in the race/ethnic fields) a student response is: • no ones [all 2s (No)] or • all zeros (Refused to Report) or • any combination thereof 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. Designations are used for cohort reporting purposes only. Refer to the Glossary (Appendix G) for definitions. NOTE: No more than 5% of an institution's students may be assigned to code 09.
Date of Birth date_of_birth	74	8	If the birth date is known, enter the student's Month/ Day/ Year of birth. Format: MMDDYYYY where: MM = month (01 - 12) DD = day (01 - 31) YYYY = year (0000 - 9999) Use: the first two positions to designate the 2-digit month, the second two positions for the 2-digit day, and the last four positions for the 4-digit year. If the birth date is not known, enter eight zeros in this field. (No spaces!) NOTE: A warning is generated when the student's age is younger than 13 years and greater than 80 years as of July 1 of the reporting year.

Student Field Definitions

Name	#	Length	Field Description
Enrollment Status enroll_status	82	2	Enter the student's current status at your institution. See Glossary (Appendix G) for definitions of enrollment status. 01 = First-time entering undergraduate 02 = Other first-year continuing student 03 = First-time entering undergraduate transfer student 04 = First-time entering graduate student 05 = First-time entering doctoral student 06 = Continuing undergraduate student 07 = Continuing graduate or doctoral student 08 = Readmitted undergraduate student 09 = Unclassified pre-baccalaureate 10 = Unclassified post-baccalaureate 11 = **First-Time Entering** Graduate Transfer 12 = Readmitted graduate student 13 = High school student 14 = Undergraduate transfer TRANSIENT student 15 = Unclassified post-baccalaureate graduate student NOTES: • **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.

Student Field Definitions

Enroll_Status	Student Type	Student_Level
13 = High school student	High School Students	13 = High school student 14 = High school senior
01 = First-time entering undergraduate 02 = Other first-year continuing student 03 = First-time entering undergraduate transfer student 06 = Continuing undergraduate student 08 = Readmitted undergraduate student 09 = Unclassified pre-baccalaureate 14 = Undergraduate transfer TRANSIENT student 10 = Unclassified post-baccalaureate: undergraduate student	Undergraduate Students	00 = Unclassified undergraduate 01 = Freshman 02 = Sophomore 03 = Junior 04 = Senior 10 = Unclassified post-baccalaureate
04 = First-time entering graduate student 11 = **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 or Certificate/Degree 07 = Doctoral - Research/Specialist 08 = Doctoral - Other 09 = Doctoral - Professional Practice 11 = Unclassified graduate

Name	#	Length	Field Description

Transfer Institution FICE Code
 	
transfer_fice
	84	6	Enter the FICE code from the student's transfer institution.
			
			If enrollment status (field 82) is coded as 03, 04, 05 or 11, a FICE code for the transfer institution must be reported.
			
			If transfer institution is in state:
			    Enter the fice code (See Appendix A for Institutional FICE Code.)
			
			If transfer institution is out of state:
			    Enter the state Code + 9999
			        ex: Alabama = 019999 (See Appendix C for list of state codes.)
			
			If student is not reported as a transfer in field 82, leave six blank spaces.
			
			NOTE:
			
			All first-time graduate and first-time first-professional students must have a transfer institution FICE code. If the student completed his/her undergraduate work at the same institution, report the FICE code of the undergraduate institution. Code 999999 should apply to no more than 5% of an institution's transfer students.

Student Field Definitions

Name	#	Length	Field Description
Student Level student_level	90	2	Enter the code that describes the level of total requirements the student has finished toward the completion of the certificate or degree program in which the student is enrolled as of census date. The code should describe the student's level at the reporting institution. See the Glossary (Appendix G) for definitions of student level. 00 = Unclassified undergraduate (see note 4) 01 = Freshman 02 = Sophomore 03 = Junior 04 = Senior 05 = Master's level 06 = Post-Baccalaureate Certificate orSpecialist or First-Professional Certificate/Degree 07 = Doctoral - Research/Specialist 08 = Doctoral - Other 09 = Doctoral - Professional Practice 10 = Unclassified post-baccalaureate (see note 3) 11 = Unclassified graduate (see note 5) 13 = High school student**, but <u>NOT</u> a high school senior** 14 = High school **senior** NOTES: 1. If a student is taking undergraduate coursework and can be classified as a freshman (01), sophomore (02), junior (03), senior (04), high school (13), 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.

Student Field Definitions

Name	#	Length	Field Description
Degree Intent degree_intent	92	1	Enter the code corresponding to the student's degree intent. 2 = Degree-seeking, complete baccalaureate level program at reporting institution (universities only) 3 = Non-award or non-degree seeking 4 = Degree-seeking, complete associate level program 6 = Degree-seeking, complete baccalaureate level (or higher) program at another institution after transfer 7 = Degree-seeking, complete Certificate of Proficiency 8 = Degree-seeking, complete Technical Certificate 9 = Degree-seeking, but not an undergraduate student D = Diploma-seeking (to be used by BSN or JSN only) NOTE: A high school student must be reported as non-degree-seeking until the college or the university matriculates the student.
Attendance Status attend_status	93	1	Enter the student's status according to the credit hours reported for this student in this submission. 0 = Full-time 1 = Part-Time For FALL or SPRING: Full-time: Undergraduate is >= 12 hr; Graduate >=9 hr Part-time: Undergraduate is < 12 hr; Graduate < 9 hr For SUMMER I or SUMMER II: Full-time Undergraduate is >= 6 hr; Graduate >= 5 hr Part-time Undergraduate is < 6 hr; Graduate < 5hr NOTE: 1. Enter 0 if the student is enrolled only in an interim term. 2. For all First Professional students (ex., law school students), the definition of full-time status is to be determined by the institution.
Total Credit Hours TotalCrHours	94	2	Enter the number of total credit hours in which the student is enrolled at your institution.

Student Field Definitions

Name	#	Length	Field Description
High School GPA high_school_gpa	100	4	Enter the high school GPA for students who are under 26 years of age (age 25 or younger), first-time, full-time, and degree or technical certificate seeking freshmen completing high school, on a 4.0 scale within the last five years (AP courses may exceed 4.0). This is needed to facilitate expansion of the Student Success Report that is prepared annually by ACT as feedback to the high schools and institutions to more fully address college success factors related to college preparation. GPA Syntax – This field is LEFT-aligned. Please drop the decimal point and use all 4 spaces. Examples: (a) a GPA of 3.50 should be reported as 3500; (b) a GPA of 1.00 should be reported as 1000; (c) a GPA of 2.875 should be reported as 2875; and so forth. NOTE: 1. If the student is in this cohort, enter their GPA. 2. If the student is in this cohort and you absolutely cannot get their GPA, leave this field blank. Note that this will generate an error which will necessitate the use of an exception request. 3. Ensure that all GPA's are on a 4.0 scale – convert them if necessary. 4. Enter four zeroes (0000) for all other students.
For reference: Field 70: 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* 70 = 06 or 09, insert 0's in all race/ethnicity fields. If *Field* 70 = 00, more than one race (fields 106, 107, 109, 110, 111) may apply. If *Field* 70 = 00 and Hispanic = 1, more than one race may apply.			
Asian [Race] asian	106	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Black [Race] black	107	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Hispanic [Ethnicity] hispanic	108	1	If Hispanic is chosen, one or more race may apply. 1 = Yes 2 = No 0 = Refused to report or not applicable
American Indian [Race] amerind	109	1	1 = Yes 2 = No 0 = Refused to report or not applicable
White [Race] white	110	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Native Hawaiian [Race] Hawaiian	111	1	1 = Yes 2 = No 0 = Refused to report or not applicable

Student Field Definitions

Name	#	Length	Field Description
High School Code hs_code	112	6	**High School codes will only be required for students that are first-time entering 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 <u>Arkansas</u> 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. Insert the high school code as follows.

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

Student Field Definitions

Name	#	Length	Field Description
High School Graduation Year hs_grad_year	118	4	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.
High School Completion Status diploma_ged	123	1	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**

Student Field Definitions

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

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

Concurrent High School Students			
High School Students (student level = 13/14 or enroll status = 13)			
Course Levels 7 & 8	**Math** (defined as 27.0101 or 27.0102)	**English** (defined as 23.1301 or 23.1304)	**Reading** (defined as NOT 23.1301, 23.1304, 27.0101, or 27.0102)
ACT	19	19	19
SAT	460	450	470
Asset	39	45	43
Compass	41	80	83
Explore	15	14	14
Plan	17	16	15
PSAT	46	45	47
Accuplacer	77	83	78
Redesigned SAT	500	26	26
NOTE: Ignore Academic Type for course levels 7-9 as course levels 7/8 are defined as general education and course level 9 is defined as career technical education.			

Dual Enrolled High School Students			
student level = 13/14 or enroll status = 13 *AND* Course Academic Type = 1			
Course Levels 1 & 2 (**not 0, 7, 8, or 9**)	**Math** (defined as 27.0101 or 27.0102)	**English** (defined as 23.1301 or 23.1304)	**Reading** (defined as NOT 23.1301, 23.1304, 27.0101, or 27.0102)
ACT	19	19	19
SAT	460	450	470
Asset	39	45	43
Compass	41	80	83
Explore	15	14	14
Plan	17	16	15
PSAT	46	45	47
Accuplacer	77	83	78
Redesigned SAT	500	26	26

Student Field Definitions

Course Level 0	Math (defined as 32.MATH, 32.MAEN, 32.MARE, or 32.COMB)	English (defined as 32.ENGL, 32.MAEN, 32.ENRE, or 32.COMB)	Reading (defined as 32.READ, 32.MARE, 32.ENRE, or 32.COMB)
High School <u>Seniors</u> Enrolling in Remedial Courses			
student level = 14			
High school seniors must have a minimum score of 17 on the ACT (or its equivalent) to enroll in a remedial course.			
ACT	17	17	17
SAT	420	420	430
Asset	34	44	41
Compass	26	67	77
Explore	14	13	13
Plan	15	14	14
PSAT	42	42	43
Accuplacer	77	83	78
Redesigned SAT	500	26	26

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

Student Field Definitions

Freshmen Assessment Policy

The Freshman Assessment Policy was amended by AHECB resolution in April 2012. The data collection for this group of students will take effect in Academic Year 2013-2014. This will require collection of test scores (ACT, etc.) for all students enrolling in English composition or math courses that meet the requirements for the 35-credit hour state minimum general education core.

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

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

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

Cutoff Scores Per AHECB Policy:

Test Type	Valid Score	Freshman and Concurrent Students			Freshman	Freshman CTE Major
		English	Reading	Math (MATH1103) College Algebra	Math (MATH1003) College Math	Math (MATH1013) Applied Technical Mathematics
0-ACT	1-36	19	19	19	19	16
1-SAT	Individual test: 200-800 Composite: 400-1600	450	470	460	460	460
2-Asset	Math: 23-55 Writing: 23-54 Reading: 23-53	45	43	39	39	31
3-Compass	1-99	80	83	41	36	21
4-Explore	1-25	14	14	15		
5-Plan	1-32	16	15	17		
6-PSAT	20-80	45	47	46		
A-Accuplacer	20-120	83	78	77		
R-Redesigned SAT	200-800	26	26	500		

Student Field Definitions

<u>Math</u>: **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).**

<u>English</u>: **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).**

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

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

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

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

Student Field Definitions

Please use the following definitions for fields 129-143.

Test Used for Placement	Enter the code corresponding to the test type used to place the student in math, English, or reading.
	
	0 = ACT
	1 = SAT
	2 = ASSET
	3 = COMPASS
	4 = EXPLORE (high school students only)
	5 = PLAN (high school students only)
	6 = PSAT (high school students only)
	7 = Test not required
	9 = Does not apply
	A = Accuplacer
	R = Resdesigned SAT
	
	NOTES:
	1. This field is required for first-time entering, degree-seeking freshmen (degree intent of 2, 4, or 6), high school students, and state-assisted students.
	    (Note that the Clarifying Memo of July 2, 2010 exempts transfer students.)
	2. If the student enroll status is coded as first-time entering undergraduate and degree intent indicates either associate or baccalaureate degree seeking, code 0, 1, 2, 3, 4, or 5 must be reported in this field.
	3. If test option 0, 1, 2, 3, 4, 5, or 6 is reported, a score must be reported in the score field (test_math, test_English, or test_reading).
	4. If student has not been tested and is placed in remediation, enter:
	    - 2 for the test type
	    - 999 for the score.
	5. If code 7 is reported, first-time entering student must be certificate or non-degree seeking (degree intent of 3, 7, or 8).
	6. Test scores are to be reported for students
	    - whose degree intent changes from non-degree to degree-seeking
	    - non-degree-seeking students who enroll in mathematics or English composition.
	
	(Per admission policies approved by AHECB, " . . . Appropriate tests for placement must be completed by non-degree-seeking students [e.g., high school students] prior to entering a degree program or enrolling in mathematics or English composition [including reading].")

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

Student Field Definitions

Name	#	Length	Field Description
Test Used for Math Placement test_type_math	129	1	Enter the code corresponding to the test type used to place student in math. Refer to definition.
Math Score test_math	130	3	Enter the student's math test score from the test type indicated in the test for math placement (field 129). If the test type was: 0, ACT, enter the math score 1, SAT, enter the math score 2, ASSET, enter the intermediate algebra test score. If the student took any other parts of the ASSET for math, enter 999 in the field. 3, COMPASS. There are three (3) different types of Compass scores resulting from basically the same Compass exam. These scores are referred by ACT as Pre-Algebra, Algebra, and College Algebra. If: - Pre-Algebra, enter 999. - Algebra, enter the score earned - College Algebra, use concordance Tables 6 and 7 provided by ACT https://www.act.org/compass/pdf/Concordance.pdf to translate the score into an appropriate Algebra score. While ACT does not recommend this practice of translating scores, ADHE requires that the score used to be the equivalent of the Compass Algebra score.
Math Placement Status math_placement_stat	133	1	Enter the code corresponding to the student's math placement status regardless of whether or not the student was enrolled in math during the reporting term. Refer to definition. If a math score of 999 was entered, a value of 3 must be entered for the math placement status field.
Test Used for English Placement test_type_english	134	1	Enter the code corresponding to the test type used to place the student in English. Refer to definition.
English Score test_english	135	3	Enter the student's English test score from the test type indicated in the English placement test field. If the test type was: - SAT(including TSWE), enter the writing score - ASSETT, enter the language usage score
English Placement Status english_placement_stat	138	1	Enter the code corresponding to the student's English placement status regardless of whether or not the student was enrolled in English during the reporting term. Refer to definition. If an English score of 999 is entered, a value of 3 must be entered for the English placement status field.
Test Used for Reading Placement test_type_reading	139	1	Enter the code corresponding to the test type used to place the student in reading. Refer to definition.

Student Field Definitions

Name	#	Length	Field Description
Reading Score test_reading	140	3	Enter the student's reading test score If the test type was: - SAT, enter the critical reading score
Reading Placement Status reading_placement _stat	143	1	Enter the code corresponding to the student's reading placement status regardless of whether or not the student was enrolled in reading during the reporting term. Refer to definition. If a reading score of 999 is entered, a value of 3 must be entered for the reading placement status field.
ACT Science Reasoning Score test_science	144	2	Enter the student's ACT science reasoning score if the student took the ACT. If the student did not take the ACT, enter "99". If ACT composite score is reported (field 125) and the student is a first-time entering freshman, a valid score must be entered. NOTE: 1. This field is required for first-time entering undergraduates. 2. If student is coded as first-time entering undergraduate for enrollment status (field 82) and degree intent (field 92) indicates either associate or baccalaureate degree seeking, a score must be reported in field 144 if the test score is an ACT.

Career Readiness
 	
career_readiness
	146	**1**	**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?
			
			    1 = Yes
			    2 = No
			    3 = Unknown/ Not Applicable

First Degree / Major Code degree_1	154	4	Enter the student's primary major from your institution's list of valid degree/major codes. If undeclared, enter 0010.
Second Degree / Major Code degree_2	158	4	Enter the student's second major from your institution's list of valid degree/major codes. NOTE: Do NOT report the same degree code entered in field 154. Leave blank spaces if this field does not apply to this student.

Student Field Definitions

Name	#	Length	Field Description
UTeach	162	1	Is the student: - majoring in an education field (defined as CIP 13) OR - in a major or minor that is part of a teacher preparation program (but is not in CIP 13). This is very similar to the graduate file, fields EE_CIP_CODE and EE_CIP_DETAIL, and is designed to identify such students before graduation. 1 = Yes 2 = No
GED Test Score, if applicable ged_test_score	163	4	Please provide the student's GED test score if they have a GED. All GED students should have a 1 or 5 on the diploma_ged field. If no composite is provided, simply average all subject scores to obtain a composite. Use integers only in the field and zero-fill the score so that a score of 150 is shown as 0150. (The new version of Arkansas GED tests, effective 1/1/2014, are on a different scale from past scores.)

CREDIT

COURSE

Credit Course File Layout

Field Name	Field #	Length	Valid Choices
Record Type	1	2	01
Data Type	3	1	5
College Fice Code	4	6	000001 - 999999
Academic Year	10	4	YYYY
Filler	14	2	pad with 2 spaces

DATA RECORD: (ONCE FOR EACH STUDENT)

Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	5
Course Term	term	4	1	0 - 7
Unique Course Sequence Number	sequence	5	6	0 - 999999
Technical Institute Funding (applies only to ATU, UAM, & ASUJ)	tech_inst_funding	11	1	O = Ozark; C = Crossett M = McGehee; T = Marked Tree
Course Title	course_name	12	30	N A
Course Number	**course_number**	**42**	**10**	**Include Dept Abbrev**
~~Course Section Number~~	~~course_section~~	~~52~~	~~3~~	~~N A~~
Filler		**52**	**3**	**Pad with 3 spaces**
Course Program-Level	cip_2010_code	55	2	01, 03-05, 09-16, 19, 21-54, 60
Course Detail-Level	cip_2010_detail	57	4	0000 - 9999
Course Type	course_type	61	1	1 - 2
Course Method	delv_method	62	2	01 - 21, 98, 99
Technology Type	technology	64	2	00, WB, SS, OT
Course Credit Hours	credit_hours	66	2	01 - 99
Course Level	course_level	68	1	X, 0 - 9, A
Remedial Course Level	remedial_level	69	1	1 - 3
ACT Course	acts_course	70	1	1 - 2
SISDB Instructor ID	ssn_id	71	9	See File Specifications for valid ssn's.
Linked Course Indicator	link_indicator	80	1	0 - 2
Linked Unique Course Sequence Number	link_sequence	81	6	000000 - 999999
Course Enrollment	enrollment	87	4	0001 – 9999
Academic Type	academic_type	91	1	1, 2, 3
Filler		92	1	Pad with 1 spaces
Department Code	dept_code	93	4	N A
Receiving Course Location	recv_locn	97	2	0X, 00 - 12, 77, 98, ~~99~~
In- or Out-of-District Status	in_district	99	1	1 - 3

Credit Course File Layout

Field Name	db Name	Field #	Length	Valid Choices
Non-traditional Site	location	100	30	
County Code	county_code	130	3	000 - 075
Filler		133	1	Pad with space
ACTS Course Number	acts_course_number	134	9	
College Instructor ID	college_id	143	10	(Optional)
Course Section Number	**course_section_4**	**153**	**4**	**N A**

TRAILER RECORD: (ONCE PER FILE)

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

Credit Course Field Definitions

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

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

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

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

Credit Course Field Definitions

Name	#	Length	Field Description
Technical Institute Funding tech_inst_funding	11	1	For ASUJ, ATU, and UAM only. Identify courses that should be excluded from the funding formula. Technical, occupational, or vocational courses offered by what were the technical institutes at Ozark, Crossett, and McGehee should be excluded from the funding formula in order to avoid double funding. All other schools, please leave this field blank O=Ozark C=Crossett M=McGehee T=Marked Tree
Course Title course_name	12	30	Enter the title of the course. Examples: Elementary Statistics; Manufacturing Processes
Course Number course_number	42	10	Enter the course/catalog number for the course. Examples: GEOG 496, MATH 1102, BUS 318
~~Course Section~~ ~~course_section~~	~~52~~	~~3~~	~~Enter the section number for the course.~~

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

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

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

Credit Course Field Definitions

Name	#	Length	Field Description
Course CIP Code, Program-Level cip_2010_code	55	2	Enter the program-level CIP code (first 2 digits) for this course. See the NCES publication Classification of Instructional Programs, 2010 Edition. Note: 1. The CIP code must match the course curriculum but may or may not be the same as the academic program offering the course. Example A: A business program class (e.g., BUS496) should be assigned a 52 CIP code. Example B: An English course delivered by a general education program has a 23, not a 24, CIP code. 2. Remedial courses: • A 32 CIP code must be assigned to any remedial-level English, mathematics, or reading course • The course level (field 68) must be coded as remedial, 0. 3. Other 32 CIP courses: • courses that serve as an orientation to your college or university • basic skills courses.
Course CIP Detail-Level cip_2010_detail	57	4	Enter the detail-level CIP code (last 4 digits) for this course. See the Classification of Instructional Programs 2010 edition. ALL SHOULD NOT BE ZEROS. See chart above for remedial courses.
Course Type course_type	61	1	Enter the type of course according to whether it meets as an organized or individualized format (see definitions below). 1 = Organized course 2 = Individualized course Note: An organized course is provided principally by regularly scheduled classes in classrooms or other instructional facilities at stated times (e.g., lecture, seminar). An individualized instruction course is not conducted in regularly scheduled class meetings (e.g., individual lessons, private study).Assign code "1" if the course type cannot be differentiated.

Credit Course Field Definitions

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

Credit Course Field Definitions

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

Name	#	Length	Field Description
Technology Type technology	64	2	For all courses that use telecommunications to deliver 50% or more of the course content, please use the following codes to designate the type of technology used. Note that this is not the technology used to support instruction in the classroom but is technology used the deliver the course content. 　00　=　Not Applicable, course method is not telecommunications 　WB　=　Web-Based 　SS　=　Site-to-Site 　OT　=　Other NOTE: Use codes WB, SS, or OT only if delv_method field is coded as 20. SREB Definition: Web-Based (WB) – courses delivered over the Internet (Web delivery); Site-to-Site (SS) – courses delivered through special facilities for site-to-site two-way audio-video (compressed video); and Other (OT) – courses delivered via satellite, cable TV, broadcast TV/radio, closed-circuit, video tape, CD ROMS, DVDs, e-mail, etc. The previous codes used in the SISDB would cross-walk to the new codes as follows.
Course Credit Hours credit_hours	66	2	Enter the credit hour value of this course. Enter 0 only if the course is zero credit, such as a lab or shop class.

Credit Course Field Definitions

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

Credit Course Field Definitions

Name	#	Length	Field Description
Remedial Course Level remedial_level	69	1	Per Clarifying Memo of 9/28/2012. If Course-level (field 68) = 0, you must enter the level of course remediation. 1 = Lowest Level Remedial (1 per subject) 2 = Medium Level Remedial 3 = Highest Level Remedial (1 per subject) Follow these guidelines for coding the remedial level taking into account the exceptions below: 1. If there is only 1 remedial course in the subject area, use code 3. 2. If there are only 2 remedial courses in the subject area, the lowest should be 1 and the highest 3. 3. The general rule is to have only one 3 (highest) and one 1 (lowest) with all other courses being noted as 2 (mid-level) within the subject area. 4. Exceptions: If your institution has revised your remedial courses, the remedial level should be chosen based on the designed intent of the course as follows: a) If course is designed so that the student can complete the course curriculum and satisfy all remedial requirements in the subject area (math, English, or reading) thereby allowing the student to enroll in college level coursework in the subject area, then the remedial level must be 3. b) If course is designed so that the student can complete the course curriculum and satisfy all remedial requirements in the subject area (math, English, or reading) except for one remaining remedial course in the subject area, thereby allowing the student to enroll in that one remaining remedial course, then the remedial level must be 2. c) If course is designed so that the student can complete the course curriculum and satisfy all remedial requirements in the subject area (math, English, or reading) except for two or more remaining remedial courses in the subject area, thereby allowing the student to enroll in one of the two or more remaining remedial courses, then the remedial level must be 1. **NOTE**: (1) The above is based on the design of the course. Data provided to ADHE on courses must be based on the design and intent of the course and not the progress, or lack thereof, of the specific student. (2) Based on the above, it is possible that all remedial courses at your institution may be remedial level 3. **SPECIAL NOTE**: Remember that for all students enrolled in Remedial Level 3 courses that earn a passing grade (A, B, C, S, CR, or R), the institution must provide a post-test score unless the institution has an approved Student Success Plan on file with ADHE.
ACTS acts_course	70	1	Is this course part of the Arkansas Course Transfer System? 1 = Yes 2 = No

Credit Course Field Definitions

Name	#	Length	Field Description

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

Credit Course Field Definitions

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

Credit Course Field Definitions

Name	#	Length	Field Description
Academic Type academic_type	91	1	Please specify the type of academic course as noted below. 1 = General Education Course 2 = Career Technical Education (CTE) Course 3 = Other
Department Code dept_code	93	4	Enter the department code for this course from the list of valid codes for your institution. If course is team taught, enter the code for the unit budgeted for this course.

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

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

Per Clarifying Memo of 6/22/2012:

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

Credit Course Field Definitions

Name	#	Length	Field Description
Receiving Course Location recv_locn	97	2	Enter the location where this course is received (i.e. location of students). Per Clarifying Memo of 6/22/2012: The new code is 0X (the number zero and the capital letter X). This new code stands for Branch Campus or Alternate Site: On-Campus. Note that this provides two codes for Branch Campus or Alternate Site – one for On-Campus and one for Off-Campus. Notes: (1) If the course is delivered at non-traditional sites and/or via distance learning (not recv_locn code 00), complete field 100 (non-traditional site/location). (2) If the course is a combined lecture/lab/clinical type of course and the lecture portion is on-campus and the lab/clinical portion is off-campus, report the entire course as on-campus. (3) If however, the lecture and lab/clinical are reported as separate courses and the lab/clinical portion is off-campus, report the course as off-campus. (4) The courses in any of the above locations may be delivered via distance education (telecommunications/correspondence). However, code 77 (student's home) should be used for the traditional online course even though the student could be at work, at the mall, or other locations. Use code 77 for all correspondence courses as well.
In- or Out-of-District Status in_district	99	1	Enter code describing in- or out-of-district status, if a community college. 1 = Not applicable (4-year institutions) (2-year branch campuses, and technical colleges only) 2 = Course taught in-district 3 = Course taught out-of-district Note: Community colleges must enter a 2 or 3. See Glossary (Appendix G.) for definitions of in- and out-of-district.
Non-traditional Sites location	100	30	(see table below)

If Receiving Location (Field 97):	Location:
00 (On-campus),	Blank spaces
OX (On-Campus) (Zero and capital X)	Name of Specific Site
01-02, 04-10, 98 or 99 (Non-traditional site or via distance learning)	Name of specific site
03 (AR public high school)	See Appendix D
11 or 12 (Secondary Area Center	See Appendix E
77 (Student's home)	"Student's Home"

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

Credit Course Field Definitions

Name	#	Length	Field Description

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

ACTS Course Number acts_course_ number	134	9	Enter the ACT course index. See Appendix J. You may contact ADHE's Planning and Accountability Office for a current copy of the ACT Course Index Number list. ACTS course index must EXACTLY match those in Appendix J.
College Instructor ID (Optional)	143	10	OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.
Course Section **course_section_4**	**153**	**4**	**Enter the section number for the course.**

Example 1. Course Offered with Geography and History

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

Course: International Studies

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

Example 2. Course Offered for Undergraduate and Graduate Credit

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

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

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

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

Course: General Psychology

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

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

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

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

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

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

Course: General Biology

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

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

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

Course: Independent Study

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

REGISTRATION

AND

END-OF-TERM

Registration and End of Term File Layouts

HEADER RECORD: (ONCE PER FILE)

Field Name	Field #	Length	Valid Choices
Record Type	1	2	01
Data Type	3	1	6 = Registration OR 9 = End of Term
College Fice Code	4	6	000001 - 999999
Academic Year	10	4	YYYY
Filler	14	2	pad with 2 spaces

DATA RECORD: (ONCE FOR EACH STUDENT)

Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	6 = Registration 9 = End of Term
Registration Term	term	4	1	0 - 7
College Student ID	college_id	5	10	
SISDB Student ID	ssn_id	15	9	See File Specifications for valid ssn's.
Filler		**24**	**5**	**Pad with spaces**
Course Section	**course_section_4**	**29**	**4**	
Course Number	course_number	33	10	Include Dept Abbr
~~Course Section~~	~~course_section~~	~~43~~	~~3~~	
Filler		**43**	**3**	**Pad with spaces**
Course Sequence Number	sequence	46	6	
Free Tuition	free_tuition	52	1	1, 2

Registration and End of Term File Layouts

Fields 53-124 should only be completed when the End of Term File.				
Grade	grade	53	2	
Post Math Test Type	post_test_type_math	55	1	0 - 3, M, T, **A, R**
Post Math Score	post_test_math	56	3	000 - 999
Post English Test Type	post_test_type_english	59	1	0 - 3, C, E, T, **A, R**
Post English Score	post_test_english	60	3	000 - 999
Post Reading Test Type	post_test_type_reading	63	1	0 - 3, N, T, **A, R**
Post Reading Score	post_test_reading	64	3	000 - 999
State Aid	state_aid	67	1	1, 2
Filler		68	20	Pad with spaces
Undergraduate Term, Attempted Credit Hours	att_crhrs_term_ug	88	3	000 - 999
Undergraduate Term, Earned Credit Hours	earn_crhrs_term_ug	91	3	000 - 999
Undergraduate Term, GPA	gpa_term_ug	94	4	0000 - 4000
Undergraduate Cumulative, Attempt Credit Hr	att_crhrs_cumu_ug	98	3	000 - 999
Undergraduate Cumulative, Earned Credit Hr	earn_crhrs_cumu_ug	101	3	000 - 999
Undergraduate Cumulative, GPA	gpa_cumu_ug	104	4	0000 - 4000
Graduate Term, Attempted Credit Hours	att_crhrs_term_gr	108	3	000 - 999
Graduate Term, Earned Credit Hours	earn_crhrs_term_gr	111	3	000 - 999
Graduate Term, GPA	gpa_term_gr	114	4	0000 - 4000
Graduate Cumulative, Attempted Credit Hours	att_crhrs_cumu_gr	118	3	000 - 999
Graduate Cumulative, Earned Credit Hours	earn_crhrs_cumu_gr	121	3	000 - 999
Graduate Cumulative, GPA	gpa_cumu_gr	124	4	0000 - 4000

TRAILER RECORD: (ONCE PER FILE)

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

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

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

YY = two-digit actual year that the term occurred

Registration Field Definitions

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

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

Name	#	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter 6 for student registration record if a census date submission. Enter a 9 for student registration record if an end of term submission.
Registration Term term	4	1	Enter the term for this student's on-schedule registration record. If a student is registered for off-schedule hours, create a second record for this student and report the off-schedule hours there. 0=Summer 2 4=Summer 2 Off-Schedule 1=Fall 5=Fall Off-Schedule 2=Spring 6=Spring Off-Schedule 3=Summer 1 7=Summer 1 Off-Schedule
College Student ID College_id	5	10	OPTIONAL: If your institution has an assigned student ID, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.
SISDB Student ID ssn_id	15	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Course Section course_section_4	29	4	Enter the course section number as defined and identified in the Credit Course File. The section numbers in the two records must be identical.
Course Number course_number	33	10	Enter the course/catalog number as defined and identified in the Credit Course File. The course numbers in the two records must be identical.
Unique Course Sequence Number sequence	46	6	Enter the unique course sequence number as identified in the Credit Course File. The sequence numbers in the two records must be identical. If this registration is associated with a linked course, the registration must be reported using the appropriate primary or secondary course sequence number.

Registration Field Definitions

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

End of Term Field Definitions

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

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

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

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

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

End of Term Field Definitions

POST-TEST SCORES

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

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

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

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

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

Cutoff Scores Per AHECB Policy				
Test	SISDB Code	Math	English	Reading
ACT	0	>= 19	>= 19	>= 19
SAT	1	>= 460	>= 450	>= 470
Asset	2	>= 39	>= 45	>= 43
Compass - STEM Majors	3	>= 41	>= 80	>= 83
Compass - NON-STEM Majors	3	>= 36	>= 80	>= 83
Accuplacer	A	>= 77	>= 83	>= 78
Redesigned SAT	R	>=500	>= 26	>=26

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

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

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

End of Term Field Definitions

Note: Test scores are right aligned. (i.e. If field length is 3 and test score is 32, enter *0*32.)

Name	#	Length	Field Description

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

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

Post-English Test Type	59	1	For all students enrolled in remedial English courses at remedial course level 3 in which the student earned a passing or satisfactory grade, please enter the code corresponding to the test type used as an end-of-course assessment in English.
			
			      0 = ACT
			      1 = SAT
			      2 = ASSET
			      3 = COMPASS
			      C = Compass E-Write (2-8 scale)
			      E = Compass E-Write (2-12 scale)
			      T = TABE
			      A = Accuplacer
			      R = Redesigned SAT
			
			Note:
			This field is required for all students enrolled in developmental English courses defined as course level 0 (remedial) and remedial course level 3 (highest) and earning a passing or satisfactory grade.

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

End of Term Field Definitions

Name	#	Length	Field Description
Post-Reading Test Type	63	1	For all students enrolled in remedial reading courses at remedial course level 3 in which the student earned a passing or satisfactory grade, please enter the code corresponding to the test type used as an end-of-course assessment in reading. 0 = ACT 1 = SAT 2 = ASSET 3 = COMPASS N = Nelson-Denny T = TABE A = Accuplacer R = Redesigned SAT **Note:** This field is required for all students enrolled in developmental reading courses defined as course level 0 (remedial) and remedial course level 3 (highest) and earning a passing or satisfactory grade.
Post-Reading Score	64	3	For all students enrolled in remedial reading courses at remedial course level 3 in which the student earned a passing or satisfactory grade, please enter the student's reading test score from the test type indicated in the reading test type field. If no test was taken, leave blank. **Note:** For all TABE scores, please multiply the score by 10 and drop the decimal, so that a 12.9 is entered as 129, etc.
State Aid State_aid	67	1	Did the student receive state financial assistance? 1 = Yes 2 = No State Assistance is defined as: A state-supported scholarship, grant, tuition waiver, or tuition reimbursement funded with state funds or net proceeds from the state lottery awarded by: (A) The Department of Higher Education; or (B) A scholarship or grant awarded by an institution of higher education in this state in whole or in part by state funds, including without limitation: (i) Scholarships awarded on the basis of entrance exam scores or high school academic achievement; (ii) Tuition waivers based on age, military service, occupation, or other factors; (iii) Out-of-state tuition waivers for undergraduate students from contiguous states in close proximity to a college or university; (iv) Scholarships for transfers from two-year institutions; (v) Performance scholarships for band, musical performing groups, arts, theater, forensics, and similar activities that are not awarded on the basis of entrance exam scores or high school academic achievement; and (vi) Any other publicly funded program under which students are not charged or are reimbursed by the institution of higher education for tuition, fees, books, or other costs of attendance.

End of Term Field Definitions

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

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

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

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

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

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

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

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

End of Term Field Definitions

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

Name	#	Length	Field Description
Undergraduate Term Credit Hours, Attempted att_crhrs_term_ug	88	3	Enter the total credit hours attempted by the student for the completed term as an undergraduate student.
Undergraduate Term Credit Hours, Earned earn_crhrs_term_ug	91	3	Enter the total credit hours earned by the student for the completed term as an undergraduate student.
Undergraduate Term, GPA gpa_term_ug	94	4	Enter the grade point average (GPA) for the completed term for the student as an undergraduate student.
Undergraduate Cumulative Credit Hours, Attempted att_crhrs_cumu_ug	98	3	Enter the total credit hours attempted by the student for the cumulative time period at your institution as an undergraduate student. This is to be cumulative credit hours attempted at your institution only.
Undergraduate Cumulative Credit Hours, Earned earn_crhrs_cumu_ug	101	3	Enter the total credit hours earned by the student for the cumulative time period at your institution as an undergraduate student. This is to be cumulative credit hours earned at your institution only.
Undergraduate Cumulative, GPA gpa_cumu_ug	104	4	Enter the grade point average (GPA) for the student's cumulative history at your institution only as an undergraduate student.
Graduate Term Credit Hours, Attempted att_crhrs_term_gr	108	3	Enter the total credit hours attempted by the student for the completed term as a graduate student.
Graduate Term Credit Hours, Earned earn_crhrs_term_gr	111	3	Enter the total credit hours earned by the student for the completed term as a graduate student.
Graduate Term, GPA gpa_term_gr	114	4	Enter the grade point average (GPA) for the completed term for the student as a graduate student.
Graduate Cumulative Credit Hours, Attempted att_crhrs_cumu_gr	118	3	Enter the total credit hours attempted by the student for the cumulative time period at your institution as a graduate student. This is to be cumulative credit hours attempted at your institution only.
Graduate Cumulative Credit Hours, Earned earn_crhrs_cumu_gr	121	3	Enter the total credit hours earned by the student for the cumulative time period at your institution as a graduate student. This is to be cumulative credit hours earned at your institution only.
Graduate Cumulative, GPA gpa_cumu_gr	124	4	Enter the grade point average (GPA) for the student's cumulative history at your institution only as a graduate student.

TERM

INSTRUCTOR

Term Instructor File Layout

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

DATA RECORD: (ONCE FOR EACH INSTRUCTOR)

Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	4
Instructional Term	term	4	1	0 - 7
SISDB Instructor ID	ssn_id	5	9	See File Specifications for valid ssn's.
Instructor Name	name	14	30	Last, First MI Suffix
Contract Term	contract_term	44	1	1 - 4
Contract Salary	contract_salary	45	7	
THE FOLLOWING FIELDS SHOULD BE SUBMITTED FOR THE FALL AND SPRING TERMS				
Academic Position Source	include_pos_report	52	1	0, 1
Maximum (LIM) Salary	max_salary_auth	53	7	
Gender	gender	60	1	1, 2
Non-resident Alien or Unknown	non_resident_alien	61	2	00, 06, 09
Highest Degree Attained	highest_degree	63	2	**XX**, 00 - 08, 17 - 19
Terminal Degree	terminal_degree	65	1	1, 2, 9
Date of Birth	date_of_birth	66	8	MMDDYYYY
Filler		74	1	Pad with 1 space
Academic Rank	acad_rank	75	2	01 - 06, 08, 09, 99
Faculty Category	tenure_status	77	1	1 - 5
Primary CIP Code	cip_2010_code	78	2	
Filler		80	4	Pad with 4 spaces
Percent of Time Employed	proportion_emp	84	3	001 - 100
Course Credit Hours	credit_hours	87	2	01 - 30
Instructional Assignment	pct_instruction	89	3	000 - 100
Filler		92	20	Pad with 20 spaces
Position Title Code	title_code	112	2	31 - 36
Asian	asian	114	1	1, 2, 0
Black	black	115	1	1, 2, 0
Hispanic	hispanic	116	1	1, 2, 0
American Indian	amerind	117	1	1, 2, 0
White	white	118	1	1, 2, 0
Native Hawaiian	hawaiian	119	1	1, 2, 0
College Instructor ID		120	10	(Optional)

TRAILER RECORD: (ONCE PER FILE)

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

Term Instructor Field Definitions

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

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

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

Also note that non-teaching personnel should be reported only in the fall on-schedule term (term 1) submission. Only those who teach should be reported in all other terms.

Information from your institution's state appropriation is needed to complete this file. A major use of the fall submission is generation of your institution's Delaware Study of Faculty Productivity submitted by ADHE to SREB.

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

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

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

Term Instructor Field Definitions

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

Term Instructor Field Definitions

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

Term Instructor Field Definitions

Name	#	Length	Field Description

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

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

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

Term Instructor Field Definitions

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

Term Instructor Field Definitions

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

Term Instructor Field Definitions

Name	#	Length	Field Description
Instructor Primary CIP Code (cip_2010_code)	78	2	Enter the <u>two</u>-digit CIP code that reflects the program in which the instructor is budgeted. See Classification of Instructional Programs 2010 Edition publication for valid CIP codes. NOTE: 1. If the employee's time is divided between two or more programs, enter the CIP code of the program in which he/she is budgeted for instruction. For example, if a chemistry professor teaches two chemistry courses and one in chemical engineering, the CIP code of the chemistry program should be reported in this field. 2. When (credit_hours = 0), enter 99. This occurs when an employee is budgeted in an academic position but not in an academic program and, therefore, not involved in instruction (e.g., librarians) or is teaching only non-credit courses. 3. When credit_hours > 0, enter the cip code that best matches the course being taught.
Percent of Time Employed by Institution (proportion_emp)	84	3	Enter the proportion of time that this person is employed at your institution. This percentage should be based on a full-time workload as defined by your institution for the term you are reporting or a 40-hour week. To be considered full-time, individuals must be reported here as 100% (the equivalent of 1 FTE). **The percentage of employment cannot exceed 100%.** Examples: 100% = 100 50% = 050
Course Credit Hours (credit_hours)	87	2	Enter the <u>total number</u> of course credit hours <u>taught</u> by the instructor. NOTE: 1. The following guide should be used in converting contact hours to course credit hours: If Lecture, 1 contact hour =1 credit hour If Clinical, 4 contact hours = 1 credit hour If Technical program labs, 3 contact hours = 1 credit hour 2. The number of hours entered in field 87, in most instances, should equal the sum of the course credit hours reported for this instructor's identification number in field 66 of the Credit Course File for the term.

Term Instructor Field Definitions

Name	#	Length	Field Description
Instructional Assignment (pct_instruction)	89	3	Enter the percentage of effort assigned to instruction as a proportion of your institution's full-time workload for this term. This number cannot exceed 100, which represents one full-time equivalent (FTE) and should be based on time spent teaching students. Examples: 1.00 FTE = 100 0.20 FTE = 020 NOTE: 1. Instructional activities are those performed by individuals that support course offerings by the institution. This category typically includes general academic instruction, occupational and vocational instruction, remedial and tutorial instruction, etc. 2. Time devoted to instructional support activities (e.g., curriculum development, advising, etc.) should not be included ~~here but rather in one of the other categories~~. 3. If the instructor is assigned 100 percent of time to instruction, this field should be coded 100. If the instructor has no assignment to instruction, enter 000. ~~4. The sum of fields 89 through 107 should equal 100% if instructor is reported as 100% in field 84.~~ 5. See examples for calculating time at the end of this section, Parts II and III.
Position Title Code (title_code)	112	2	Enter the title code associated with the position number from which the individual is paid. 31 = Full Time Faculty – includes any and all faculty if they are considered full time 32 = Part Time/Adjunct Faculty – all part time faculty and adjuncts except as noted below 33 = Staff/Administrator – all other staff and administrators, full time and part time, that teach 34 = Graduate Assistants – all Graduate Assistants, Teaching Assistants, Research Assistants, etc. 35 = Non-Institutional Employees/High School Instructors – high school teachers or persons not otherwise employed by the institution or persons donating time. Ex: ROTC 36 = Other – any other person that does not fit into the above categories

Term Instructor Field Definitions

For reference: *Field 61:*   *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 61 = 06 or 09, insert 0's in all race/ethnicity fields.
If Field 61 = 00, more than one race (fields 114, 115, 117, 118, 119) may apply.
If Field 70 = 00 and Hispanic = 1, more than one race may apply.

Name	#	Length	Field Description
Asian [Race]	114	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Black [Race]	115	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Hispanic [Ethnicity]	116	1	1 = Yes 2 = No 0 = Refused to report or not applicable
American Indian [Race]	117	1	1 = Yes 2 = No 0 = Refused to report or not applicable
White [Race]	118	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Native Hawaiian [Race]	119	1	1 = Yes 2 = No 0 = Refused to report or not applicable
College Instructor ID (college_id)	120	10	OPTIONAL: If your institution has an assigned instructor identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned instructor identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.

Term Instructor Field Definitions

Examples of Time Calculations
Reported in the Term Instructor File

Part I: Calculating Percent of Time Employed (field 84)
A. Percent of Time Employed When Teaching Credit-Generating Courses Only:
If an employee is part-time at the institution and teaching is limited to credit-generating courses, then calculate the percent of time by dividing the credit hour load as a proportion of the institution's full-time teaching load.

Example: Instructor A teaches 6 credit hours per week at a school where 12 hours is a full-time load.
Percent of Time Employed = 6 ÷ 12 = 50%.

B. Percent of Time Employed When Teaching Credit-Generating and Clinical or Lab-Related Courses:
If employee is part-time and teaching assignments include credit-generating courses in addition to clinical or lab-related courses that generate 0 credit hours, three calculations must be completed.

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

Example: Instructor X teaches one 3 credit hour course and two lab courses for 4 contact hours that generate 0 credit hours per week at an institution where 15 credit hours is a full-time load.
1. Instructor X's percent of time for the credit generating course:
3 credit hours ÷ 15 = 20%
2. Instructor X's percent of time for the 0 credit hour lab courses:
4 contact hours = 1 credit hour ÷ 15 = 7%
3. Percent of time Employed:
20% + 7% = 27%

Part II: Calculating Percentage(s) of Effort (fields 89 – 107)
A. Percentage of Effort For Full-time Employee with Teaching and One Additional Function:
If an individual is employed full-time, with teaching and administrative responsibilities, calculate as the following:

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

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

B. Percentage of Effort For Full-time Employee with Non-teaching Activities:
If the employee is not involved in instruction, but has multiple non-teaching responsibilities, consult with the institution's human resource officer for the appropriate assignment allocation.

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

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

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

WORKFORCE

EDUCATION

Workforce Education/Training File Layout

HEADER RECORD: (ONCE PER FILE)

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

DATA RECORD: (ONCE FOR EACH STUDENT)

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

TRAILER RECORD: (ONCE PER FILE)

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

FILENAME:

<School Abbreviation><YY><Term Code>.WRK

YY = two-digit actual year that the term occurred

Workforce Education/Training
Field Definitions

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

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

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

For example:

The workforce file for fall of one calendar year is due in the following spring of the next calendar year.

Assume the data is for the fall term of 2008 and is submitted in the spring of 2009.

The file should be named <school abbrev>081.wrk; NOT <school abbrev>092.wrk.

The name of the file is dependent on the time covered in the data file, not when the file is submitted.

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

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

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

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

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

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

Examples:

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

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

Workforce Education/Training
Field Definitions

Name	#	Length	Description
Course Program-Level CIP Code (cip_2010_code)	31	2	Enter the program-level CIP code (first 2 digits) for this course. This must be a valid cip code. See the NCES publication Classification of Instructional Programs, 2010 Edition.
Course Detail-Level CIP Code (cip_2010_detail)	33	4	Enter the detail-level CIP code (last 4 digits) for this course. This must be a valid cip detail. See the Classification of Instructional Programs, 2010 Edition.
Course Type (course_type)	37	1	Enter the type of course. 1=Pre-employment training 2=Existing-employee training 3=Both
Course Method (course_method)	38	2	Report the type of delivery method that best characterizes this course. Use the term that reflects your institution's description of the method. 01 = Lecture 02 = Lecture/Laboratory (lecture course which includes a lab component as part of the same course registration) 03 = Laboratory (credit-bearing or zero credit lab which requires a registration separate from the lecture component of the course) 07 = Apprenticeship/Externship 10 = Special Topics 14 = Self-paced 20 = Telecommunications 98 = Other **Note**: Use code 20 in this field only if the course is offered via telecommunications. If a code other than 20 is reported, enter 00 in Field 40.
Technology Type (tech_type)	40	2	For all courses that use telecommunications to deliver 50% or more of the course content, please use the following codes to designate the type of technology used. Note that this is not the technology used to support instruction in the classroom but is technology used the deliver the course content. 00 = Not Applicable, course method is not telecommunications WB = Web-Based SS = Site-to-Site OT = Other **Note:** Use codes WB, SS, or OT only if course_method, Field 40, is coded as 20. **SREB Definition:** Web-Based (WB) – courses delivered over the Internet (Web delivery); Site-to-Site (SS) – courses delivered through special facilities for site-to-site two-way audio-video (compressed video); and Other (OT) – courses delivered via satellite, cable TV, broadcast TV/radio, closed-circuit, video tape, CD ROMS, DVDs, e-mail, etc. The previous codes used in the SISDB cross-walk to the new codes above.

Workforce Education/Training
Field Definitions

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

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

Workforce Education/Training
Field Definitions

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

Workforce Education/Training
Field Definitions

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

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

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

Workforce Education/Training
Field Definitions

Name	#	Length	Description
Receiving Course Location (recv_locn)	70	2	Enter the location where this course is received, (i.e. location of students). See chart on previous page. **Note:** If the course is delivered at non-traditional sites and/or via distance learning (recv_locn does not = 00), complete Field 75 (non-traditional site). If the course is a combined lecture/lab/clinical type of course and the lecture portion is on-campus and the lab/clinical portion is off-campus, report the entire course as on-campus. If however, the lecture and lab/clinical are reported as separate courses and the lab/clinical portion is off-campus, report the course as off-campus. The courses in any of the above locations may be delivered via distance education (telecommunications/correspondence). However, code 77 (student's home) should be used for the traditional online course even though the student could be at work, at the mall, or other locations. Use code 77 for all correspondence courses as well.

County Code
 	
(county_code)
	72	3	Complete this data element for courses.
			
			If the receiving location is not 00, enter the county code.
			
			IF ALL of these conditions are met:
			- Field 37 (Course Type) = 1, Organized AND
			- Field 38 (Course Method) does NOT = 20, telecommunications AND
			- Field 70 (Receiving Course Location) does NOT = 00, on campus,
			
			Enter the 3-digit County Code identifying the county where the course meets. (See Appendix B)
			     001 – 075 = In-state
			     999 = Out-of-state or County Unknown

Non-Traditional Site (non_trad_site)	75	30	<table><tr><td>If Receiving Location (Field 70) =</td><td>Non-Traditional Site (Field 75) =</td></tr><tr><td>00</td><td>Blank spaces</td></tr><tr><td>0X (Zero X)</td><td>Name of Specific Site</td></tr><tr><td>01-02, 04-10, 98, or 99</td><td>Name of specific site</td></tr><tr><td>03</td><td>High school code</td></tr><tr><td>77</td><td>"Student's Home"</td></tr><tr><td>11, 12</td><td>Secondary Area Center See Appendix E.</td></tr></table>
College Instructor ID (college_id)	105	10	**OPTIONAL:** If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.

Arkansas Association of Two-Year Colleges
Workforce Education, Training, and Service Policy and Procedures
Approved by Presidents/Chancellors June 11, 2003
Revision to AHEIS Manual: June 16, 2008

Workforce Defined

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

Workforce Instructional Types

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

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

Guiding Principles for Non-Credit (CEU) Workforce Training

Workforce activity is recorded by using the following method:

Individual Continuing Education Units (CEU's)

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

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

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

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

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

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

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

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

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

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

CEU Criteria For Workforce

CRITERIA FOR AWARDING A WORKFORCE CEU WERE ESTABLISHED TO:

- Provide a standard unit of measure,
- Quantify Workforce education and training activities, and
- Serve the diversity of providers, activities, and purposes in Workforce education.
- CEU criteria represent national quality training standards for Arkansas to follow

DEFINITION:

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

TEN CRITERIA FOR AWARDING THE CEU FOR WORKFORCE:

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

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

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

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

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

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

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

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

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

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

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

Guiding Principles for Identification of Workforce Credit Courses

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

To provide a comprehensive report to the state and community as to the effectiveness of the colleges in responding to and developing the state's workforce, each college is to identify a section number that will only be used for workforce **credit classes** – WF# (two alphas and one numeral) is suggested if your system allows for three places.

Note: because of the differences in institution computer systems and the existing institution data coding systems, it is anticipated that a section number used across all colleges would present difficulty for some – thus the above is suggested – but each institution should identify a consistent section code for Workforce credit classes.

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

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

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

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

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

Recording, Reporting, and Validating CEU Workforce Activity

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

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

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

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

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

Note:

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

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

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

Workforce Education and Training Reporting Requirements

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

Specific directions follow for:

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

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

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

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

ANNUAL

FILES

STUDENT

FINANCIAL

AID

Financial Aid File Layout

HEADER RECORD (one per file)

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

DATA RECORD (one for each student)

Field Name	DB Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	F
Filler		4	1	Pad with space
College Student ID	college_id	5	10	
SISDB Student ID	ssn_id	15	9	See File Specifications for valid ssn's.
Fund Code	fund_code	24	8	
Filler		32	5	Pad with spaces
Amount Reduced by Stacking	reduced_stacking	37	5	00000 - 99999
Fund Amount	fund_amount	42	6	000000 - 999999

TRAILER RECORD (one per file)

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

File name for Financial Aid Data File

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

Financial Aid Field Definitions

NEW FINANCIAL AID REPORT REQUIREMENTS

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

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

Two financial aid reports are required annually by public institutions: (1) a local fund to fund code crosswalk file (FAID_CROSS_WALK); and (2) a financial aid data file (.FAID)

1. FINANCIAL AID CROSSWALK FILE

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

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

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

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

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

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

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

Because our data system cannot accept a blank or null value in a numeric field, the Fund Amount (field 42) cannot be blank. EFC can only be used as a Fund Code when the Fund Amount (field 42) is greater than zero or the FAFSA EFC is zero.

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

Field Name	#	Length	Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter F for financial aid record.
Filler	4	1	Pad with 1 space.
College Student ID	5	10	OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.
SISDB Student ID (ssn_id)	15	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Fund Code (fund_code)	24	8	See the complete listing of authorized fund codes in the FUND CODE table.
Filler	32	5	Pad with spaces
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).
Fund Amount (fund_amount)	42	6	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.

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 42) 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 an 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
    - US – Federal – federal categories specified by ADHE
    - AR – State – state fund categories specified by ADHE
    - IN – Institutional – generated by using IN and appending the fund type and fund reason below
    - PR – Private – generated by using PR and appending the fund type and fund reason below

2. fund_type
    - GRSC – Grant or Scholarship
    - LOAN – Loan
    - WORK – Work Study Assistance
    - TWOS – Tuition Waiver (Out-of-State)
    - TWBC – Tuition Waiver (Border County)
    - 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
    - 1 = Need Based Assistance
    - 2 = Performance or Merit Based Assistance
    - 3 = Combination of Need and Performance Based Assistance
    - 4 = Restricted to Applicants from Special Populations
    - 5 = Discretionary or Other Assistance

The COA and EFC (if zero or greater) are required to be submitted for each student reported. If a student does not have an EFC amount (i.e. the fund amount isn't available and would be blank or null), omit the complete EFC record.

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

PUBLIC

GRADUATED

STUDENT

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

TRAILER RECORD: (ONCE PER FILE)

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

FILENAME:
<School Abbreviation><YR>.GRD   **If summer/short grad file, <School Abbreviation><YR>.*S*GRD**
YR is the two-digit academic year of the data.

Graduated Student Field Definitions

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

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

The validation program will generate a warning for students included in the Graduated Student File who were not enrolled during the academic year of the graduation but for whom a degree/certificate completion is reported. The institution must matriculate a student before any **Associate Degree or higher credential** can be reported for that student. This file should be the basis for your institution's IPEDS Completions Survey submitted to NCES.

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

The 1st collection, due in OCTOBER, reports awards that are granted in July and August.
The 2nd collection, due in JULY, includes awards that are granted for the *entire* fiscal year, *including* the July and August completers previously reported. The data for this fiscal year will overlay and replace the July and August data as well as populate the files for the remainder of the fiscal year.

ADHE no longer uploads the IPEDS completions report for institutions.
For additional information related to the IPEDS Completion Report and related issues, please see Appendix I-A.

Name	#	Length	Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter 2 for graduated student record.
College Student ID	4	10	OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.
SISDB Student ID (ssn_id)	14	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Reverse Transfer reverse_transfer	23	1	Was this credential awarded via the reverse transfer program? 1 = Yes 2 = No

Initial Enrollment Status
 	
(init_enroll_status)
	30	1	Enter the description of the location of where the student began coursework for this degree.
			  1 = Student entered as first-time, degree-seeking at the institution awarding the degree/certificate
			  2 = Student entered as non-degree-seeking at the institution awarding the degree/certificate
			  3 = Student entered as first-time, degree-seeking at an institution different from the college/university awarding the degree/certificate (this is a transfer student)
			  9 = Student entered at the post-baccalaureate or graduate level

Graduated Student Field Definitions

Name	#	Length	Description
Initial Term Attendance Status (init_attend_status)	31	1	Enter the attendance status of the student's initial term of enrollment at the graduating institution. Blanks (nulls) are not allowed. 0 = Full-time 1 = Part-time
Institution Admission Date **MONTH AND YEAR** (init_admit_date)	32	6	Enter the **2-digit MONTH** and **<u>4-digit</u> YEAR** when the graduate was first enrolled at the institution awarding the certificate or degree after official admittance – this is the first term enrolled immediately after formal admission. (If a student is admitted in April but does not start class until August, August should be used.) In reference to IPEDS, this is the term in which the student was identified as first-time entering. A student must be matriculated (officially admitted) by the institution before any **Technical Certificate or higher credential** can be reported for that student. For any high school student that has earned the Certificate of Proficiency, please use the date of the first term enrolled as a high school student. MMYYYY – where MM = Month (01 - 12) and YYYY = Year (0000 - 9999) **NOTE**: 1. Admission date is the beginning month of the term for which the student is formally admitted for study to the institution as a first-time entering student. Whether a letter of admission is mailed in March for student A, May for student B, or July for student C is irrelevant if all of these students enter in the same fall cohort (which would be reported as 082008 for an August 2008 admission date). 2. This entry is the base date for calculating a student's time-to-degree and begins when a student initially enrolls. a. For all undergraduate students, enter the date when the student entered your institution to obtain the degree. This is when the student was considered a first-time entering freshman (enroll status) at your institution. If they are a transfer student, then it would be when they were a first-time entering transfer student. If they received a second bachelor's degree, enter the original first-time entering freshman date. This is not when they entered into a particular program of study. b. For all graduate students and above, enter the date they first enrolled into any program in the degree level they received. For a master's degree student, enter the date that they entered into any program at the master's level. For a doctoral student, enter the date in which they entered into any program at the doctoral level. For example, if a student entered into a master's history program and later changed to a master's humanities program, enter the original date for the master's history program. For graduate students, this should always be when they entered into the particular degree level, not the particular program. c. For any students that have previously earned a bachelor's degree or higher and have re-enrolled to seek any credential lower than a bachelor's degree (Certificate of Proficiency, Technical Certificate, Associate Degree, or Advanced Certificate), please use the date in which the student reenrolled to seek such lower credential. For example, if a student graduated with a bachelor's degree in May 2005 and re-enrolled in August 2005 to obtain a Certificate of Proficiency, please use the August 2005 for the Institutional Admission Date.

Graduated Student Field Definitions

Name	#	Length	Description
Gender (gender)	38	1	Enter the student gender. 1 = Male 2 = Female
Non-Resident Alien or Unknown (non_resident_alien)	39	2	Enter the appropriate code to indicate the graduates' race/ethnicity or foreign residency classification. 06 = Non-Resident Alien 09 = Unknown or Refused to report 00 = Not Applicable **NOTE:** No more than 5% of an institution's graduates may be assigned to code 09. Designations are used for cohort reporting purposes only. Refer to the Glossary (Appendix G) for definitions. If Not Applicable (Code 00), refer to fields 76-81 to report graduate's specific race/ethnicity.
Completed Hours (completed_hours)	41	3	Enter the total number of college-level credit hours relating to the degree level completed by the graduate upon official graduation, including credit hours earned at other institutions, but excluding all remedial or developmental credit hours. However, if any remedial or developmental credit hours count toward the credential being awarded, you may include these hours in this field. **NOTE**: 1. Regarding the degree level completed, include all hours per the following: Category Degree Levels Bachelor's and Lower 01, 02, 03, 04, 05 Post-Bacc. Cert 06 Masters 07 Post Cert./Degrees 08 (old 11, 12) Doctor's – Res/Schol 17 (old 09) Doctor's - Prof 18 (old 10) Doctor's - Other 19 (not used) 2. Transfer Hours - The credit hours earned at other institutions would only include hours that your institution accepted in transfer and that your institution included on the student's transcript. 3. Examples: (a) If a student is enrolled in a master's level program (07) as a graduate student and takes an undergraduate course, the hours should not be included unless the course is required by the masters level program. (b) If a student is an undergraduate student and is enrolled as in a graduate level course, the hours should not be included unless the course is required by the undergraduate program. (c) Overall, if the course is not at the same degree level in which the student is officially enrolled, do not include it unless it is required by their program of study. If it is at the same degree level, include it whether or not it is required by their program of study.

Graduated Student Field Definitions

Graduation **Month and Year** (graduation_date)	44	6	Enter the **month and year** that the student received the degree or Certificate. MMYYYY where: MM = Month (01 - 12) and YYYY = Year (0000 - 9999) Note: If the difference between the init_admit_date (field 32) and the graduation date is less than 24 months for non-transfer baccalaureate students, or less than 12 months for non-transfer associate's degree student, a warning will be issued.

Graduated Student Field Definitions

Name	#	Length	Description

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

Program CIP Code (cip_2010_code)	52	2	Enter the two-digit program-level CIP code that describes the area in which the award was earned. You must use your AHECB-approved list of degree programs to identify CIP code.
Program CIP Code Detail (cip_2010_detail)	54	4	Enter the four-digit detail-level CIP code that further describes the area in which the award was earned. You must use your AHECB-approved list of degree programs to identify CIP code.

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

Graduated Student Field Definitions

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

Graduated Student Field Definitions

For reference: *Field 39:   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 39 = 06 or 09, insert 0's in all race/ethnicity fields.
If Field 39 = 00, more than one race (fields 76, 77, 79, 80, 81) may apply.
If Field 39 = 00 and Hispanic = 1, more than one race may apply.

Name	#	Length	Field Description
Asian [Race] (asian)	76	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Black [Race] (black)	77	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Hispanic [Ethnicity] (hispanic)	78	1	1 = Yes 2 = No 0 = Refused to report or not applicable
American Indian [Race] (amerind)	79	1	1 = Yes 2 = No 0 = Refused to report or not applicable
White [Race] (white)	80	1	1 = Yes 2 = No 0 = Refused to report or not applicable
Native Hawaiian [Race] (hawaiian)	81	1	1 = Yes 2 = No 0 = Refused to report or not applicable

Name	#	Length	Description
Age	82	2	Please provide the student's age at the time of graduation. This should be calculated based on the graduation date and the student's date of birth.

ANNUAL

INSTRUCTOR

Annual Instructor File Layout

HEADER RECORD: (ONCE PER FILE)

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

DATA RECORD: (ONCE FOR EACH INSTRUCTOR)

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

TRAILER RECORD: (ONCE PER FILE)

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

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

Annual Instructor Field Definitions

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

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

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

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

Name	#	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter 7 for annual instructor record.
College Instructor ID	4	10	OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.
SISDB Instructor ID (ssn_id)	14	9	Enter the instructor's current social security number (if they provide it). This entry must match the SSN_ID used in the instructor file. If the instructor does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this instructor, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Instructor ID)" for working with Alternate SISDB Instructor ID. NOTE: An individual can withhold his/her SSN as long as he/she can provide proof of citizenship or permission to work within the U. S.
Position Title Code (title_code)	23	2	Enter the title code associated with the position number from which the individual is paid. 31 = Full Time Faculty – includes any and all faculty if they are considered full time 32 = Part Time/Adjunct Faculty – all part time or adjunct faculty, except as noted below 33 = Staff/Administrator – all other staff/administrator/department chair that teach (full time and part time) 34 = Graduate Assistant –Graduate Assistant, Teaching Assistant, Research Assistant, etc. 35 = Non-Institutional Employee/High School Instructor – high school teacher or person not otherwise employed by the institution or person donating time. Ex: ROTC 36 = Other – any other person that does not fit into the above categories

Annual Instructor Field Definitions

IPEDS requires the reporting of the 2010 SOC Codes in the human resources data collection. (Beginning in the 2012-2013 reporting year.)

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)

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

USE _ONLY_ THE SOC CODES LISTED BELOW.
Regular faculty should be reported in the **25** SOC Code range.
Non-faculty personnel that teach should use a different SOC Code.

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

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

Annual Instructor Field Definitions

Name	#	Length	Field Description

Contract Term
 	
(full_part_time)
	62	1	Enter the contract term for this instructor's employment at your institution during the previous fiscal year.
			
			1 = 9/10 month
			    (instructor may or may not have taught during summer terms)
			
			2 = 11/12 month
			
			3 = One semester
			    (instructor may or may not have taught during summer)
			    see note below
			
			4 = Summer term(s) only
			
			Note:
			If instructor is paid on a term basis, use code 3.
			
			Full-time employees that occasionally teach should be identified by either 1 or 2, not as 3 or 4, since they are considered as full-time employees. Please ensure that the position title code field is marked appropriately (use code 33 for staff or administrators).

Total Annual Salary (total_compensation)	63	7	Enter the total salary paid to this instructor from all institutional funds in the last fiscal year (summer II, fall, spring, and summer I). Do NOT make any salary conversions. If the salary reported in this field is 0000000, you must enter 1 in field 70. Example: 0050000 = $50,000 **Note:** 1. Report total salary paid from institutional funds, regardless of its source, including salary for classes taught on an overload basis. Do not include fringe benefits in this field; benefits should be reported in field 89. 2. Institutional funds are defined as state and federal appropriations and local funds (e.g., tuition and fees, grants, gifts, sales and other miscellaneous local income) accounted for by the institution. 3. Do NOT include any compensation paid directly to the instructor from another institution, state or federal agency (e.g., ROTC), business/industry, hospital or volunteer time. Where the total compensation is paid partially from institutional funds and partially from separately appropriated agencies (e.g., UA-Agricultural Experiment Station, UA-Archeological Survey, or Criminal Justice Institute) , include only the Institution's portion of the compensation (i.e., do NOT include that portion of the compensation from non- institutional entities). 4. While Summer I faculty salary expenditures may overlap fiscal years, the salaries for Summer I should be reported totally within the fiscal year in which the program is predominately conducted (according to NACUBO guidelines).
Source of Salary (source_of_comp)	70	1	Enter the source of the Total Annual Salary reported in field 63. 0 = Institutional funds (see Note below) 1 = Non-institutional funds or donated services **Note:** Institutional funds are defined as state and federal appropriations and local funds (e.g., tuition and fees, grants, gifts, sales and other miscellaneous local income) accounted for by the institution.

Annual Instructor Field Definitions

NOTE: The <u>sum of the percentages</u> reported in the percent fields <u>cannot exceed 100%.</u>

(sal_instruction + sal_dept_serv + sal_instu_admin + sal_res_scholar + sal_public_serv + sal_other) <= 100%

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

Annual Instructor Field Definitions

Name	#	Length	Field Description
Percent of Salary Allocated for Institutional Administration (sal_instu_admin)	77	3	Provide the percent of the instructor's total annual salary chargeable to the budget function of institutional support for administration. Note: This compensation must be separately budgeted in the institutional support category and not in the departmental budget or other categories. See examples B and C at the end of this section. **NOTE:** **The <u>sum of the percentages</u> reported in the percent fields <u>cannot exceed 100%.</u>** **(sal_instruction + sal_dept_serv + sal_instu_admin + sal_res_scholar + sal_public_serv + sal_other) <= 100%**
Percent of Salary Allocated for Research / Scholarship (sal_res_scholar)	80	3	Provide the percent of the instructor's annual salary chargeable to the budget function of research/scholarship **Note:** This compensation must be separately budgeted in the research and/or scholarship category and not in the departmental budget. See examples C and D at the end of this section. **NOTE:** **The <u>sum of the percentages</u> reported in the percent fields <u>cannot exceed 100%.</u>** **(sal_instruction + sal_dept_serv + sal_instu_admin + sal_res_scholar + sal_public_serv + sal_other) <= 100%**
Percent of Salary Allocated for Public Service (sal_public_serv)	83	3	Provide the percent of the instructor's annual salary chargeable to the budget function of public service, including non-credit and correspondence courses. Compensation must be budgeted separately in the non-credit or public service categories and not in the departmental budget. See example D at the end of this section. **NOTE:** **The <u>sum of the percentages</u> reported in the percent fields <u>cannot exceed 100%.</u>** **(sal_instruction + sal_dept_serv + sal_instu_admin + sal_res_scholar + sal_public_serv + sal_other) <= 100%**
Percent of Salary Allocated for Other Areas (sal_other)	86	3	Provide the percent of the instructor's total annual salary chargeable to other budget functions for professional duties not covered by the categories in fields 71-83. This salary must be budgeted separately in other categories (e.g., student services, libraries, athletics, etc.) and not in the departmental budget. **NOTE:** **The <u>sum of the percentages</u> reported in the percent fields <u>cannot exceed 100%.</u>** **(sal_instruction + sal_dept_serv + sal_instu_admin + sal_res_scholar + sal_public_serv + sal_other) <= 100%**

Annual Instructor Field Definitions

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

Annual Instructor Field Definitions

Annual Instructor, Salary Allocation

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

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

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

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

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

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

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

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

INTER-

COLLEGIATE

ATHLETIC

Intercollegiate Athletics File Layout

HEADER RECORD: (ONCE PER FILE)

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

DATA RECORD: (ONCE FOR EACH GRADUATE)

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

TRAILER RECORD: (ONCE PER FILE)

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

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

Intercollegiate Athletics Field Definitions

The Intercollegiate Athletic File includes all students listed on any intercollegiate athletic roster during the <u>previous</u> academic year.

All student-athletes in this file also must have been reported in the Student File for at least one term of the <u>same</u> academic year.

Name	#	Length	Field Description
Record Type	1	2	Enter 02 for detail record.
Data Type	3	1	Enter 3 for athlete record.
College Student ID college_id	4	10	**Optional**: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.
SISDB Student ID ssn_id	14	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. a. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. b. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. c. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Filler	23	9	Pad with 9 spaces
Enrollment Status freshman_enroll	32	1	Enter student's enrollment status. 0 = Student was not a first-time entering freshmen in the academic year being reported 1 = Student was a first-time entering freshmen at any time during the academic year being reported
Athletic Participation participation	33	2	Enter the number that reflects the primary sport in which the athlete participated during the academic year reported. 01 = Student participated in football only or football and any other sport (football takes precedence over men's basketball) 02 = Student participated in men's basketball only or men's basketball and any other sport 03 = Student participated in women's basketball only or women's basketball and any other sport 04 = Baseball 05 = Track/Cross Country 06 = Golf 07 = Swimming 08 = Tennis 09 = Volleyball 10 = Any other sport
Athletic Scholarship scholarship	35	1	Enter the code that describes the athlete's scholarship status. 1 = Student awarded a full athletic grant to your institution 2 = Student awarded a partial athletic grant to your institution 3 = Student received no athletic grant at your institution **Note:** An athletic grant is defined as a scholarship given to a student for tuition, fees, room, board, books and other educational expenses at your institution that is awarded on the basis of a student's athletic ability.

Perkins I

Special

Populations

Perkins I - Special Populations
File Layout

HEADER RECORD: (ONCE PER FILE)

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

DATA RECORD: (ONCE FOR EACH STUDENT)

Field Name	db Name	Field #	Length	Valid Choices
Record Header		1	2	02
Data Type		3	1	V
College ID	college_id	4	10	(Optional)
SISDB Student ID	ssn_id	14	9	See File Specifications for valid ssn's.
Disabled	disabled	23	1	1, 2
Economically Disadvantaged	econ_disadv	24	1	1, 2
Single Parent	sngl_parent	25	1	1, 2
Displaced Homemaker	displ_homemkr	26	1	1, 2
Limited English	limited_english	27	1	1, 2
~~CTE Assessment Taken~~	~~asmt_taken~~	~~28~~	~~1~~	~~1, 2~~
~~CTE Assessment Passed~~	~~asmt_passed~~	~~29~~	~~1~~	~~1, 2~~
Filler		**28**	**2**	**Pad with 2 space**
Degree Code	**degree_code**	**30**	**4**	

TRAILER RECORD: (ONCE PER FILE)

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

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

Perkins I - Special Populations
Field Definitions

Purpose of the File
The Perkins annual file provides supplemental information required for federal program reporting that is not found in other AHEIS files. This report is a requirement for receiving Perkins federal funds.

Content of the Files
The Perkins I file reports special population information for all CTE (career and technical) students.

The Perkins II file is discussed in a separate section and reports the results of CTE technical skills assessments.

~~The special population fields contain all CTE students.~~
~~The CTE assessment fields contain only students who attempted to complete a CTE assessment.~~

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

Perkins students must meet the following conditions:

Categorized as a Special Population
Institutions will survey students every term to identify special population information, but will only report it annually. If a student is identified as special populations in one term but not another, report the student in these special population categories:
- Disabled (disabled)
- Economically Disadvantaged (econ_disadv)
- Single Parent (sngl_parent)
- Displaced Homemaker (displ_homemkr)
- Limited English (limited_english)

Be one of these student levels:
- 00 = Unclassified undergraduate
- 01 = Freshman
- 02 = Sophomore
- 03 = Junior
- 04 = Senior
- 10 = Unclassified post-baccalaureate

Have one of these degree intents:
- 4 = Degree-seeking, complete associate level program
- 7 = Degree-seeking, complete Certificate of Proficiency
- 8 = Degree-seeking, complete Technical Certificate

Declare a major in a degree program having one of these degree levels:
- 01 = Certificate of proficiency
- 02 = Technical certificate
- 03 = Associate degree

Declare a major in a degree program
NOT having a cip code of 24 (liberal arts, humanities, or general studies).

Declare a major in a degree program awarding one of these:

Certificate of Proficiency (CP)	Associate of Science (AS)
Technical Certificate (TC)	Associate of Science in Nuclear Technology (ASNT)
Associate of Applied Science (AAS)	Associate of Arts in Teaching (AAT)
Associate of Performance and Media Arts (APMA)	
Associate of Professional Studies (APS)	but NOT Associate of Arts (AA)

Perkins I - Special Populations
Field Definitions

Name	#	Length	Description
Record Header	1	2	Enter 02 for detail record
Data Type	3	1	Enter V for Perkins I record
College ID college_id	4	10	OPTIONAL: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.
SISDB Student ID ssn_id	14	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. A. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. B. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. C. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
Disabled disabled	23	1	Does this Perkins student meet any of the following criteria? A. Have a physical or mental impairment that substantially limits one or more of the major life activities of that individual. B. Have a record of impairment described above. C. Be regarded as having an impairment described above. 1=Yes 2 = No
Economically Disadvantaged econ_disadv	24	1	Does this Perkins student meet ANY of these criteria? A. Receive Pell grant or BIA assistance or a comparable program of need-based financial aid assistance. B. Participate in a **Workforce Innovation Opportunity Act (WIOA)** program or service that requires participants to meet the Federal income eligibility guidelines of **WIOA**. C. Receive benefits under the Food Stamp Act of 1977. 1=Yes 2 = No
Single Parent single_parent	25	1	Does this Perkins student meet any of these criteria? A. Are unmarried or legally separated from a spouse with a minor child or children for whom the student has either custody or joint custody. B. Are/were pregnant at any time during the reporting period. 1=Yes 2 = No

Perkins I - Special Populations
Field Definitions

Name	#	Length	Description
Displaced Homemaker displaced_homemaker	26	1	Does this Perkins student meet AT LEAST ONE of these criteria? A. Has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills? B. Has been dependent on the income of another family member but is no longer supported by that income? C. Is unemployed or underemployed and experiencing difficulty or upgrading employment? 1=Yes 2 = No
Limited English limited_english	27	1	Does this Perkins student meet criterion A AND at least one of criterion B or C? A. Have limited ability in speaking, reading, writing, or understanding the English language? B. Have a native language other than English? C. Live in a family or community environment in which English is not the predominant language? 1=Yes 2 = No
Degree Code **degree_code**	**30**	**4**	**The student's degree code justifying them as a technical student.** **The student must have had this as their degree_1 or degree_2 field for at least one semester during the current academic year.**

Perkins I - Special Populations
Field Definitions

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

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

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

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

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

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

Perkins II

Technical

Skills

Assessment

Perkins II Technical Skills Assessment
File Layout

HEADER RECORD: (ONCE PER FILE)

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

DATA RECORD: (ONCE FOR EACH STUDENT)

Field Name	db Name	Field #	Length	Valid Choices
Record Type		1	2	02
Data Type		3	1	Q
College ID	college_id	4	10	(Optional)
SISDB Student ID	ssn_id	14	9	See File Specifications for valid ssn's.
CTE Assessment Taken	CTE_assessment_taken	23	1	1 ~~, 2~~
CTE Assessment Passed	CTE_assessment_passed	24	1	1, 2
CTE Assessment Name	CTE_assessment_name	25	50	Pad with spaces to length 50

TRAILER RECORD: (ONCE PER FILE)

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

FILENAME: <School Abbreviation><YR>.PRK2   YR is the two-digit academic year of the data.

Perkins II Technical Skills Assessment
Field Definitions

Purpose of the File

The Perkins II Technical Skills Assessment file provides supplemental information required for federal program reporting that is not found in other AHEIS files.   This report is a requirement for receiving Perkins federal funds.

Who to Include

The Perkins II file reports students who took third-party industry-based skills assessment and for which the institution received the results.

CTE Assessment Results – All CTE students who took an assessment for certification, licensure, proficiency, or other workforce related reasons must be reported and noted as having passed or failed the assessment. Students reported may be currently enrolled or have already exited.

NOTE:

- If a student attempts more than one assessment, report the most recent one passed.

- If an assessment has multiple parts and the students fails some portion, the institution should determine if the assessment was passed in general and report accordingly.

- If the assessment is a raw score (instead of pass/fail), the institution should determine whether the assessment was passed or not and report accordingly.

- If a student took an assessment and a result was returned after the end of the academic year, please save this data for the next year's report. Test results should be provided when results are available.

- Include all test results for students even if they did not attend your institution that academic year. (This may require saving data on some students to the next year.)

Examples	Assessment Taken	CTE Assessment Passed
Took test and passed	1	1
Took test and did not pass	1	2

CTE Assessment Name - A new field for the name of the assessment being reported has been added to the Perkins II Annual File that is due August 2016. This will provide an inventory of assessments used across the state for workforce and economic development purposes and in preparation for the anticipated Perkins legislation. Once assessments have been identified, a numbered crosswalk will be established to make reporting more consistent beginning with the Perkins II Annual File that will be due in August 2017.

Perkins II Technical Skills Assessment
Field Definitions

Name	#	Length	Description
Record Header	1	2	Enter 02 for detail record
Data Type	3	1	Enter Q for Perkins II record
College ID college_id	4	10	**OPTIONAL**: If your institution has an assigned student identification number, enter that number here. Pad with spaces when necessary. The field length must equal 10. If your institution has NOT assigned student identification number or does not wish to enter one, pad this field with 10 spaces. ADHE will not validate or use this information in any way. This field is added as a convenience for institutions choosing to use it.
SISDB Student ID ssn_id	14	9	Enter the student's current social security number (if they provide it). This entry must match the SSN_ID used in the registration file. If the student does not provide a valid social security number, see note c below. A. If a new (changed) number is being reported for this student, use the process described under "ID Change" in this manual to update it. B. See the reference called "ID Change for Student or Instructor Record Layout" for valid SSN's. C. See the reference called "Substitute, Alternate, or Locally Generated SSN_ID Structure (SISDB Student Number)" for working with Alternate SISDB Student Numbers.
CTE Assessment Taken CTE_assessment_taken	23	1	Did the student attempt to pass an assessment for certification, licensure, proficiency, or other workforce related reason during the previous Perkins program year (July 1 – June 30)? 1=Yes If they took a test <u>and</u> you have results, answer 1 for Yes. **If the student did not take an assessment <u>or</u> the institution does not have the results, the student should <u>not</u> be reported.** All students in the file must have a 1 - BLANKS are <u>not</u> allowed.
CTE Assessment Passed CTE_assessment_passed	24	1	Did the student pass an assessment for certification, licensure, proficiency, or other workforce related reason during the Perkins program year (July 1 – June 30)? 1=Yes 2 = No If they took the test and passed, answer 1 for Yes. if they took the test and did <u>not</u> pass, answer 2 for No All students in the file must have a 1 or 2 – BLANKS are <u>not</u> allowed.
CTE Assessment Name CTE_assessment_name	25	50	Enter the name of the assessment the student passed. If no assessment was passed, then enter the name of the most recent assessment that was taken. Pad the field with spaces to a length of 50. **If the student did not take an assessment <u>or</u> the institution does not have the results, the student should <u>not</u> be reported.**

APPENDICES

Appendix A.
Arkansas Institution Codes and Abbreviations

(Codes effective in SIS beginning July 1, 2003)

PUBLIC FOUR-YEAR UNIVERSITIES		Institution Code	IPEDS Code
ASUJ	Arkansas State University - Jonesboro	001090	106458
ATU	Arkansas Tech University	001089	106467
HSU	Henderson State University	001098	107071
SAUM	Southern Arkansas University - Magnolia	001107	107983
UAF	University of Arkansas, Fayetteville	001108	106397
UAFS	University of Arkansas, Fort Smith	001110	108092
UALR	University of Arkansas at Little Rock	001101	106245
UAM	University of Arkansas at Monticello	001085	106485
UAMS	University of Arkansas for Medical Science	001109	106263
UAPB	University of Arkansas at Pine Bluff	001086	106412
UCA	University of Central Arkansas	001092	106704

PUBLIC TWO-YEAR COLLEGES			
ANC	Arkansas Northeastern College	012860	107327
ASUB	Arkansas State University - Beebe	001091	106449
ASUMH	Arkansas State University - Mountain Home	901090	420538
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
NPC	National Park 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		Institution Code	IPEDS Code
ABC	Arkansas Baptist College	001087	106306
CBC	Central Baptist College	001093	106713
CRC	Crowley`s Ridge College	001095	106810
EC	Ecclesia College	038553	446233
HC	Hendrix College	001099	107080
HU	Harding University	001097	107044
JBU	John Brown University	001100	107141
LC	Lyon College	001088	106342
OBU	Ouachita Baptist University	001102	107512
PSC	Philander Smith College	001103	107600
SC	Shorter College	001105	107840
UO	University of the Ozarks	001094	107558
WBC	Williams Baptist College	001106	107877

VOCATIONAL INSTITUTIONS			
ASUTC	Arkansas State University Technical Center	007043	
ATUO	Arkansas Tech University - Ozark Campus	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

Code	County Name	Code	County Name	Code	County / Parish Name
Arkansas		**Arkansas**		**Louisiana**	
000	County Unknown	040	Lincoln	601	Claiborne Parish
001	Arkansas	041	Little River	602	Union Parish
002	Ashley	042	Logan	603	Webster Parish
003	Baxter	043	Lonoke	604	Morehouse
004	Benton	044	Madison		
005	Boone	045	Marion	**Mississippi**	
006	Bradley	046	Miller	501	Coahoma
007	Calhoun	047	Mississippi	502	Desoto
008	Carroll	048	Monroe	503	Tunica
009	Chicot	049	Montgomery	504	Bolivar
010	Clark	050	Nevada		
011	Clay	051	Newton	**Missouri**	
012	Cleburne	052	Ouachita	301	Barry
013	Cleveland	053	Perry	302	Dunklin
014	Columbia	054	Phillips	303	McDonald
015	Conway	055	Pike	304	Oregon
016	Craighead	056	Poinsett	305	Ozark
017	Crawford	057	Polk	306	Pemiscot
018	Crittenden	058	Pope	307	Ripley
019	Cross	059	Prairie	308	Taney
020	Dallas	060	Pulaski		
021	Desha	061	Randolph	**Oklahoma**	
022	Drew	062	Saline	201	Adair
023	Faulkner	063	Scott	202	Delaware
024	Franklin	064	Searcy	203	Le Flore
025	Fulton	065	Sebastian	204	McCurtain
026	Garland	066	Sevier	205	Sequoyah
027	Grant	067	Sharp		
028	Greene	068	St. Francis	**Tennessee**	
029	Hempstead	069	Stone	401	Dyer
030	Hot Spring	070	Union	402	Lauderdale
031	Howard	071	Van Buren	403	Shelby
032	Independence	072	Washington	404	Tipton
033	Izard	073	White		
034	Jackson	074	Woodruff	**Texas**	
035	Jefferson	075	Yell	101	Bowie
036	Johnson			102	Cass
037	Lafayette				
038	Lawrence			**Out-of-State/Non-border County**	
039	Lee			999	Out-of-State

Note: All Arkansas counties are included. However, only specific out-of-state counties were selected.

Appendix C. State Codes

ARKANSAS DEPARTMENT OF HIGHER EDUCATION
Codes Used in SIS Validation Software

Code	State	Code	State
01	A abama	28	Nebraska
02	Alaska	29	Nevada
03	A izona	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

Note: The ACT / ADHE High School code for schools not listed can be found on the following website: https://www.act.org/content/act/en/products-and-services/the-act/taking-the-test/high-school-codes-lookup.html

City	High School Name	HS Code	City	High School Name	HS Code
Alexander	Arkansas Consolidated High School	040001	Blytheville	Ahdc/Youthbuild Of Ms County	040242
Alma	Alma High School	040000	Blytheville	Blytheville High School	040240
Alpena	Alpena High School	040010	Blytheville	Pathway Christian Academy	040243
Altheimer	Altheimer-Sherrill High School	040012	Blytheville	R B Harrison High School	040235
Altus	Altus Denning High School	040025	Booneville	Booneville Christian Center Academy	040261
Amity	Centerpoint High School	040030	Booneville	Booneville High School	040260
Amity	Ouachita Hills Academy	040032	Booneville	Logan County Christian Academy	040262
Arkadelphia	Arkadelphia High School	040035	Bradford	Bradford High School	040265
Arkadelphia	Old Lighthouse Christian School	040039	Bradford	Trinity Christian School	040266
Arkadelphia	Wonderland College Prep School	040043	Bradley	Bradley High School	040268
Arkansas City	Arkansas City High School	040050	Bradley	Bumpham High School	040270
Armorel	Armorel High School	040055	Branch	County Line High School	040280
Ash Flat	Ash Flat High School	040070	Briggsville	Fourche Valley High School	040285
Ashdown	Ashdown High School	040060	Brinkley	Brinkley Academy	040289
Ashdown	Little River Trng School	040065	Brinkley	Brinkley High School	040290
Ashdown	New Faith Tabernacle Academy	040061	Brockwell	Izard County High School	042540
Atkins	Atkins High School	040075	Brookland	Brookland High School	040300
Augusta	Augusta High School	040090	Bryant	Arkansas Christian Academy	040257
Bald Knob	Bald Knob High School	040095	Bryant	Bryant High School	040310
Bald Knob	Covenant Christian Academy	040097	Bryant	First Church Academy	040314
Banks	Banks High School	040100	Bryant	Saline Christian Academy	040315
Barling	International Academy Chrstn Educ	040103	Cabot	Academic Center Of Excellence	040329
Batesville	Batesville Christian School	040117	Cabot	Cabot Christian Academy	040319
Batesville	Batesville High School	040115	Cabot	Cabot High School	040320
Batesville	North Arkansas Christian School	040118	Cabot	P A V A Academy	041437
Batesville	Southside High School (Batesville)	040120	Caddo Gap	Caddo Gap High School	040330
Bauxite	Bauxite High School	040125	Cale	Cale High School	040335
Bay	Bay Jr Sr High School	040130	Calico Rock	Calico Rock High School	040340
Bay	Faith Christian Academy	040131	Camden	Camden Christian Academy	040344
Bearden	Bearden High School	040135	Camden	Camden Fairview High School	040350
Bearden	Ouachita Co Trng School	040140	Camden	Camden High School	040345
Bee Branch	South Side School (Bee Branch)	040150	Camden	Elliott Christian Academy	040347
Beebe	Badger Academy Charter School	991574	Camden	Harmony Grove High School (Ouachita County)	040355
Beebe	Beebe High School	040145	Camden	Lincoln High School	040360
Beebe	Lighthouse Christian Academy	040146	Camden	Victory Christian School	040371
Beebe	Victory Christian Academy	040148	Caraway	Caraway High School	040375
Beedeville	Beedeville High School	040155	Carlisle	Carlisle High School	040380
Benton	Benton Christian Academy	040172	Carthage	Carthage High School	040390
Benton	Benton High School	040170	Casa	Perry-Casa High School	040395
Benton	Calvary Christian Academy	040173	Cave City	Cave City High School	040405
Benton	Harmony Grove High School (Saline County)	040165	Cedarville	Cedarville High School	040410
Benton	Victory Baptist Academy	040166	Center Ridge	Nemo Vista High School	040415
Bentonville	Ambassadors For Christ Academy	040176	Centerton	Lakeside Christian Academy	040412
Bentonville	Bentonville Christian Academy	040174	Centerton	Life Way Christian School	040414
Bentonville	Bentonville High School	040175	Charleston	Charleston High School	040420
Bentonville	Endtime Harvest Church School	040179	Charlotte	Cord Charlotte High School	040425
Bergman	Ozark Baptist Christian Academy	041028	Cherry Valley	Cross County High School	040435
Berryville	Berryville High School	040185	Chidester	Chidester High School	040445
Berryville	Living Faith Christian Academy	040187	Clarendon	Clarendon High School	040455
Big Flat	Tri-County High School	040195	Clarksville	Clarksville High School	040460
Bigelow	Bigelow High School	040190	Clarksville	New Life Christian Center	041826
Biggers	Biggers-Reyno High School	040200	Clinton	Alread School	040465
Bismarck	Bismarck High School	040210	Clinton	Clinton High School	040470
Black Oak	Caraway Christian School	040376	Concord	Concord High School	040485
Black Rock	Black Rock High School	040215	Conway	Conway Christian High School	040491
Blevins	Blevins High School	040225	Conway	Conway High School	040490

Appendix D.
Arkansas High School Codes

Note: The ACT / ADHE High School code for schools not listed can be found on the following website: https://www.act.org/content/act/en/products-and-services/the-act/taking-the-test/high-school-codes-lookup.html

City	High School Name	HS Code	City	High School Name	HS Code
Conway	Conway High School East	040492	England	England Community Christian Academy	040731
Conway	Eastside Christian Academy	040493	England	England High School	040730
Conway	Saint Joseph School	040500	Enola	Enola Public School	040735
Corning	Corning High School	040505	Eudora	Eudora High School	040745
Cotter	Cotter High School	040510	Eudora	G C Johns High School	040740
Cotton Plant	Cotton Plant High School	040515	Eudora	Ross Van Ness High School	040747
Cove	Cossatot River High School	040520	Eureka Springs	Clear Spring School	040749
Cove	Midway Christian Academy	040523	Eureka Springs	Eureka Springs High School	040750
Cove	Van Cove High School	040525	Evening Shade	Evening Shade High School	040755
Crawfordsville	Crawfordsville High School	040530	Everton	Bruno-Pyatt High School	040305
Crawfordsville	Crawfordsville High School	040535	Farmington	Farmington High School	040760
Crossett	Abiding Faith Christian School	040538	Fayetteville	Fayetteville Christian Academy	040769
Crossett	Calvary Baptist Christian School	040539	Fayetteville	Fayetteville Christian Schools	040765
Crossett	Crossett High School	040540	Fayetteville	Fayetteville Sr High School	040770
Cushman	Cushman High School	040555	Fayetteville	Haas Hall Academy	042762
Danville	Danville High School	040565	Fayetteville	NW AR CC Regional Tech Ctr	040772
Dardanelle	Dardanelle High School	040575	Ferndale	West Little Rock Christian Academy	041448
De Queen	De Queen High School	040605	Fifty-Six	Fifty-Six School	040774
De Valls Bluff	DeValls Bluff High School	040630	Flippin	Flippin High School	040775
De Witt	DeWitt High School	040635	Floral	Floral High School	040780
Decatur	Decatur High School	040580	Fordyce	Dallas Co H S	040785
Deer	Deer High School	040585	Fordyce	Fordyce High School	040790
Delaplaine	Delaplaine High School	040590	Foreman	Foreman High School	040795
Delight	Delight High School	040595	Foreman	Prince Of Peace Academy	040796
Dell	Dell High School	040600	Forrest City	Calvary Christian High School	040804
Dell	Mississippi County Chrstn Academy	041477	Forrest City	Forrest City High School	040805
Dermott	Bellaire Academy	040613	Forrest City	Lincoln Senior High School	040810
Dermott	Dermott Christian School	040614	Forrest City	N B Forrest Academy	040812
Dermott	Dermott High School	040615	Fort Smith	Faith Academy	040816
Dermott	M Booker Meml School	040617	Fort Smith	First Church Of God Academy	040813
Des Arc	Des Arc High School	040620	Fort Smith	Good Shepherd Academy	040815
Desha	Desha High School	040625	Fort Smith	Lighthouse Baptist Academy	040830
Dierks	Dierks High School	040640	Fort Smith	Lindenwood Academy	040832
Doddridge	Bright Star High School	040282	Fort Smith	Metro Christian School	040833
Donaldson	Ouachita High School	040645	Fort Smith	Northside Christian Academy	040834
Dover	Dover High School	040650	Fort Smith	Northside High School	040835
Dumas	Dumas Adult Education Center	040656	Fort Smith	River Valley Christian School	040820
Dumas	Dumas High School	040660	Fort Smith	Southside High School (Fort Smith)	040837
Dumas	Reed High School	040655	Fort Smith	Trinity Junior High School	040824
Earle	Earle Baptist Christian School	040674	Fort Smith	Union Christian Academy	040814
Earle	Earle High School	040675	Fouke	Fairland Christian Academy	040839
El Dorado	El Dorado High School	040690	Fouke	Fouke High School	040840
El Dorado	First Assembly Christian Academy	040691	Fountain Hill	Fountain Hill High School	040845
El Dorado	Grace Bible Christian School	040692	Fox	Rural Special High School	042190
El Dorado	Maranatha Baptist Chrstn Sch	040694	Gassville	Grace Baptist Church School	041739
El Dorado	Murmil Christian School	040693	Gentry	Faith Christian School	040884
El Dorado	New Life Academy	040696	Gentry	Gentry High School	040875
El Dorado	Parkers Chapel High School	040695	Gentry	Ozark Adventist Academy	040880
El Dorado	Union School	040697	Gillett	Gillett High School	040885
El Dorado	West Side Christian School	040698	Gillham	Gillham High School	040890
Elaine	Elaine High School	040685	Glenwood	Glenwood High School	040900
Elkins	Elkins High School	040705	Goshen	Goshen Christian School	040901
Elm Springs	Elm Springs Christian School	040709	Gosnell	Gosnell High School	040230
Emerson	Emerson High School	040710	Gould	Gould High School	040910
Emerson	Mc Mittress High School	040715	Gould	Grace Christian Academy	040911
Emmet	Emmet High School	040720	Gould	Southeast Academy	040912
England	England Academy Inc	040728	Grady	Grady High School	040920

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City	High School Name	HS Code	City	High School Name	HS Code
Grapevine	Grapevine High School	040925	Hot Springs	Christian Ministries Academy	041141
Gravette	Gravette High School	040930	Hot Springs	Crossgate Christian Academy	041151
Gravette	Holiness Bible School	040931	Hot Springs	Evangel Christian Academy	041142
Green Forest	Green Forest High School	040940	Hot Springs	Garland Park Christian Academy	041147
Green Forest	Trinity Christian Academy	040941	Hot Springs	Gospel Light Christian School	041149
Greenbrier	Greenbrier High School	040935	Hot Springs	Hot Springs Community School	041163
Greenland	Greenland High School	040945	Hot Springs	Hot Springs High School	041145
Greenway	Greenway High School	040950	Hot Springs	Lakeside Christian Academy	041161
Greenwood	Greenwood High School	040955	Hot Springs	Lighthouse Christian School	041162
Greers Ferry	West Side High School (Greers Ferry)	041065	Hot Springs	New Beginning Christian Academy	040164
Grubbs	Grubbs High School	040965	Hot Springs	Summit School	041154
Gurdon	Gurdon High School	040969	Hot Springs National Park	Cutter Morning Star High School	041143
Guy	Guy Perkins High School	040980	Hot Springs National Park	Fountain Lake High School	041144
Hackett	Hackett High School	040985	Hot Springs National Park	Lakeside High School (Garland County)	041160
Hamburg	Ashley County Life-Long Learning	040990	Hoxie	Clover Bend High School	041170
Hamburg	Hamburg High School	040995	Hoxie	Hoxie High School	041175
Hamburg	Trinity Christian Academy	040999	Hughes	Hughes High School	041180
Hampton	Hampton High School	041000	Humnoke	Humnoke High School	041195
Hardy	Abundant Life Academy	041004	Humphrey	Humphrey High School	041200
Hardy	Church Of Christ Academy	041003	Huntsville	Huntsville High School	041210
Hardy	Easter Sunrise Academy	041006	Huttig	Huttig High School	041215
Hardy	Highland High School	041005	Imboden	Sloan Hendrix High School	041220
Harrisburg	Central School	041015	Jacksonville	Jacksonville Christian Academy	041224
Harrisburg	Harrisburg High School	041020	Jacksonville	Jacksonville High School	041225
Harrison	Bergman High School	040180	Jacksonville	Landmark Baptist Academy	041226
Harrison	Grace Christian School	041024	Jacksonville	North Pulaski High School	041227
Harrison	Harrison High School	041025	Jacksonville	Trinity Christian Schools	041229
Harrison	Hillcrest Christian School	041026	Jacksonville	Truth Academy	040934
Hartford	Hartford High School	041030	Jasper	Jasper High School	041230
Hartman	Hartman High School	041035	Jessieville	Jessieville High School	041235
Hartman	Westside High School (Hartman)	040475	Jonesboro	Craighead Christian Academy	041258
Hatfield	Hatfield School	041040	Jonesboro	Eastside Baptist Academy	041265
Hattieville	Wonderview High School	041045	Jonesboro	Jonesboro High School	041270
Havana	Havana High School	040160	Jonesboro	Liberty Baptist Church School	041267
Havana	Western Yell County High School	041050	Jonesboro	Nettleton High School	041815
Hazen	Hazen High School	041055	Jonesboro	Ridgefield Christian School	041271
Heber Springs	Clearview Christian Academy	042181	Jonesboro	Valley View High School	041272
Heber Springs	Cleburne County Christian School	041059	Jonesboro	Westside High School (Jonesboro)	041274
Heber Springs	Heber Springs High School	041060	Judsonia	Judsonia High School	041280
Hector	Hector High School	041070	Judsonia	White County Central High School	041275
Helena	C V White High School	041085	Junction City	Junction City High School	041285
Helena	Kipp Delta Collegiate High School	041089	Kingsland	Kingsland High School	041305
Hermitage	Hermitage High School	041100	Kingston	Kingston High School	041310
Hermitage	West Side Jr. High School	041095	Kirby	Kirby High School	041315
Holly Grove	Holly Grove High School	041110	Knobel	Knobel High School	041320
Holly Grove	Holly Grove High School	041115	Lafe	Lafe High School	041325
Hope	Garland Learning Center	991045	Lake City	Riverside High School	041335
Hope	Garrett Memorial Christian School	041120	Lake Village	Faith Fellowship Academy	041342
Hope	Hope High School	041125	Lake Village	Lakeside High School (Chicot County)	041345
Hope	Spring Hill High School	041130	Lamar	Lamar High School	041350
Hope	Woods Christian Academy	041133	Laneburg	Laneburg Central High School	041355
Hope	Yerger Jr. High School	041135	Lavaca	First Southern Christian Academy	041366
Horatio	Horatio High School	041140	Lavaca	Lavaca High School	041365
Hot Springs	Arkademy School	041153	Leachville	Leachville High School	041370
Hot Springs	Arkansas School Math & Science	041148	Lead Hill	Lead Hill High School	041375
Hot Springs	Baptist Temple Academy	041146			
Hot Springs	Beacon Light Baptist Academy	041152			

Appendix D.
Arkansas High School Codes

Note: The ACT / ADHE High School code for schools not listed can be found on the following website: https://www.act.org/content/act/en/products-and-services/the-act/taking-the-test/high-school-codes-lookup.html

City	High School Name	HS Code	City	High School Name	HS Code
Leola	Leola High School	041380	Lowell	North West Academy	042166
Lepanto	East Poinsett County High School	041385	Luxora	Luxora Baptist Academy	041473
Leslie	Leslie High Schoo	041390	Luxora	Luxora High School	041475
Lewisville	Garland High School	040860	Lynn	Lynn High School	041480
Lewisville	Lewisville High School	041395	Mabelvale	Faith Baptist Academy	041488
Lexa	Barton High School	040105	Magazine	J D Leftwich High School	041490
Lincoln	Lincoln Acad Ctr Of Excellence	041401	Magnolia	Columbia Christian School	041497
Lincoln	Lincoln High School	041405	Magnolia	Magnolia High School	041500
Lincoln	Maranatha Christian School	041407	Magnolia	Walker High School	041505
Little Rock	Accelerated Learning Center	041432	Malvern	Glen Rose High School	041510
Little Rock	Arkansas Baptist High School	041414	Malvern	Magnet Cove School	041520
Little Rock	Arkansas School For The Blind	041415	Malvern	Malvern High School	041527
Little Rock	Arkansas School For The Deaf	041416	Mammoth Spring	Mammoth Spring High School	041530
Little Rock	Ash School	041411	Manila	Manila High School	041535
Little Rock	Capital City Christian Academy	041419	Manila	South Mississippi County High School	042630
Little Rock	Catholic High School	041420	Mansfield	Mansfield High School	041540
Little Rock	Central Baptist Academy	041421	Marianna	Friendship Christian Academy	041546
Little Rock	Central High School (Little Rock)	041422	Marianna	Lee Academy	041548
Little Rock	Chenal Valley Christian Academy	041428	Marianna	Lee High School	041550
Little Rock	Clara Muhammad School	041450	Marion	J S Phelix High School	041555
Little Rock	Cloverdale Christian Academy	041418	Marion	Marion Senior High School	041560
Little Rock	Covenant Keepers College Prep	041454	Marked Tree	Marked Tree High School	041570
Little Rock	Embassy Academy	041449	Marmaduke	Marmaduke High School	041575
Little Rock	Episcopal Collegiate School	041417	Marshall	Marshall High School	041580
Little Rock	eStem High Public Charter School	041412	Marvell	Apostolic Life Center Christian Academy	041581
Little Rock	Fairview Baptist School	041427	Marvell	Marvell Academy	041583
Little Rock	Faith Christian High School	041431	Marvell	Marvell Elaine High School	041585
Little Rock	Felder Alternative Academy	041452	Marvell	Tate High School	041590
Little Rock	First Gospel Academy	041426	Maumelle	Academics Plus Charter School	041528
Little Rock	Hall High School	041423	Maumelle	Maumelle Christian School	041592
Little Rock	Heritage Christian Schools	041424	Mayflower	Mayflower High School	041595
Little Rock	Horace Mann High School	041425	Maynard	Maynard High School	041600
Little Rock	J A Fair High School	041429	Mc Crory	McCrory High School	041610
Little Rock	John T Goad Christian School	041439	Mc Gehee	McGehee High School	041620
Little Rock	Lisa Academy High School	041486	Mc Neil	Mc Neil High School	041635
Little Rock	Little Rock Academy	041489	Mc Rae	Mc Rae High School	041640
Little Rock	Little Rock Adventist Academy	041413	Melbourne	Melbourne High School	041645
Little Rock	Little Rock Christian Academy	041453	Mena	Acorn High School	041650
Little Rock	Little Rock Christian School	041484	Mena	Lakeview Christian School	041654
Little Rock	LRSD ALRSD Alternative Agencies	991001	Mena	Mena High School	041655
Little Rock	Lutheran High School	041434	Menifee	East Side High School	041660
Little Rock	Mc McClellan Magnet High School	041485	Mineral Springs	Mineral Springs High School	041670
Little Rock	Metro Voc Tec Ed Ctr	041435	Monette	Buffalo Island Central High School	041680
Little Rock	Mount St Mary Academy	041440	Monticello	Arkansas Early College H S	041681
Little Rock	Parkview Arts Sci Magnet High School	041443	Monticello	Drew Central High School	041685
Little Rock	Premier High School Of Little Rock	041436	Monticello	Monticello High School	041695
Little Rock	Pulaski Academy	041444	Monticello	Wilmar High School	042660
Little Rock	Robinson High School	041430	Montrose	Montrose Academy	041700
Little Rock	Southwest Christian Academy	041441	Morrilton	Cornerstone Christian Academy	042062
Little Rock	Southwest Holiness Academy	041445	Morrilton	Morrilton High School	041710
Little Rock	Spurgn Mem Christn School	041446	Morrilton	Morrilton Intermediate High School	041711
Little Rock	The Academy	041410	Morrilton	Riverview Baptist Christian School	041715
Little Rock	Victory Christian Schools	041447	Morrilton	Sacred Heart Catholic School	041720
Little Rock	Wilbur D Mills Univ Studies High School	042390	Morrow	Morrow Valley Christian Academy	041723
Lockesburg	Lockesburg High School	041455	Moscow	Samuel Vaster High School	041730
Lonoke	G W Carver High School	041465	Mount Ida	Mount Ida High School	041765
Lonoke	Lonoke High School	041470	Mount Judea	Mount Judea High School	041770

Appendix D.
Arkansas High School Codes

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City	High School Name	HS Code	City	High School Name	HS Code
Mount Vernon	Mount Vernon-Enola High School	041780	Ozark	Ozark Christian School	041929
Mountain Home	Emmanuel Christian School	041743	Ozark	Ozark High School	041930
Mountain Home	Mountain Home Christian Acady	041741	Ozark	Pleasant View High School	041790
Mountain Home	Mountain Home High Career Academics	041740	Palestine	Palestine Wheatley High School	041935
Mountain Home	Promise Land Academy	041742	Pangburn	Pangburn High School	041940
Mountain Pine	Mountain Pine High School	041745	Paragould	Crowleys Ridge Academy	041945
Mountain View	Arbanna Baptist Academy	041747	Paragould	Greene County Technical High School	041950
Mountain View	C Fowler Chrstn School	041748	Paragould	Oak Grove Middle School	041955
Mountain View	Mountain View High School	041750	Paragould	Paragould High School	041960
Mountainburg	Mountainburg High School	041735	Paragould	Stanford High School	041965
Mt Holly	Mc Rae High School	041755	Paris	Paris High School	041970
Mt Pleasant	Izard County Christian School	041773	Parkdale	Parkdale High School	041974
Mt Pleasant	Mount Pleasant High School	041775	Parkin	Central High School	041980
Mulberry	Mulberry High School	041785	Parkin	Parkin High School	041985
Murfreesboro	Harvest Time Christian Academy	041798	Paron	Paron High School	041990
Murfreesboro	Murfreesboro High School	041800	Pea Ridge	Pea Ridge High School	041995
Nashville	Nashville High School	041810	Pearcy	Lake Hamilton High School	041155
Nashville	Southside Christian School	041812	Peel	Peel Full Gospel Christian Academy	042001
New Edinburg	New Edinburg High School	041825	Perryville	Perryville High School	042000
Newark	Cedar Ridge High School	041814	Piggott	Piggott High School	042005
Newark	Newark High School	041820	Pine Bluff	C P Coleman High School	042010
Newport	Newport High School	041830	Pine Bluff	Dollarway High School	042012
Norfork	Norfork High School	041840	Pine Bluff	First Church Christian Academy	042013
Norman	Caddo Hills High School	041845	Pine Bluff	Jefferson Preparatory School	042017
Norphlet	Norphlet High School	041850	Pine Bluff	Maranatha Christian School	042019
North Little Rock	Arng Youth Challenge Program	041856	Pine Bluff	New Life Christian High School	042021
North Little Rock	Calvary Academy	041859	Pine Bluff	Pine Bluff Christian School	042024
North Little Rock	Cedar Heights Christian Academy	041855	Pine Bluff	Pine Bluff High School	042030
North Little Rock	Central Arkansas Christian School	041223	Pine Bluff	Ridgway Christian School	042023
North Little Rock	Central Hastings Academy	040323	Pine Bluff	St Joseph Catholic High School	042039
North Little Rock	Edgewood Academy	041864	Pine Bluff	Townsend Park H S	042035
North Little Rock	Faith Christian Academy	041865	Pine Bluff	Watson Chapel Academy	042042
North Little Rock	Lisa Academy North High School	042268	Pine Bluff	Watson Chapel High School	042040
North Little Rock	Maumelle High School	041861	Plainview	Plainview-Rover High School	042050
North Little Rock	New Life Christian Academy	041862	Pleasant Grove	Pleasant Grove H S	042055
North Little Rock	NLR Jr. High School East Campus (Gr 09-10)	041967	Pleasant Plains	Midland High School	042060
North Little Rock	North Little Rock Academy	041451	Plumerville	Plumerville H S	042065
North Little Rock	North Little Rock High School-East Campus	041867	Pocahontas	Pocahontas Christian Academy	042069
North Little Rock	North Little Rock High School-West Camp	041860	Pocahontas	Pocahontas High School	042070
North Little Rock	Northeast Sr High School-Inactive	041863	Pocahontas	Saint Pauls School	042075
North Little Rock	Rose City Christian Academy	041866	Portland	Portland High School	042085
North Little Rock	Spirit & Life Christian Acad	042267	Pottsville	Pottsville High School	042090
Oark	Oark High School	041875	Poughkeepsie	Poughkeepsie High School	042095
Oden	Oden High School	041880	Poyen	Poyen High School	042100
Oil Trough	Oil Trough High School	041885	Prairie Grove	Prairie Grove High School	042105
Okolona	Okolona High School	041890	Prattsville	Prattsville High School	042110
Ola	Ola High School	041900	Prescott	Prescott High School	042120
Ola	Two Rivers High School	041901	Prim	Hilltop Holiness Academy	042124
Omaha	Bible Baptist Christian School	041903	Pyatt	Pyatt High School	042130
Omaha	Omaha High School	041905	Quitman	Quitman High School	042135
Osceola	Osceola Comm Arts-Business Charter School (OCABS)	041919	Ravenden Springs	Oak Ridge Central High School (closed)	042140
Osceola	Osceola High School	041910	Rector	Rector High School	042145
Oxford	Oxford High School	041920	Rison	Rison High School	042150
Ozark	Cass Civilian Conservation Ctr	041928	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

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City	High School Name	HS Code	City	High School Name	HS Code
Rogers	Bible Living School	042163	Subiaco	Subiaco Academy	042375
Rogers	Bible Missionary Academy	042164	Sulphur Rock	Sulphur Rock High School	042380
Rogers	Heritage High School	042168	Swifton	Swifton Public Schools	042395
Rogers	Northwest Arkansas Academy of Fine Arts	044170	Taylor	Taylor High School	042400
Rogers	Providence Classical Christian	041472	Texarkana	Arkansas High School	042403
Rogers	Rogers High School	042165	Texarkana	Emmanuel Christian Academy	042402
Rogers	Rogers High School Sophomore Campus	040503	Texarkana	Genoa Central High School	040870
Rogers	Rogers New Tech HS	042171	Texarkana	Trinity Christian School	042404
Rohwer	Delta High School	042170	Texarkana	Veritas Academy	042405
Rose Bud	Rose Bud High School	042180	Texarkana	Washington Academy Charter School	042407
Rosston	Maumelle High School	042185	Thornton	Thornton High School	042425
Rosston	Nevada High School	042183	Tillar	Cornerstone Christian Academy	042409
Russellville	Russellville High School	042195	Tillar	Desha-Drew High School	042430
Saint Joe	Saint Joe High School	042205	Timbo	Timbo High School	042440
Saint Paul	Saint Paul High School	042210	Trumann	Calvary Baptist School	042453
Salem	Salem High School	042215	Trumann	Liberty Christian Academy	042454
Saratoga	Saratoga High School	042220	Trumann	Trumann High School	042455
Scotland	Scotland High School	042225	Tuckerman	Tuckerman High School	042465
Scranton	Scranton High School	042240	Turrell	Turrell High School	042475
Searcy	Griffithville High School	040960	Tyronza	Tyronza High School	042485
Searcy	Harding Academy	042245	Umpire	Umpire High School	042490
Searcy	Morris School Boys	042248	Valley Springs	Valley Springs High School	042495
Searcy	Riverview High School	041300	Van Buren	Van Buren Christian Academy	042499
Searcy	Searcy High School	042250	Van Buren	Van Buren High School	042500
Searcy	White County Christian School	042253	Village	Village High School	042525
Sheridan	Sheridan High School	042265	Vilonia	Vilonia High School	042530
Sherwood	Abundant Life School	041857	Viola	Viola High School	042535
Sherwood	Sylvan Hills High School	041872	W Memphis	Central Baptist School	042613
Shirley	Shirley High School	042270	W Memphis	Tabernacle Bapt Academy	042614
Shirley	Universal Christian Academy	042272	Wabbaseka	J S Walker High School	042545
Siloam Springs	Cookson Hills Christian School	042271	Wabbaseka	Wabbaseka High School	042550
Siloam Springs	Siloam Springs Christian School	042278	Waldo	Waldo High School	042560
Siloam Springs	Siloam Springs High School	042280	Waldron	Waldron High School	042565
Siloam Springs	Trinity Christian Academy	042281	Walnut Ridge	AR Distance Learning Prep Ctr	042574
Smackover	Smackover High School	042285	Walnut Ridge	Walnut Ridge High School	042575
Snowball	Snowball High School	042295	Ward	New Horizon Academy	042577
Sparkman	Sparkman High School	042305	Warm Springs	Lords Ranch School	042579
Sparkman	Sparkman Tr School	042310	Warren	Bradley Co High School	042580
Springdale	Har-Ber High School	042147	Warren	Warren High School	042585
Springdale	Shiloh Christian School	042313	Weiner	Weiner High School	042600
Springdale	Springdale Alt Lrn Environment	042316	West Fork	West Fork High School	042610
Springdale	Springdale Christian Academy	042314	West Helena	Central High School (PhillipsCounty)	041075
Springdale	Springdale Senior High School	042315	West Helena	De Soto School	042612
St. Charles	Saint Charles High School	042200	West Helena	Eliza Miller H S	041080
Stamps	Lafayette County High School	042326	West Helena	Phillips County Christian School	042611
Stamps	Stamps High School	042327	West Memphis	Calvary Baptist Academy	042618
Star City	Glendale High School	042328	West Memphis	Crittenden Pentecostal Academy	042617
Star City	Lincoln County Adult Education	042330	West Memphis	West Memphis Christian School	042616
Star City	Star City High School	042337	West Memphis	West Memphis High School	042615
Stephens	Stephens High School	042345	Western Grove	Western Grove High School	042605
Strawberry	Hillcrest School	042348	Wheatley	Monroe Academy	042633
Strong	Gardner High School	042355	Wheatley	Wheatley High School	042635
Strong	Strong High School	042360	White Hall	White Hall High School	042045
Stuttgart	Evangelical Methodist School	042361	Wickes	Wickes High School	042640
Stuttgart	Grand Prairie Christian Academy	042362	Wilburn	Wilburn High School	042645
Stuttgart	Stuttgart High School	042365	Williford	Williford High School (closed)	042650
			Willisville	Willisville High School	042655

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City	High School Name	HS Code
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

City	High School Name	HS Code
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~~ *A comprehensive* mathematics course such as ~~than~~ college algebra, *college mathematics, college statistics, *quantitative literacy/reasoning or higher-level, college mathematics course* may be applied toward *an **associate or* baccalaureate degree from a state-supported college or university in Arkansas.   *Any mathematics course used to meet the 35-credit hour state minimum general education core requirement for the associate or bachelor's degree must be approved for inclusion in the Arkansas Course Transfer System (ACTS). Some college mathematics courses may not be accepted toward degree majors in science, technology, engineering and mathematics (STEM).*

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

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

Appendix F. Freshman Assessment

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

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

ENGLISH COMPOSITION

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

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

READING

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

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

SAT - College Board-Recentered Scholastic Aptitude Test

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

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

ACCUPLACER – College Board Accuplacer

+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.*

Appendix F. Freshman Assessment

Institutional Student Success Plan – Essential Elements
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, Accuplacer, Redesigned SAT
English – COMPASS, ASSET, ACT, SAT, COMPASS E-Write, Accuplacer, Redesigned SAT

Appendix F. Freshman Assessment

Reading – COMPASS, ASSET, ACT, SAT, Nelson-Denny, ACT and Essay combined, Accuplacer, Redesigned SAT

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

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

Appendix F. Freshman Assessment

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		
A-Accuplacer	20-120	83	78	77		
R-Redesigned SAT	200-800	26	26	500		

Appendix F. Conditional Admission

Conditional Admission for High School Graduates (Revised)

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

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

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

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

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

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

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

I. General Information and Definitions

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

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

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

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

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

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

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

> **Exempt from these requirements**:

> - Students enrolling in Certificate of Proficiency programs *or* noncredit courses

> - Students who are **not** <u>seeking a degree</u> *or* <u>other award above the Certificate of Proficiency</u> **and** are enrolled part-time

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

Appendix F. Conditional Admission

II. Procedures

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

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

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

    Section 1 (c)

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

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

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

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

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

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

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

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

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

Approved:	Agenda Item No. 28 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 or original admission. If the institution also tabulates in-district student data, care should be exercised to avoid double counting; in such a case, this category means out-of-district but in-state.

- **Out-of-district:** a student who had legal residence, at the time of admission, outside the district of the institution he or she attends but within the state.

- **Out-of-state**: a student who attends a postsecondary education institution outside of the state in which he or she had legal residence at the time of original admission.

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

CERTIFICATES

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

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

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

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

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

UNDERGRADUATE DEGREES

Associate Degrees (Degree Level 03)

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

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

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

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

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

Appendix G. Glossary

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

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

Bachelor's Degrees (Degree Level 05)

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

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

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

GRADUATE DEGREES

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

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

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DOCTORAL DEGREE

Research/Scholarship (Degree Level 17) A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M, and others, as designated by the awarding institution.

Professional Practice (Degree Level 18) A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as first-professional and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

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

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

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

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

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

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

First-time entering undergraduate student (01): a non-high school student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes (a) students enrolled in academic or occupational programs, (b) students enrolled in the fall term who attended college for the first time in the prior summer term, and/or (c) students who entered with advanced standing (college credits earned before graduation from high school). A student will be reported in this category only once (except for situation b above). This term should not be confused with entering undergraduate transfer student.

High school students should be reported as first-time entering only after the student has received a high school diploma or its equivalency and been matriculated by the institution. Those students who have not yet received a diploma or its equivalency should be reported as such in the enrollment status and student level fields. Upon graduation from high school, if a student enrolled in summer courses at an institution, and transferred to another institution for the fall term of the same calendar year in which the student graduated from high school,

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the student should be reported as first-time entering at the institution where (s)he enrolled in the fall term. If the student enrolled in summer at one institution and remains at that institution in the fall, (s)he is reported as first-time entering in the fall term.

Other first-year continuing student (02): a non-high school student who entered college prior to the fall reporting period and who is not classified as a sophomore or as a first-time entering undergraduate student.

First-time entering undergraduate transfer student (03): a non-high school student entering the institution for the first time with academic credit attempted or earned at another institution (whether or not the credit is accepted by the institution to which the student transfers; this does not include credit hours earned while the student was still enrolled in high school). If the student was a first-time entering transfer student in the summer term, please also report them as a first-time entering transfer student for the fall term.

First-time entering graduate student (04): a student who has been awarded an earned baccalaureate or first professional degree and who is entering any institution classified as a graduate level student for the first time. "Graduate student" includes students enrolled at any level of graduate study – masters, specialist, or doctoral. For reporting purposes, this category includes students enrolled in the fall term who enrolled as graduate students for the first time in the prior summer term. The student may have been enrolled previously as an undergraduate or first professional student at the reporting institution.

First-time entering doctoral student (05): a student entering any institution classified for the first time as a doctoral student (research/scholarship or professional practice). The student may have been enrolled as an undergraduate or graduate student at the reporting institution. For reporting purposes, this category includes students enrolled in the fall term who enrolled as first professional students for the first time in the prior summer term.

Continuing undergraduate student (06): a non-high school student previously enrolled at the same or similar undergraduate student level during the previous regular academic term at the reporting institution. Disregard summer session and other special sessions not considered to be part of the academic year.

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

Readmitted undergraduate student (08): a non-high school student previously enrolled at the same undergraduate student level at the institution but not enrolled during the regular academic term immediately preceding the current term. Disregard summer session and other special sessions not considered to be part of the academic year.

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

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

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	Asian 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')	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	**Hawaiian 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')	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	**White Only**
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 any Hispanic student. This is the only "any" in the group, per IPEDS.	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	**Unknown**

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'
	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)
SELECT COUNT(DISTINCT(s.ssn_id)) AS first_uk FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '9'	SELECT COUNT(DISTINCT(s.ssn_id)) AS second_uk FROM student_table s JOIN fice_table f ON s.fice_code = f.fice_code WHERE s.fice_code = 'XXXXXX' AND s.academic_year = '2010' AND s.non_resident_alien = '0' AND s.asian IN ('0', '2') AND s.black IN ('0', '2') AND s.hispanic IN ('0', '2') AND s.amerind IN ('0', '2') AND s.white IN ('0', '2') AND s.hawaiian IN ('0', '2')

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

Regular academic term: refers to the calendar periods established by an institution for the conduct of educational activities and corresponds to the basic periods of the institution's predominant calendar system.

State-supported student financial assistance per act 605/6
Acts 605/606:
  (1)(A) A student receiving any state-supported student financial assistance for which an institution of higher education is required to provide information under this section shall complete and **sign a consent form** authorizing the release of the student's individual personal information to the Bureau of Legislative Research and authorizing:
      (i)   The institution of higher education to provide the bureau with academic progress information for the scholarship recipient; and
      (ii) The department to release the student's individual personal information to the bureau.
  (2)(A) The student may opt out of the release of information.

Appendix G. Glossary

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

- Headcount: an unduplicated tally of students by a characteristic, such as full-time/part-time, geographic origin, or age.

- Full-time equivalent (FTE): a measure calculated by dividing the total number of credit hours generated at a given enrollment level by the applicable student load.

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

Unclassified undergraduate (00): a non-high school student who cannot be classified into one of the lower or upper division categories (i.e., freshman, sophomore, junior, senior) but he or she is enrolled in undergraduate coursework.

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

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

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

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

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

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

Doctoral/Doctoral: Research/Scholarship (07): a student who has received a master's or specialist degree (or has earned at least 30 semester credit hours in graduate course work) and is enrolled in a doctoral degree program. Such doctoral programs require advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.

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

First Professional/Doctoral: Professional Practice (09): a student who is enrolled in a first professional degree program such as, but not limited to, chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, and veterinary medicine. Such doctoral programs require completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years.

Unclassified post-baccalaureate undergraduate student (10): a student who cannot be classified in one of the undergraduate categories (i.e., freshman, sophomore, junior, senior) because he or she has an earned baccalaureate degree but now is pursuing additional undergraduate coursework.

Unclassified graduate (11): a student who has completed a baccalaureate degree and is enrolled in graduate coursework but cannot be classified in one of the graduate categories (i.e., master's, specialist, doctoral).

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

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

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

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

Appendix G. Glossary

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

- **Web-Based (WB)** – courses delivered over the Internet (Web delivery).

- **Site-to-Site (SS)** – courses delivered through special facilities for site-to-site two-way audio-video (compressed video).

- **Other (OT)** – courses delivered via satellite, cable TV, broadcast TV/radio, closed-circuit, video tape, CD ROMS, DVDs, e-mail, etc.

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

Appendix H. Residency

ADHE Residency Classification for Tuition Purposes
for Public Colleges and Universities

1.	A student should be classified as an instate resident for tuition purposes only if his or her legal residence is located in Arkansas. This means that Arkansas is the legal place of residence of the student for all purposes and that the student demonstrates by good faith acts the intent to make Arkansas his or her permanent home. Legal residence in Arkansas is required for at least six continuous months prior to the classification decision in order to be classified as a resident for tuition purposes. Mere physical presence in Arkansas is not sufficient to establish residency or demonstrate future intent.

2.	In those situations where the student's residency status is dependent on the place of residence of the parent(s), the definition in (1) should govern the determination of parental residency. For parents, neither mere physical presence in Arkansas with children nor mere ownership of property in Arkansas is sufficient to establish residency but should be taken into consideration along with other relevant factors.

3.	The legal residence of a minor student (as defined in 5 below) is the same as that of the parent(s)
   - the parent to whom custody has been awarded by judicial decree
   - the parent with whom the minor resides if there has been a separation without a judicial decree
   - the legal adoptive parent
   - the natural guardian with whom the minor resides. Act 692 of 1997 (A.C.A. 6-60-210) provides, in part, that for the purpose of admission and enrollment in a public institution of higher education any minor child (defined as "a child under twenty-one (21) years of age") of a legal resident of Arkansas shall be considered a legal resident of Arkansas.

4.	Appointment of a guardian by a state other than Arkansas will establish the legal residence of a minor student as that of the out-of-state guardian. Establishment of guardianship or adoption to evade tuition or fees will not be recognized.

5.	Act 892 of 1975 states that all persons eighteen (18) years of age and above shall be considered to have reached the age of majority. Until the age eighteen (18) is reached, they are considered to be minors. "Any law of the State of Arkansas which presently requires a person to be of a minimum age of twenty-one (21) years to enjoy any privilege or right… shall be deemed to require that person to be of a minimum age of eighteen (18) years."

6.	Minors who have been emancipated by the laws of their legal state of residence, or who have reached the legal age of majority, have the power to acquire a different legal place of residence, but the previously established legal residence continues in force until a new legal residence is clearly established. Marriage constitutes emancipation for all minors.

7.	To acquire a legal residence in Arkansas, an individual must have established a legal home of permanent character, resided in Arkansas for six continuous months and have no present intention of changing residence to a location outside Arkansas.

8.	Determination of legal residence for tuition purposes shall be based on review by institutional officials of all relevant circumstances, which together may reasonably demonstrate legal residence and state of mind regarding residency intent.

9.	Students who are otherwise not residents of Arkansas may not establish legal residence in Arkansas by the mere fact of receiving mail at an Arkansas address or postal box.

10.	Members of the armed forces who are stationed in Arkansas pursuant to military orders, along with their unemancipated dependents, are entitled to classification as in-state residents for tuition purposes.

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

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

Appendix I. IPEDS
Changes to the 2016-17 IPEDS data collections

2016-17	Registration	Fall 6 weeks	Winter 9 weeks	Spring 17 weeks
Collection Opens	August 10	September 7	December 14	December 14
Collection Closes for Keyholders		October 19	February 15	April 12
Collection Closes for Coordinators		November 2	March 1	April 26
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 2016-17 data collection cycle.

UserIDs and passwords for 2016-17 will be distributed to all institutions on August 10. 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 31, 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 9/14 instead of 9/7. 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

Appendix I. IPEDS
Changes to the 2016-17 IPEDS data collections

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.2
IPEDS Completions and Related Reports

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

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

ADHE Guidance Policy for IPEDS Reporting

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

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

Appendix J. TRANSFER REPORT INSTRUCTIONS

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 <u>not</u> receive credit for the course are not applicable to this report. Courses with successful grades (such as A, B, C, D, S, CR, etc.) are applicable to this report.
      (4) 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 <u>January 2010</u> or later. Report each such transfer student on one row of the report.

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

No.	Field/Column	Description
1	Receiving Institution's FICE Code	Same FICE Code as used in AHEIS/SISDB. This is the institution completing the report in which the student has transferred to.
2	Sending Institution's FICE Code	Same FICE Code as used in AHEIS/SISDB. This is the institution the student is transferring from. This FICE code should match the TRANSFER_FICE code used in the student table.
3	Academic Year	Same as used in AHEIS/SISDB.
4	Term	Same as used in AHEIS/SISDB.
5	Student SSN	Same as used in AHEIS/SISDB.

6	Transfer Degree	List the type of associate degree that transferred (AA, AS, or AAT) using the codes below.
		          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.) 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

Please see the Approved Transfer Program List for AA and AS degrees at www.adhe.edu.

Appendix J. TRANSFER REPORT INSTRUCTIONS

NOTE: This report will be cross-referenced to the CRHRS_COMPLETED field (a new field in the graduate report) and the MIN_CR_HRS and MAX_CR_HRS fields (both new fields in the Degree FICE Year Table) in order to compare the total hours completed against the hours required for each credential.

- As part of this effort, the Academic Affairs Division of ADHE will be working with all colleges to update the Degree Inventory to update the Degree Fice Year Table with the MIN_CR_HRS (minimum credit hours) and MAX_CR_HRS (maximum credit hours) data for degree and certificate programs.

- In addition, CRHRS_COMPLETED (credit hours completed) will be a new field required as part of the graduate file.

File Name – The report should be named "RPTA_CollegeAbbr_AYXXXX.xls" where CollegeAbbr is the 3-5 letter institution abbreviation used in Appendix A and the AY is the Academic Year – all as used in the AHEIS/SISDB manual.
     For example: RPTA_UALR_AY2010.xls.

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

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

Roger Phillips Transfer Act Report
Act 182 of 2009 (The Roger Phillips Transfer Policy Act)
Name this file: RPTA_CollegeAbbr_AYXXXX.xls, such as RPTA_XYZ_AY2010.xls

COLLEGE: _____

REPORT IS FOR ACADEMIC YEAR : _____

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

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

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

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

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

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

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

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

ACTS Transfer Report
Act 672 of 2005
Name this file: ACTS_CollegeAbbr_AYXXXX.xls, such as ACTS_XYZ_AY2011.xls

Act 672 of 2005 requires that all public institutions file a report annually with ADHE concerning students who transfer from and to their institutions. In keeping with that requirement, please provide the following information.

INSTRUCTIONS: Identify the student who requested a transfer credit for a completed ACTS course who were NOT given credit. Provide the student's SSN, the ACTS course, and the reason why the ACTS was not accepted.

COLLEGE:

REPORT IS FOR ACADEMIC YEAR :

No.	Fice Code		Review		Student SSN (5)	ACTS Course Index Number Not Accepted (6)	Reason the ACTS Course NOT Accepted (7)
	Receiving Institution (1)	Sending Institution (2)	Academic Year (3)	Term Code (see below) (4)			
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
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	4 = Summer 2 Off-Schedule
1 = Fall On-Schedule	5 = Fall Off-Schedule
2 = Spring On-Schedule	6 = Spring Off-Schedule
3 = Summer 1 On-Schedule	7 = Summer 1 Off-Schedule

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 M. Military Compensation

Arkansas Department of Higher Education

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

Mike Beebe   Linda Beene
  Governor   Director

M E M O R A N D U M

DATE: May 27, 2007

TO: Institutional Research Officers, Public Institutions

FROM: Ron Harrell

SUBJECT: Mandatory Report of Type and Amount of Compensatory Options Awarded to those Called to
                   Military Service:
                   − The Student who is called into military service, per Act 85 of 2005
                   − The Student whose spouse is called into military service and the student or the
                     student's spouse who has dependent children residing in the household, per Act 16
                     of 2007 (report beginning Sept. 1, 2008)

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

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

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

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

Thanks for all that you do!

Appendix M. Military Compensation

Arkansas Department of Higher Education

Annual Fiscal Year Report on Type and Amount of Compensatory Options Awarded to Students Called to Military Service per Act 85 of 2005

Due September 1 for the Previous Fiscal Year

Fiscal-Year: _____

Institution: _____

Report Completed by: _____

Date: _____

Act 85 of 2005, SECTION 1:

Compensatory Options per Act 85 of 2005, SECTION 1

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

Appendix M. Military Compensation

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

Fiscal-Year: _____
Institution: _____
Report Completed by: _____
Date: _____

Act 16 of 2007, SECTION 1:

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

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 <u>not</u> apply to the AY2014 graduate file submitted in July 2014. (No institution has to re-submit the AY2014 graduate file based on this change). But it does relate to the short graduate file that you will submit in October 2014 (due 10/15/2014) for graduates from July or August 2014 relating to the AY2015 (2014-2015) graduate file and all graduate files thereafter.

We are adding a field called reverse_transfer and it is a simple Yes or No flag.

> Reverse Transfer – was this credential awarded via the reverse transfer program?
> > 1 = Yes
> > 2 = No

The reverse transfer program is sponsored by AATYC via grant funds. It allows transfer students earning credit hours at a university to transfer hours back to the student's previous institution where an associate's degree may be awarded. For more information, please see http://www.degreematters.org/.

Note that we have also added this for private/independent institutions and nursing schools. They have not yet been asked to participate in this program yet but we expect them to be invited to participate in the future.

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

Appendix O. Clarifying Memos

MEMORANDUM

TO: Institutional Research Officers
      All Public Institutions of Higher Education

FROM: Rick Jenkins
      Associate Director, Planning and Accountability
      Arkansas Department of Higher Education
      423 Main Street, Suite 400
      Little Rock, AR 72201
      (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 <u>not</u> include tuition charges paid by scholarships or other forms of discounts or waivers, provided that such assistance was reported against the institution's scholarship cap and reported on the annual Financial Report (FAID). If the tuition charges were paid by a public school district, a college/university scholarship, a grant, or a private foundation, then the response must be 2 (No). Students that receive a tuition discount or waiver would also reported as 2 (No) if the discount/waiver is properly reported (this includes students receiving border county waivers, senior citizen discounts/waivers, and other such discounts/waivers).

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

<u>Note 1</u>: This field must be answered for all students. However, respond with Code 2 (No) for all non-high school students. Yes (1) responses are only applicable to high school students.
<u>Note 2</u>: For any high school student that is a dependent of an employee of the institution and receives free tuition, respond with 2 (No). Per ADHE's institutional finance policies, any discounted or free tuition provided to employees and their dependents is considered as fringe benefits, not as scholarships.

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

Appendix 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 Technology
SIS Data Files and Report Descriptions

FILE NAME	Public	Private	DATA DESCRIPTION	LEGISLATIVE AUTHORIZATION	USE
SIS TERM FILES	**Public**	**Private**			
Student	Y	Y	Credit-earning students with descriptors (e.g., date of birth, gender, level, placement status, race, geographic origin)	Act 479 of 1999	Academic cost accounting; annual enrollment reports; remediation report; annual retention & graduation report; ad hoc requests; federal legislation reporting
Student End-of-Term		Y	Similar to student file but includes GPA and credit hour data (for private institutions and BSN, JSN, CRTI, and NTI only)	Acts 605/606 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	**Public**	**Private**			
Graduated Student	Y	Y	Graduates by degree, gender, race/ethnicity	Act 479 of 1999	Annual degrees report; academic cost accounting; SREB Data Exchange; ad hoc requests
Annual Instructor	Y		All instructors from previous academic year and total compensation	Act 479 of 1999	Academic cost accounting
Athletic File	Y		Student athletes with financial aid information	Act 479 of 1999	Annual athletic retention & graduation report
Financial Aid File	Y	Y	Submission of financial data	Acts 605/606 of 2009 (Lottery Act) as amended	Lottery Act compliance
ADHE REPORTS	**Public**	**Private**			
Academic Calendar	Y	Y	Starting and ending dates of academic terms and term breaks (Note: A copy of the academic calendar from an institutional catalog may be substituted.)	Act 479 of 1999	External requests
Financial Aid Crosswalk Report	Y	O	Submission of local institution codes matching ADHE fund codes	Acts 605/606 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 univerisities	Act 182 of 2009 (Roger Phillips Transfer Act)	General compliance
ACTS Transfer Report	Y	Y	Reports transfer data on all students transferring between institutions regarding courses in Arkansas Course Transfer System	Act 672 of 2005	General compliance
Perkins Annual Reports	Y		Perkins student and assessment data.	Federal Perkins Act	Federal Perkins Act compliance
OCR REPORTS	**Public**	**Private**			
OCR A-5	Y		Governing board composition	Adams Case	Desegregation reporting; ad hoc requests
OCR B-1	Y		Student applications, acceptances, enrollments	Adams Case	Desegregation reporting; ad hoc requests
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