



Arkansas Department of Higher Education

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

Mike Beebe
Governor

Dr. Jim Purcell
Director

MEMORANDUM

TO: Institutional Research Officers
All Public and Private College and Universities in Arkansas

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

DATE: Monday, March 2, 2009

RE: Annual Instructor File

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

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

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

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

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



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MEMORANDUM

TO: Institutional Research Officers
All Public and Private College and Universities in Arkansas

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

DATE: Monday, March 2, 2009

RE: New Race Codes for Graduate File

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

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

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

Question – I want to submit the graduate file in July 2009 using which race codes?	
<input type="checkbox"/>	I want to use the old race codes for the July 2009 graduate file submission
<input type="checkbox"/>	I want to use the new race codes for the July 2009 graduate file submission
Responding Institution:	

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



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MEMORANDUM

TO: Institutional Research Officers
All Public and Private College and Universities in Arkansas

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

DATE: Thursday, March 05, 2009

RE: New Race Codes for Graduate File

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

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

TALLY OF FINAL REPOSES	
Question – I want to submit the graduate file in July 2009 using which race codes?	
32	I want to use the old race codes for the July 2009 graduate file submission
2	I want to use the new race codes for the July 2009 graduate file submission



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Mike Beebe
Governor

Dr. Jim Purcell
Director

MEMORANDUM

TO: Institutional Research Officers
All Public and Private College and Universities in Arkansas

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

DATE: Thursday, March 05, 2009

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

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

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

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

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

Sincerely,

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



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Mike Beebe
Governor

Dr. Steve Floyd
Interim Director



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Mike Beebe
Governor

Dr. Jim Purcell
Director

MEMORANDUM

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

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

DATE: Monday, March 16, 2009

RE: Transfer Policy Act

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

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

Therefore, please see the attached:

1. Transfer Act Report – this is an explanation of how the report should be completed and
2. Transfer Act Report_CollegeAbbr_AY-Term.xls – this is the report form.

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

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

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

MEMORANDUM

TO: Institutional Research Officers
All Colleges and Universities in Arkansas

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

DATE: Wednesday, July 15, 2009

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

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

New 2010 CIP Codes

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

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

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

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

Degree Level Changes

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

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

The above will require changes in the

1. Graduate Table, Degree Level field (degree_level),
2. Course Table, Course Level field (course_level),
3. Student Table, Student Level field (student_level), and
4. Student Table, Enroll Status field (enroll_status).

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

NOTE: Since these changes affect the student and course tables, we will need these changes to be effective for the Summer 2 2009 On-Schedule term (AY 2010, term 0). The degree level changes will only affect institutions that offer degrees or certificates above the Master's level¹. Therefore,

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

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

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

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114 East Capitol, Little Rock, AR 72201
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rickj@adhe.edu

DATE: Thursday, August 06, 2009

RE: IPEDS Reports to be submitted to ADHE

We recently became aware of a legislative provision requiring all post-secondary institutions to submit their IPEDS report data to the Arkansas Department of Higher Education. This was tucked away in an appropriations act and was apparently overlooked by ADHE staff. See the provision below.

Act 1416, Section 32: All post-secondary institutions shall provide to the Arkansas Department of Higher Education a copy of the Integrated Post-Secondary Education Data System (IPEDS) data within three weeks following the IPEDS due date, which shall be subject to audit by the Arkansas Department of Higher Education.

Therefore, we need to request that you provide a digital copy of ALL of your IPEDS reports submitted during the Academic Year 2008-2009. Please submit these as soon as possible via email to Sharon Butler at sharonb@adhe.edu. If you do not have an electronic copy of the report, please contact Sharon Butler at 501-371-2069 for guidance.

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

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

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

UAF_HumanResources_AY2009-10

The Act states that the reports should be sent to ADHE within 3 weeks of submitting the reports to IPEDS. So we are all late for Academic Year 2008-2009, hence, the need to submit the past year's reports to ADHE as soon as possible.

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

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

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

MEMORANDUM

TO: Institutional Research Officers
All Colleges and Universities in Arkansas

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

DATE: Thursday, August 06, 2009

RE: IPEDS Reports to be submitted to ADHE
Supplemental Instructions

Supplemental Instructions

1. Since some of the above data may be personally identifiable, please use the FT.ADHE.EDU website to securely submit the electronic versions of the files. If you do not have a login, please contact Paul Graziani at paulg@adhe.edu.
2. We primarily need the Human Resources data to complete the report for the legislature. If you do not have the HR report in an electronic format to ftp, please complete the applicable portion of the attached spreadsheet and return to ADHE.

This is simply a headcount of part-time and full-time employees by IPEDS categories. This information is needed ASAP.

We recently became aware of a legislative provision requiring all post-secondary institutions to submit their IPEDS report data to the Arkansas Department of Higher Education. This was tucked away in an appropriations act and was apparently overlooked by ADHE staff. See the provision below.

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

Appendix O. Clarifying Memos

Concurrent Enrollment Policy

In developing the concurrent enrollment policy, two related terms need to be defined. Dual enrollment is the enrollment of a high school student in postsecondary education for college-level credit exclusively. Concurrent enrollment is the enrollment of a high school student in postsecondary education for high school credit and college-level credit. Arkansas statute §6-18223 concerns concurrent enrollment, while statute §6-60-202 refers to dual enrollment. Over the past nineteen years, large numbers of high school students have taken advantage of this opportunity to enroll at public colleges and universities, and as enrollment has grown, it has become necessary to clarify the terms and conditions under which the Department of Higher Education recognizes course credits awarded to high school students for enrollment and funding purposes. In order for colleges and universities to report students for FTE funding purposes, the following conditions must be met:

NOTE: These following paragraphs apply specifically to high school students enrolling in general education concurrent enrollment courses: 1, 2, 3, 4, 5, 6, 7, 8, and 9.

1. If an institution of higher education offers a concurrent enrollment course(s) on a high school campus taught by a high school teacher, the institution must hold provisional membership in the National Alliance of Concurrent Enrollment Partnerships (NACEP) by January 31, 2008. Institutions that have offered concurrent enrollment courses on high school campuses taught by high school teachers for at least five years must become accredited members of NACEP by July 1, 2009. Those that have offered concurrent enrollment courses taught by high school instructors for less than five years must become accredited members as soon after July 1, 2009 as the five-year criteria is met. Provisional and accreditation reports must be forwarded to ADHE upon receipt. If NACEP broadens its scope of accreditation, institutions that fall within that scope will be required to hold provisional membership and gain accreditation.
2. Concurrent credit courses must be college or university courses that are approved through the normal process of an institution and included in the catalog. The course must be listed in the Arkansas Course Transfer System, see <http://acts.adhe.edu/>. A course will be required to meet the same standards as college courses taught on the campus. The faculty will use the same syllabus, same textbook as approved by the college or university and adopt the same learning outcomes as those developed for the course on the campus. An equivalent textbook may be used under the following conditions:
 - a. the textbook has been recently used for the course,
 - b. the textbook is aligned with the course learning outcomes, and
 - c. the textbook has been approved by the college or university.
 - d. If departmental exams are used in campus courses, then those exams will be used at the high school site.
3. Advanced Placement (AP) courses are high school courses in which students are required to take the AP Exam and make the requisite score in order to receive college credit from an Arkansas institution of higher education. Student-earned hours in AP courses will not generate FTEs for higher education.
4. The merging of concurrent enrollment and AP courses will be allowed on a trial basis for a two-year period for the academic years 2007-08 and 2008-09. The effectiveness of this model will be evaluated by the end of the two-year period.
 - a. Colleges and universities that offer such courses must ensure that these merged courses meet all the requirements of concurrent enrollment courses as set forth in this policy.

Appendix O. Clarifying Memos

Concurrent Enrollment Policy

- b. The AP course guidelines specified by the College Board in its published course description must be incorporated into the course syllabus.
 - c. The course syllabus must be submitted by the teacher for approval by the College Board AP Course Audit.
 - d. Students enrolled in these merged courses must meet all requirements included in #8.
 - e. Students in merged courses may be counted for FTE purposes.
 - f. Students will gain college credit by making the requisite score on the AP exam and/or by the semester grade earned in the course. Students in merged courses are required to take the AP exam.
 - g. The teacher of the merged course must have completed AP training in the subject area and meet the requirements as listed in #6.
5. Institutions of higher education must demonstrate “ownership” of any concurrent course for which students are reported for funding purposes. Ownership of courses means that the college or university will:
- a. Provide the instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements before certifying the instructors to teach the college/university’s courses.
 - b. Concurrent credit instructors will receive continuing collegial interaction with college faculty through annual professional development, required seminars and site visits. These interactions will address issues such as course content, course delivery, student learning assessment, in-class evaluation and professional development in the field of study.
 - c. Students will have the opportunity to utilize resources including the institution’s library, academic advising, and faculty counseling on the college campus.

Simply awarding credit to students who are in concurrent courses offered by a sponsoring institution will not meet the principle of “ownership” as described above.

- 6. Faculty in general education concurrent enrollment courses must have a master’s degree with a minimum of 18 college credit hours in the subject area being taught. Faculty who teach concurrent courses on a high school campus will be subject to a criminal background check as is required of public school teachers.
- 7. For the purpose of this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member.
- 8. High school students in general education concurrent courses for college credit will be those who are admitted to the college or university as non-degree/certificate-seeking students. Students must have scored 19 or better on the ACT Reading sub-test or have a score on the EXPLORE or PLAN assessments (see Table 1) that are projected to produce a 19 or better on the ACT Reading sub-test, or equivalent score on the SAT, ASSET or COMPASS, to enroll in any general education concurrent enrollment course.

Concurrent enrollment courses in English and mathematics require a 19 or better on the respective ACT sub-test or a score on the EXPLORE or PLAN assessments (see Table 1) that are projected to produce a 19 or better on the respective ACT sub-tests or an equivalent score on the SAT, ASSET or COMPASS.

Table 1. Concurrent Enrollment Test Score Requirements				
Test Type	Test	Math	English	Reading
0	ACT	>= 19	>= 19	>= 19

Appendix O. Clarifying Memos

Concurrent Enrollment Policy

1	SAT	≥ 460	≥ 470	≥ 470
2	ASSET	≥ 39	≥ 45	≥ 43
3	COMPASS	≥ 41	≥ 75	≥ 82
4	EXPLORE	≥ 15	≥ 14	≥ 14
5	PLAN	≥ 17	≥ 16	≥ 15

9. Institutions will establish tuition and fee rates for concurrent students. If tuition and fees are set a lower rate than the regular full tuition rate on campus, the difference between the regular rate and the charged rate will be considered an academic scholarship for all purposes and must be reported. For formula recommendation purposes, ADHE will include the regular full tuition and fees for all concurrent courses in the funding recommendation.
10. Colleges and universities may not claim student semester credit hours or funding if tuition is not received by the institution in any form.
11. Pursuant to A.C.A. §6-53-501, the intent of this policy is that the courses described above shall include but not be limited to articulated courses designed for instruction of secondary students qualifying for state aid from the public school fund. Nothing in this policy shall preclude money flowing under A.C.A. §6-51-305 to the secondary center.
12. Tech Prep courses are not considered a part of the concurrent enrollment program as defined in this policy. While students enrolled in tech prep courses that are a part of an articulated agreement of a tech prep consortium will be awarded college transfer credit as delineated in the articulation agreements, such students are not to be reported for FTE funding purposes.
13. A memorandum of understanding should exist to reflect the various expectations, obligations, and responsibilities of all parties. The college administration should execute the contract with the faculty member and/or the high school.
14. High school students who desire to enroll in a public college or university must first be recommended by their high school principal.
15. High school students enrolled in courses for concurrent enrollment purposes will be advised about the transferability of the courses and any restrictions concerning such transferability.

Adopted: Agenda Item No. 19 October 23, 1998

Revised: Agenda Item No. 38 July 23, 1999

Revised: Agenda Item No. 12 April 27, 2007

From: Rick Jenkins
Sent: Tuesday, June 22, 2010 1:02 PM
To: All Institutions
Cc: Paul Nations; Sharon Butler; Cedric Konyaole; Scott Zielstra
Subject: GED Test Scores

The question has come up about GED Test Scores and whether or not we should report the total score or the average score. **Please report the average score with NO decimal point.** If you only have the total score, then simply divide by 5 to get the average. Minimum passing scores are 450.

Note that the field – ged_test_score – is 4 characters and the data needs to be right justified in those 4 characters to avoid a validation error.

The following is from the Ark. Dept. of Career Education regarding GED scores.

<http://ace.arkansas.gov/ged/faq.htm>

How are the GED Tests scored?

Each GED Test is scored on a scale ranging from 200 to 800. To receive a GED credential (*Arkansas High School Diploma*) in Arkansas, a candidate must earn an average score across the five tests of at least 450, with no individual test score below 410. These score requirements ensure that GED candidates are able to read, compute, interpret information, and express themselves in writing at the same level as the top 60 percent of graduating high school seniors. In other words, four out of 10 graduating high school seniors could not pass the GED Tests the first time they take them.

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Arkansas Department of Higher Education
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Little Rock, AR 72201
(501) 371-2066
rick.jenkins@adhe.edu

Please consider the environment before printing this e-mail!

To: All Institutions
From: Rick Jenkins
Cc: Paul Nations; Sharon Butler; Cedric Konyaole; Scott Zielstra
Sent: Tuesday, June 23, 2010 9:30 AM
Subject: GED Test Scores - Clarification

As I mentioned yesterday, we need the **average** GED score for this field – ged_test_score. It should be a 3-digit number with a minimum of 450. Since there was a question about old GED scores having only 2-digits, I contacted the Ark. Dept. of Career Education for guidance. Their response is below. But to summarize, the solution is to simply add a zero to the end of the 2-digit score to make it comparable. See the ADCE response below.

Note that the field – ged_test_score – is 4 characters and the data needs to be right justified in those 4 characters to avoid a validation error.

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

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

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

Please let me know if you need additional information.

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

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

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

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

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

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MEMORANDUM

TO: Institutional Research Officers
All Private Colleges and Universities including BSN, JSN, CRTI, and NTI

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

DATE: July 1, 2010

RE: High School Graduation Year – Student File

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

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

The specifications are as follows.

High School Graduation Year (hs_grad_year)	127	4	<p>Enter the year the student graduated from high school or received a GED. YYYY = year of graduation (0000 - 9999)</p> <p>If the student:</p> <ul style="list-style-type: none"> - is currently in high school, enter the anticipated year of graduation. - is first-time entering AND a high school graduate, enter year of high school graduation - is first-time entering AND high school code = 049999 or 999999 AND high school completion status = 2 or 3, enter 8888 - is NOT first-time entering and graduation year is not available, enter 9999. <p>NOTE: If the term census date is prior to May of the high school graduation year reported in field 118, then fields 82 and 90 must be coded as a high school student.</p> <p>A warning is generated when the student's graduation year is greater than 65 years prior to or four years beyond the current year.</p>
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MEMORANDUM

TO: Institutional Research Officers
All Public and Private Colleges and Universities including BSN, JSN, CRTI, and NTI

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

DATE: July 2, 2010

RE: Student File – Transfer Students
Financial Aid File – Reduced Amount Other
Lottery Plan – Resident State

Per our discussion in Fayetteville at the AIRO meeting, we have the following issues resolved.

Student File: Transfer Students – we will not require the following three (3) fields of information in the student file for transfer students. Collecting this information on transfer students is simply too burdensome since we can usually obtain it in the SISDB from the native institution.

1. High School GPA
2. GED Score
3. All ACT (or equivalent) Test Scores

Financial Aid Data File: Reduced Amount Other Field – The field called “Reduced Amount by Other” (reduced_other) does not have to be completed. Simply enter a zero (0) in this field. Do not leave it blank.

ADHE File to BLR – When ADHE submits the data file to the BLR, we will include the resident_state field along with the geo_state field.

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

MEMORANDUM

TO: Institutional Research Officers
All Public and Private Colleges and Universities including BSN, JSN, CRTI, and NTI

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

DATE: July 8, 2010

RE: RIA List from ADHE's Financial Aid Office

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

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

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

MEMORANDUM

TO: Institutional Research Officers
All Public and Private Colleges and Universities including BSN and JSN

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

DATE: July 21, 2010

RE: Student File – GED Test Score (ged_test_score)

Note the change that we are applying to the GED Test Score field.

GED Test Score, 163 4
if applicable
(ged_test_score)

Please provide the student's GED test score if they have a GED. All GED students should have a 1 or 5 on the diploma_ged field. Use integers only in this field.

NOTES:

- 1. If you cannot obtain the test score, please enter the code 9999 in this field.**
- 2. If the student does not have a GED, then leave this field blank.**

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

MEMORANDUM

TO: Institutional Research Officers
All Public and Private Colleges and Universities including BSN and JSN

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

DATE: August 6, 2010

RE: SIS Validation Errors, Exception Requests (ER), and Exception Requests Acknowledgements (ERA)

Beginning with the SISDB file submission for Academic Year 2011 (2010-11), Summer 2 Term, we are implementing a new process to document validation errors. This new process includes the following.

1. SIS Validation Errors – (no change) these are reported to the sending institution in the same manner as before via the SIS.ADHE.EDU server or via email.
2. No SIS Validation Errors – (no change) when the submitting institution receives a validation indicating no errors, they have completed the submission process.
3. SIS Validation Errors Remaining – (no change) the institution updates the SIS report to correct the identified errors remaining.
4. Exception Requests (ER) – when an institution has corrected as many errors as possible and still has remaining errors that they cannot correct, they may submit an Exception Request (ER). In this ER, the institution will explain the errors and the reason(s) why such errors cannot be corrected.
 - a. The ER will be submitted to ADHE **via the FT.ADHE.EDU server only**.
 - b. The institution submitting the ER shall notify ADHE staff via email or telephone that the ER has been submitted. Email notices should be sent to Rick Jenkins, Sharon Butler, Cedric Konyaole, and Scott Zielstra.
 - c. The Exception Request shall include all of the following:
 - (1) The ER will be provided in one of these formats – MS Word compatible document, text (.txt) file, or html file.
 - (2) The ER will include a header (in memorandum style) indicating to whom, from whom, date, subject, etc. Be sure to specify the SIS data submission type.
 - (3) The ER will contain a complete copy of the most recent SIS validation error report documenting the errors in question.
 - (4) Within the error report, the institution shall provide a written explanation for each error. Errors may be grouped provided the explanation pertains to all errors in the group. Identify clearly the errors pertaining to the explanation and provide a full and complete explanation as to why the error(s) cannot be corrected.
 - (5) The file shall be named COLLEGE_ABBR_ExceptionRequest_AcademicYear_Term. For example, UAF_ExceptionRequest_2011_0.doc is from the University of Arkansas Fayetteville for the Summer 2 term on Academic Year 2011 (2010-11).
5. Exception Request Acknowledge (ERA) – upon receipt of the ER, ADHE staff will review the exception request and acknowledge its receipt.
 - a. If the acknowledgement (ERA) requires additional research, the sending institution should repeat step 3 above to correct the specified errors.

- b. If the ERA does not require additional research, the sending institution has completed the data submission. However, the institution should consider implementing policy or process revisions to ensure such remaining errors are not present in future data submissions.

Note that Exception Requests are needed only if there are un-resolvable errors on your validation report. If you have no errors remaining, then such ERs are not required.

Please begin using the Exception Requests immediately, beginning with the Summer 2 report for Academic Year 2011 (2010-11).

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

SAMPLE EXCEPTION REQUEST

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

ABC University requests an exception to the following errors.

Arkansas Department of Higher Education
Student Information System Data Validation
Error Listing: Summer II 2010
Submission Validated and Loaded
ABC University
16:19 August 5, 2010

HS COMP STATUS 1 OR 5 MUST HAVE GED TEST SCORE

Error Code: 20116301

3393 0 123456789 0000

Explanation – this student cannot obtain GED score as he is from Louisiana and Hurricane Katrina destroyed all GED test records.

Submission Report Summaries

Total Records Submitted:	26
Total Records Inserted:	18
Total Header Trailers	8
Total Warnings:	0
Total Errors:	1
Total Student Records:	7
Total Instructor Records:	1
Total Credit Course Records:	2
Total Registration Records:	8
Total End of Term Records:	0
Total Graduate Records:	0
Total Athlete Records:	0
Total Annual Instructor Records:	0
Total Perkins Records:	0

MEMORANDUM

TO: Institutional Research Officers
All Public and Private Colleges and Universities including BSN and JSN

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

DATE: October 8, 2010

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

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

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

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

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

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

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

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

MEMORANDUM

TO: Institutional Research Officers
All Public and Private Colleges and Universities including BSN and JSN

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

DATE: October 11, 2010

RE: Lottery RIA Form and ADHE Financial Aid

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

For Public Institutions

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

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

For Private Institutions

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

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

MEMORANDUM

TO: Institutional Research Officers
All Public Colleges and Universities

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

DATE: October 11, 2010

RE: Instructor File – Terminal Degree (Field 65)

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

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

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

MEMORANDUM

TO: Institutional Research Officers
All Public and Private Colleges and Universities including BSN and JSN

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

DATE: November 2, 2010

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

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

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

For Public Institutions

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

For Private Institutions

Private institutions do not have state assistance outside of ADHE's financial aid office (except for WIG assistance), therefore they do not complete the Lottery RIA form on campus. They should simply use code 5 per the SIS manual. However, private institutions must survey their WIG recipients or other state-assisted students¹ and report the responses as code 1 or 2.

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

LOTTERY RIA FORM COLLECTION

Previously ADHE indicated that institutions were required to collect Lottery Release of Information Authorization (RIA) forms from students that were receiving any state-supported assistance on an annual basis. ADHE has reviewed the policy with regard to the annual collection of the consent form and has made the following adjustment:

Once a student completes the form, it may remain in effect until the student ceases enrollment (not including summer terms) at that institution. Institutions must provide the student the opportunity to

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

change their release of information option at any time, and must inform the student, at the time they complete the form, of their right to make this change at any time in the future.

CORRESPONDING SISDB CHANGES

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

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

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

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ARKANSAS HIGHER EDUCATION INFORMATION SYSTEM (AHEIS) / STUDENT INFORMATION SYSTEM DATABASE (SISDB) CHANGES FOR AY2011 (2010-11) SUPPLEMENTAL – NOVEMBER 2010

EFFECTIVE DATE – the changes noted herein will be effective beginning with the End-of-Term reports for the 2010 Fall term (due Feb. 23, 2011).

The purpose of this supplemental revision is to ensure the proper reporting of the Lottery RIA field. For the private institutions, the Lottery RIA field is being moved to the Student End-of-Term (Private End-of-Term) report. For the public institutions, the Lottery RIA field is being moved to the Registration End-of-Term report. This is being performed so that the institution can provide the most recent Lottery RIA response of each student for the term.

The Lottery RIA field should be populated using locally obtained data only. ADHE will provide financial aid information to the colleges regarding ADHE applicants, but the public institutions will complete the Lottery RIA field based on locally obtained information only and the private institutions will simply code the Lottery RIA field as 5 (with the WIG exceptions noted below). Institutions will not update the Lottery RIA field based on lists from ADHE.

STUDENT END-OF-TERM (Private End-of-Term) FILE

ITEM 1 – NEW	PUBLIC	PRIVATE
Lottery Release of Information Authorization (Lottery RIA)	NEW	NEW

Lottery Release of Information Authorization
(lottery_ria) 34 1 Did the student complete the Release of Information Authorization (RIA) form authorizing the release of their data to the Bureau of Legislative Research for lottery research purposes? The Lottery Act requires that any student receiving any state-supported student financial assistance must complete the Release of Information Authorization (RIA) form. This must be completed by the student or the student's parents (if the student is under age 18).

Please enter one of the following codes:

1. Student is a State Assistance Recipient and authorizes the release of information
2. Student is a State Assistance Recipient and does not authorize the release of information
3. Student is not a State Assistance Recipient and is not required to complete the "RIA" form
4. Student is a High School Student enrolled in "concurrent" courses only and is not required to complete the "RIA" form
5. Student attends a private/independent institution (including BSN or JSN) in which this information will be collected by ADHE (this code is to be used by BSN, JSN, and the private institutions only) and is not a WIG recipient.

SPECIAL NOTE: Code 5 above excludes WIG recipients. Private institutions awarding WIG assistance must survey their WIG recipients and use the codes of either 1 or 2 only. (WIG assistance is state assistance.) Any other student(s) receiving state assistance that does not receive prior approval via ADHE should be surveyed.

NOTE:

1. High School Students that are dually enrolled (not 100% concurrent) must be coded as 1-3, not code 4.
2. All public institutions must complete the Release of Information Authorization (consent) form locally.
3. ADHE will submit the year-end report to BLR. Data will be provided to BLR only on those students answering as code 1 above (see for Note 2) or allowing the release of information per the ADHE Financial Aid application.

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;

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- (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.

ITEM 2 – NEW Credit Hours and GPA Information	PUBLIC N/A	PRIVATE NEW
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The below fields are required for all institutions participating in the AHEIS/SISDB System. For all public institutions, these fields are part of the registration file and will be submitted during the end-of-term process with grades and other data. Please see the registration section for details.

However, for the institutions participating under the Private Institution version of the AHEIS/SISDB (this includes all of the private/independent institutions along with BSN and JSN), these fields will be added to the end of the student file to make a student end-of-term file.

For Private Institutions Only including BSN and JSN

Final Attempted Credit Hours for the Completed Term

(att_crhrs_term)	14	3	Enter the total credit hours attempted by the student for the completed term. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.
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Final Earned Credit Hours for the Completed Term

(earn_crhrs_term)	17	3	Enter the total credit hours earned by the student for the completed term. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.
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Final GPA for the Completed Term

(gpa_term)	20	4	Enter the grade point average (GPA) for the completed term. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500. The term GPA should be calculated based on the attempted and earned credit hours reported above.
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Cumulative Attempted Credit Hours

(att_crhrs_cumu)	24	3	Enter the total credit hours attempted by the student for the cumulative time period at your institution. This is to be cumulative credit hours attempted at your institution only. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.
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Cumulative Earned Credit Hours

(earn_crhrs_cumu)	27	3	Enter the total credit hours earned by the student for the cumulative time period at your institution. This is to be cumulative credit hours earned at your institution only. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.
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Cumulative GPA (gpa_cummu) 30 4 Enter the grade point average (GPA) for the student's cumulative history at your institution only. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500. The cumulative GPA is to be the cumulative GPA for the student based on the local institution's calculation of overall GPA, but for hours relating to the local institution only.

For example:

SSN_ID	Att. CrHrs Term	Earned CrHrs Term	GPA Term	Att. CrHrs Cumulative	Earned CrHrs Cumulative	GPA Cumulative
111111111	17	17	3500	47	44	2795
222222222	15	15	2750	45	45	2800
333333333	15	12	2125	45	36	2075
444444444	9	6	1750	9	6	1750
555555555	3	3	4000	12	12	3750

Attn: Many fields are left out of this example.

REGISTRATION END-OF-TERM FILE

ITEM 1 – NEW	PUBLIC	PRIVATE
Lottery Release of Information Authorization (Lottery RIA)	NEW	NEW
Lottery Release of Information Authorization (lottery_ria) 87 1 Did the student complete the Release of Information Authorization (RIA) form authorizing the release of their data to the Bureau of Legislative Research for lottery research purposes? The Lottery Act requires that any student receiving any state-supported student financial assistance must complete the Release of Information Authorization (RIA) form. This must be completed by the student or the student's parents (if the student is under age 18).		

Please enter one of the following codes:

1. Student is a State Assistance Recipient and authorizes the release of information
2. Student is a State Assistance Recipient and does not authorize the release of information
3. Student is not a State Assistance Recipient and is not required to complete the "RIA" form
4. Student is a High School Student enrolled in "concurrent" courses only and is not required to complete the "RIA" form
5. Student attends a private/independent institution (including BSN or JSN) in which this information will be collected by ADHE (this code is to be used by BSN, JSN, and the private institutions only) and is not a WIG recipient.

NOTE:

1. High School Students that are dually enrolled (not 100% concurrent) must be coded as 1-3, not code 4.
2. All public institutions must complete the Release of Information Authorization (consent) form locally.
3. ADHE will submit the year-end report to BLR. Data will be provided to BLR only on those students answering as code 1 above (see for Note 2) or allowing the release of information per the ADHE Financial Aid application.

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.

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POST-TEST ASSESSMENTS¹

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

1. The course level is 0 (remedial);
2. The remedial course level is 3 (highest);
- ~~3. The student made a passing grade; and~~
4. The course is in the subject of Math, English, or Reading.

The post-test scores are to be tests administered at the end of the remedial course or shortly after the course was completed.

NOTE: Since the course covered only one topic, there should generally be only one set of scores for that particular course. For example, for students enrolled at ASUJ 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.

ITEM 2 – NEW Post Math Test Type	PUBLIC NEW	PRIVATE N/A
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For all students enrolled in remedial math courses at remedial course level 3 in which the student earned a passing or satisfactory grade, please enter the code corresponding to the test type used as an end-of-course assessment in math.

- 0 = ACT
- 1 = SAT
- 2 = ASSET
- 3 = COMPASS
- M = MyMathTest
- T = TABE

NOTE: This field is required for all students enrolled in developmental math courses defined as course level 0 (remedial) and remedial course level 3 (highest) and earning a passing or satisfactory grade.

ITEM 3 – NEW Post Math Score	PUBLIC NEW	PRIVATE N/A
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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.)

ITEM 4 – NEW Post English Test Type	PUBLIC NEW	PRIVATE N/A
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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
- T = TABE

NOTE: This field is required for all students enrolled in developmental English courses defined as course level 0 (remedial) and remedial course level 3 (highest) and earning a passing or satisfactory grade.

ITEM 5 – NEW Post English Score	PUBLIC NEW	PRIVATE N/A
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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.)

ITEM 6 – NEW Post Reading Test Type	PUBLIC NEW	PRIVATE N/A
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¹ Per memo of 11/18/2010

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For all students enrolled in remedial reading courses at remedial course level 3 in which the student earned a passing or satisfactory grade, please enter the code corresponding to the test type used as an end-of-course assessment in reading.

- 0 = ACT
- 1 = SAT
- 2 = ASSET
- 3 = COMPASS
- N = Nelson-Denny
- T = TABE

NOTE: This field is required for all students enrolled in developmental reading courses defined as course level 0 (remedial) and remedial course level 3 (highest) and earning a passing or satisfactory grade.

ITEM 7 – NEW Post Reading Score	PUBLIC NEW	PRIVATE N/A
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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.)

There will be an additional six (6) fields for the registration end-of-term file. These fields collect credit hour and GPA information for lottery and related purposes. The fields include:

ITEM 8 – NEW Credit Hours and GPA Information	PUBLIC NEW	PRIVATE N/A
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The below fields are required for all institutions participating in the AHEIS/SISDB System. For all public institutions, these fields are part of the registration file and will be submitted during the end-of-term process with grades and other data.

However, for the institutions participating under the Private Institution version of the AHEIS/SISDB, these fields will be added to the end of the student file. Please see the student section above for details.

For Public Institutions Only

Final Attempted Credit Hours for the Completed Term

(att_crhrs_term) 67 3 Enter the total credit hours attempted by the student for the completed term. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.

Final Earned Credit Hours for the Completed Term

(earn_crhrs_term) 70 3 Enter the total credit hours earned by the student for the completed term. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.

Final GPA for the Completed Term

(gpa_term) 73 4 Enter the grade point average (GPA) for the completed term. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500. The term GPA should be calculated based on the attempted and earned credit hours reported above.

Cumulative Attempted Credit Hours

(att_crhrs_cumu) 77 3 Enter the total credit hours attempted by the student for the cumulative time period at your institution. This is to be cumulative credit hours attempted at your institution only. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be

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greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.

Cumulative Earned Credit Hours
(earn_crhrs_cumu) 80 3

Enter the total credit hours earned by the student for the cumulative time period at your institution. This is to be cumulative credit hours earned at your institution only. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.

Cumulative GPA
(gpa_cumu) 83 4

Enter the grade point average (GPA) for the student's cumulative history at your institution only. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500. The cumulative GPA is to be the cumulative GPA for the student based on the local institution's calculation of overall GPA, but for hours relating to the local institution only.

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

SSN_ID	Course	Att. CrHrs Term	Earned CrHrs Term	GPA Term	Att. CrHrs Cumulative	Earned CrHrs Cumulative	GPA Cumulative
123456789	ENGL-1013	17	17	3500	47	44	2795
123456789	MATH-1103	17	17	3500	47	44	2795
123456789	CHEM-2004	17	17	3500	47	44	2795
123456789	HIST-1003	17	17	3500	47	44	2795
123456789	BIOL-1204	17	17	3500	47	44	2795

Attn: Many fields are missing from this example.

Section 3: Additional Data from Institutions of Higher Education: Section 6-85-215 Consent (RIA) Form and Related Data (to the Bureau of Legislative Research via ADHE)

ADHE will submit data files directly to BLR (Bureau of Legislative Research) on behalf of all of the institutions. This will include the data in the following table.

The first report to BLR will be due on November 1, 2011. This will cover the completed academic year of 2011 (2010-2011), therefore, the reports to BLR will be "annual full-year reports" due after the year is complete but will contain term data for all terms in the academic year. However, the first report to ADHE containing this data as part of the AHEIS/SISDB will begin with the Summer II report that is due in August 2010.

All files submitted to BLR shall include the fields identified below.

- ADHE will assist all institutions by providing a unique student identifier (alternative identification) after the institution submits its term data file to ADHE.
- A "Y" in the Act column below indicates a required data element per the Lottery Act. If blank, it is identification information for ADHE and BLR.
- The final file to be submitted should contain all of the fields listed below – with and without the Y.
- Supplied by ADHE – the fields marked with Yes in the "Supplied by ADHE" column will be data provided by ADHE via the alternate identification creation process.

No.	Act	Data	Fixed Width	Supplied by ADHE	Description/Comments	Public	Private
1		Institution FICE Code	6		Same as AHEIS/SISDB	SIS header data	SIS header data
2		Academic Year	4		Same as AHEIS/SISDB	SIS header data	SIS header data
3		Term	1		Same as AHEIS/SISDB	term	term
4	Y	Unique student identifier	9	Yes	Assigned by ADHE, but not included in SISDB student file.	NEW	NEW

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5	Y	Federal Pell Grant status	1		Same as Pell Recipient, use 1 = Yes, 2 = No, and 3 = Applied Only	pell_recipient	pell_recipient
6	Y	Post-secondary Grade Point Average (GPA) ²	4		Number with 3 decimal places (at your institution only). This GPA is on a 4-point scale. This is CUMULATIVE per 2010 JMSA. This is the same format as the high school GPA in the student file (3.50 = 3v500 or 3500).	NEW	NEW
7	Y	Semester hours attempted	2		Integers only.	Sum of on_cr_hours and off_cr_hours	Sum of on_cr_hours and off_cr_hours
8	Y	Semester hours completed ³	2		Integers only.	NEW	NEW
9	Y	Gender	1		1 = Male and 2 = Female	gender	gender
10	Y	Race/Ethnicity	8		Concatenate the AHEIS/SISDB fields of non_resident_alien (followed by a period) along with the race/ethnic fields. Example: 0.212222 shows a black only student, 0.222212 shows a white-only student, and 6.222222 or 6.000000 shows a non-resident alien.	non_resident_alien, asian, black, hispanic, amerind, white, and hawaiian	non_resident_alien, asian, black, hispanic, amerind, white, and hawaiian
11	Y	Age ⁴	3	Yes	ADHE Calculated – this is defined as the calculated age of the student as of July 1 of the beginning of the Academic Year.	ADHE Calculated (use SISDB student table field of age_7_1)	ADHE Calculated (use SISDB student table field of age_7_1)
12	Y	High School Attended	6		ACT High School Code Use the high school the student graduated from or last attended.	hs_code	NEW
13	Y	High School Grade Point Average (GPA)	4		Number with 3 decimal places (at your institution only). This GPA is on a 4-point scale. This is the same format as the high school GPA in the student file (3.50 = 3v500 or 3500).	high_school_gpa	NEW
14	Y	GED test score, if applicable	3		Integers only	NEW	NEW
15	Y	Composite Test Type	1		Same as AHEIS/SISDB	ent_exam_type	NEW
16	Y	Composite Score	4		Same as AHEIS/SISDB	ent_exam_score	NEW
17	Y	Math Test Type	1		same as AHEIS/SISDB	test_type_math	NEW
18	Y	Math Test Score	3		same as AHEIS/SISDB	test_math	NEW
19	Y	English Test Type	1		same as AHEIS/SISDB	test_type_english	NEW

² ADHE will not maintain this data in the AHEIS/SISDB but will calculate this whenever needed.

³ ADHE will not maintain this data in the AHEIS/SISDB but will calculate this whenever needed.

⁴ Age_7_1 is the calculated age of the student as of July 1 of the academic year reported.

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20	Y	English Test Score	3		same as AHEIS/SISDB	test_english	NEW
21	Y	Reading Test Type	1		same as AHEIS/SISDB	test_type_reading	NEW
22	Y	Reading Test Score	1		same as AHEIS/SISDB	test_reading	NEW
Additional Fields Requested by BLR							
23		Attend Status	1		Use 0 = Full-Time and 1 = Part-Time, same as in the student file	attend_status	attend_status
24		In-State or Out-of-State	2		Use geo_state from the student file	geo_state	geo_state
25		In-State or Out-of-State	2		Use resident_state from the student file	resident_state	resident_state

NOTE: The red NEW in the above table indicates whether or not the field is new to the SISDB manuals.

For more information on alternative identifications, please see below.

Overview of BLR Report Creation

- Step 1** The college submits the term file to ADHE in the normal procedure.
- Step 2** When all errors are resolved, ADHE creates a file containing the SSN and alternate identification along with any other fields marked as Yes in the “Supplied by ADHE” column above. ADHE places this file on the ft.adhe.edu server.
- Step 3** The college retrieves the file created in Step 2 from ft.adhe.edu.
- Step 4** The college processes the data from the retrieved file into their system in order to gain the alternate ids and the other fields marked as Yes in the “Supplied by ADHE” column above.
- Step 5** The college and ADHE repeats this process for each term in the academic year.
- Step 6** After the end of the academic year, ADHE creates a file from a query based on the fields above but filtering the results based on students that authorized the release of information (Code 1 on the Lottery RIA field or allows the release of information per the ADHE Financial Aid application).
- Step 7** ADHE submits the file created in Step 6 above to the BLR.

NOTE: Institutions do not need to update the Lottery RIA field based on ADHE’s list Financial Aid recipients.

Other Details of BLR Report

The file created by ADHE for BLR shall be in a “fixed-width” ASCII file format and contain the .BLR extension as noted in the File Specifications section. The first file will be due to BLR no later than November 1, 2011. The data in the report will cover the Academic Year 2010-2011 (AY2011).

Included for Reference Purposes: Memo of 10/8/2010 RE: Attempted Credit Hours, Earned Credit Hours, and GPA – Term and Cumulative

MEMORANDUM

TO: Institutional Research Officers
All Public and Private Colleges and Universities including BSN and JSN

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

DATE: October 8, 2010

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

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

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

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

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

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

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

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

Independent Private End-of-Term Record Layout

HEADER RECORD: (ONCE PER FILE)

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

DATA RECORD: (ONCE FOR EACH STUDENT)

Field Name	db Name	Field #	Length	Valid Choices
Record Header		1	2	2
Record Type		3	1	1
Registration Term		4	1	1
Student Social Security Number	ssn_id	5	9	See Page xvii for valid ssn's.
Attempted Credit Hours TERM	att_crhrs_term	14	3	0 - 999
Earned Credit Hours TERM	earn_crhrs_term	17	3	0 - 999
GPA TERM	gpa_term	20	4	0000 - 4000
Attempted Credit Hours CUMULATIVE	att_crhrs_cumu	24	3	0 - 999
Earned Credit Hours CUMULATIVE	earn_crhrs_cumu	27	3	0 - 999
GPA CUMULATIVE	gpa_cumu	30	4	0000 - 4000
Lottery Release of Information Authorization	lottery_ria	34	1	1-5

Trailer Record: (Once per file)

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

School Abbreviation + YY + Term Code.PEOT

YY = two-digit actual year that the term occurred

Registration Record Layout and End of Term Record Layout

HEADER RECORD: (ONCE PER FILE)

Field Name		Field #	Length	Valid Choices
Record Type		1	2	01
Data Type		3	1	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 Header		1	2	02
Record Type		3	1	6 = Registration or 9 = End of Term
Registration Term	term	4	1	0 - 7
Filler		5	10	Pad with 10 spaces
Student Social Security Number	ssn_id	15	9	See Page xx for valid ssn's.
Filler		24	9	Pad with 9 spaces
Course Number	course_number	33	10	Include Dept Abbrev
Course Section	course_section	43	3	
Course Sequence Number	sequence	46	6	
Filler		52	1	Pad with 1 space

The following fields should be completed only with the End of Term File,
submitted at the end of EACH term.

Grade	grade	53	2	See table in file definition
Post Math Test Type	post_test_type_math	55	1	0 - 3, M, T
Post Math Score	post_test_math	56	3	000 - 999
Post English Test Type	post_test_type_english	59	1	0 - 3, C, T
Post English Score	post_test_english	60	3	000 - 999
Post Reading Test Type	post_test_type_reading	63	1	0 - 3, N, T
Post Reading Score	post_test_reading	64	3	000 - 999
Final Attempted Credit Hours, TERM	att_crhrs_term	67	3	000 - 999
Final Earned Credit Hours, TERM	earn_crhrs_term	70	3	000 - 999
Final GPA TERM	gpa_term	73	4	0000 - 4000
Attempted Credit Hours, CUMULATIVE	att_crhrs_cumu	77	3	000 - 999
Earned Credit Hours, CUMULATIVE	earn_crhrs_cumu	80	3	000 - 999
GPA CUMULATIVE	gpa_cumu	83	4	0000 - 4000
Lottery Release of Information Authorization	lottery_ria	87	1	1-5

TRAILER RECORD: (ONCE PER FILE)

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

FILENAME FOR END OF TERM FILE:

School Abbreviation + YY + Term Code .EOT
YY = two-digit actual year that the term occurred

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ARKANSAS HIGHER EDUCATION INFORMATION SYSTEM (AHEIS) / STUDENT INFORMATION SYSTEM DATABASE (SISDB) CHANGES FOR AY2011 (2010-11) SUPPLEMENTAL – NOVEMBER 2010

EFFECTIVE DATE – the changes noted herein will be effective beginning with the End-of-Term reports for the 2010 Fall term (due Feb. 23, 2011).

The purpose of this supplemental revision is to ensure the proper reporting of the Lottery RIA field. For the private institutions, the Lottery RIA field is being moved to the Student End-of-Term (Private End-of-Term) report. For the public institutions, the Lottery RIA field is being moved to the Registration End-of-Term report. This is being performed so that the institution can provide the most recent Lottery RIA response of each student for the term.

The Lottery RIA field should be populated using locally obtained data only. ADHE will provide financial aid information to the colleges regarding ADHE applicants, but the public institutions will complete the Lottery RIA field based on locally obtained information only and the private institutions will simply code the Lottery RIA field as 5 (with the WIG exceptions noted below). Institutions will not update the Lottery RIA field based on lists from ADHE.

STUDENT END-OF-TERM (Private End-of-Term) FILE

ITEM 1 – NEW	PUBLIC	PRIVATE
Lottery Release of Information Authorization (Lottery RIA)	NEW	NEW

Lottery Release of Information Authorization
(lottery_ria) 34 1 Did the student complete the Release of Information Authorization (RIA) form authorizing the release of their data to the Bureau of Legislative Research for lottery research purposes? The Lottery Act requires that any student receiving any state-supported student financial assistance must complete the Release of Information Authorization (RIA) form. This must be completed by the student or the student's parents (if the student is under age 18).

Please enter one of the following codes:

1. Student is a State Assistance Recipient and authorizes the release of information
2. Student is a State Assistance Recipient and does not authorize the release of information
3. Student is not a State Assistance Recipient and is not required to complete the "RIA" form
4. Student is a High School Student enrolled in "concurrent" courses only and is not required to complete the "RIA" form
5. Student attends a private/independent institution (including BSN or JSN) in which this information will be collected by ADHE (this code is to be used by BSN, JSN, and the private institutions only) and is not a WIG recipient.

SPECIAL NOTE: Code 5 above excludes WIG recipients. Private institutions awarding WIG assistance must survey their WIG recipients and use the codes of either 1 or 2 only. (WIG assistance is state assistance.) Any other student(s) receiving state assistance that does not receive prior approval via ADHE should be surveyed.

NOTE:

1. High School Students that are dually enrolled (not 100% concurrent) must be coded as 1-3, not code 4.
2. All public institutions must complete the Release of Information Authorization (consent) form locally.
3. ADHE will submit the year-end report to BLR. Data will be provided to BLR only on those students answering as code 1 above (see for Note 2) or allowing the release of information per the ADHE Financial Aid application.

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;

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- (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.

ITEM 2 – NEW Credit Hours and GPA Information	PUBLIC N/A	PRIVATE NEW
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The below fields are required for all institutions participating in the AHEIS/SISDB System. For all public institutions, these fields are part of the registration file and will be submitted during the end-of-term process with grades and other data. Please see the registration section for details.

However, for the institutions participating under the Private Institution version of the AHEIS/SISDB (this includes all of the private/independent institutions along with BSN and JSN), these fields will be added to the end of the student file to make a student end-of-term file.

For Private Institutions Only including BSN and JSN

Final Attempted Credit Hours for the Completed Term

(att_crhrs_term)	14	3	Enter the total credit hours attempted by the student for the completed term. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.
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Final Earned Credit Hours for the Completed Term

(earn_crhrs_term)	17	3	Enter the total credit hours earned by the student for the completed term. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.
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Final GPA for the Completed Term

(gpa_term)	20	4	Enter the grade point average (GPA) for the completed term. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500. The term GPA should be calculated based on the attempted and earned credit hours reported above.
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Cumulative Attempted Credit Hours

(att_crhrs_cumu)	24	3	Enter the total credit hours attempted by the student for the cumulative time period at your institution. This is to be cumulative credit hours attempted at your institution only. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.
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Cumulative Earned Credit Hours

(earn_crhrs_cumu)	27	3	Enter the total credit hours earned by the student for the cumulative time period at your institution. This is to be cumulative credit hours earned at your institution only. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.
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Cumulative GPA (gpa_cummu) 30 4 Enter the grade point average (GPA) for the student's cumulative history at your institution only. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500. The cumulative GPA is to be the cumulative GPA for the student based on the local institution's calculation of overall GPA, but for hours relating to the local institution only.

For example:

SSN_ID	Att. CrHrs Term	Earned CrHrs Term	GPA Term	Att. CrHrs Cumulative	Earned CrHrs Cumulative	GPA Cumulative
111111111	17	17	3500	47	44	2795
222222222	15	15	2750	45	45	2800
333333333	15	12	2125	45	36	2075
444444444	9	6	1750	9	6	1750
555555555	3	3	4000	12	12	3750

Attn: Many fields are left out of this example.

REGISTRATION END-OF-TERM FILE

ITEM 1 – NEW Lottery Release of Information Authorization (Lottery RIA)	PUBLIC NEW	PRIVATE NEW
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Lottery Release of Information Authorization (lottery_ria) 87 1 Did the student complete the Release of Information Authorization (RIA) form authorizing the release of their data to the Bureau of Legislative Research for lottery research purposes? The Lottery Act requires that any student receiving any state-supported student financial assistance must complete the Release of Information Authorization (RIA) form. This must be completed by the student or the student's parents (if the student is under age 18).

Please enter one of the following codes:

1. Student is a State Assistance Recipient and authorizes the release of information
2. Student is a State Assistance Recipient and does not authorize the release of information
3. Student is not a State Assistance Recipient and is not required to complete the "RIA" form
4. Student is a High School Student enrolled in "concurrent" courses only and is not required to complete the "RIA" form
5. Student attends a private/independent institution (including BSN or JSN) in which this information will be collected by ADHE (this code is to be used by BSN, JSN, and the private institutions only) and is not a WIG recipient.

NOTE:

1. High School Students that are dually enrolled (not 100% concurrent) must be coded as 1-3, not code 4.
2. All public institutions must complete the Release of Information Authorization (consent) form locally.
3. ADHE will submit the year-end report to BLR. Data will be provided to BLR only on those students answering as code 1 above (see for Note 2) or allowing the release of information per the ADHE Financial Aid application.

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.

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POST-TEST ASSESSMENTS

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

1. The course level is 0 (remedial);
2. The remedial course level is 3 (highest);
3. The student made a passing grade; and
4. The course is in the subject of Math, English, or Reading.

The post-test scores are to be tests administered at the end of the remedial course or shortly after the course was completed.

NOTE: Since the course covered only one topic, there should generally be only one set of scores for that particular course. For example, for students enrolled at ASUJ 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.

ITEM 2 – NEW Post Math Test Type	PUBLIC NEW	PRIVATE N/A
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For all students enrolled in remedial math courses at remedial course level 3 in which the student earned a passing or satisfactory grade, please enter the code corresponding to the test type used as an end-of-course assessment in math.

- 0 = ACT
- 1 = SAT
- 2 = ASSET
- 3 = COMPASS
- M = MyMathTest
- T = TABE

NOTE: This field is required for all students enrolled in developmental math courses defined as course level 0 (remedial) and remedial course level 3 (highest) and earning a passing or satisfactory grade.

ITEM 3 – NEW Post Math Score	PUBLIC NEW	PRIVATE N/A
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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.)

ITEM 4 – NEW Post English Test Type	PUBLIC NEW	PRIVATE N/A
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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
- T = TABE

NOTE: This field is required for all students enrolled in developmental English courses defined as course level 0 (remedial) and remedial course level 3 (highest) and earning a passing or satisfactory grade.

ITEM 5 – NEW Post English Score	PUBLIC NEW	PRIVATE N/A
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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.)

ITEM 6 – NEW Post Reading Test Type	PUBLIC NEW	PRIVATE N/A
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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

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2 = ASSET
 3 = COMPASS
 N = Nelson-Denny
 T = TABE

NOTE: This field is required for all students enrolled in developmental reading courses defined as course level 0 (remedial) and remedial course level 3 (highest) and earning a passing or satisfactory grade.

ITEM 7 – NEW Post Reading Score	PUBLIC NEW	PRIVATE N/A
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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.)

There will be an additional six (6) fields for the registration end-of-term file. These fields collect credit hour and GPA information for lottery and related purposes. The fields include:

ITEM 8 – NEW Credit Hours and GPA Information	PUBLIC NEW	PRIVATE N/A
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The below fields are required for all institutions participating in the AHEIS/SISDB System. For all public institutions, these fields are part of the registration file and will be submitted during the end-of-term process with grades and other data.

However, for the institutions participating under the Private Institution version of the AHEIS/SISDB, these fields will be added to the end of the student file. Please see the student section above for details.

For Public Institutions Only

Final Attempted Credit Hours for the Completed Term

(att_crhrs_term)	67	3	Enter the total credit hours attempted by the student for the completed term. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.
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Final Earned Credit Hours for the Completed Term

(earn_crhrs_term)	70	3	Enter the total credit hours earned by the student for the completed term. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.
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Final GPA for the Completed Term

(gpa_term)	73	4	Enter the grade point average (GPA) for the completed term. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500. The term GPA should be calculated based on the attempted and earned credit hours reported above.
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Cumulative Attempted Credit Hours

(att_crhrs_cumu)	77	3	Enter the total credit hours attempted by the student for the cumulative time period at your institution. This is to be cumulative credit hours attempted at your institution only. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.
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Cumulative Earned Credit Hours

(earn_crhrs_cumu)	80	3	Enter the total credit hours earned by the student for the cumulative time period at your institution. This is to be cumulative credit hours
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earned at your institution only. This should exclude any hours that are not considered college-level courses (such as developmental/remedial courses). Please right-justify the number of credit hours. Leading zeros are not required but are allowed if that helps you to right-justify the data. Attempted credit hours must be greater than or equal to (>=) earned credit hours. See memo of 10/8/2010 for more detail.

Cumulative GPA
(gpa_cumu)

83 4

Enter the grade point average (GPA) for the student's cumulative history at your institution only. Carry the decimal out to three (3) places and then drop the decimal point, so a GPA of 3.50 will be reported as 3500. The cumulative GPA is to be the cumulative GPA for the student based on the local institution's calculation of overall GPA, but for hours relating to the local institution only.

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

SSN_ID	Course	Att. CrHrs Term	Earned CrHrs Term	GPA Term	Att. CrHrs Cumulative	Earned CrHrs Cumulative	GPA Cumulative
123456789	ENGL-1013	17	17	3500	47	44	2795
123456789	MATH-1103	17	17	3500	47	44	2795
123456789	CHEM-2004	17	17	3500	47	44	2795
123456789	HIST-1003	17	17	3500	47	44	2795
123456789	BIOL-1204	17	17	3500	47	44	2795

Attn: Many fields are missing from this example.

Section 3: Additional Data from Institutions of Higher Education: Section 6-85-215 Consent (RIA) Form and Related Data (to the Bureau of Legislative Research via ADHE)

ADHE will submit data files directly to BLR (Bureau of Legislative Research) on behalf of all of the institutions. This will include the data in the following table.

The first report to BLR will be due on November 1, 2011. This will cover the completed academic year of 2011 (2010-2011), therefore, the reports to BLR will be "annual full-year reports" due after the year is complete but will contain term data for all terms in the academic year. However, the first report to ADHE containing this data as part of the AHEIS/SISDB will begin with the Summer II report that is due in August 2010.

All files submitted to BLR shall include the fields identified below.

- ADHE will assist all institutions by providing a unique student identifier (alternative identification) after the institution submits its term data file to ADHE.
- A "Y" in the Act column below indicates a required data element per the Lottery Act. If blank, it is identification information for ADHE and BLR.
- The final file to be submitted should contain all of the fields listed below – with and without the Y.
- Supplied by ADHE – the fields marked with Yes in the "Supplied by ADHE" column will be data provided by ADHE via the alternate identification creation process.

No.	Act	Data	Fixed Width	Supplied by ADHE	Description/Comments	Public	Private
1		Institution FICE Code	6		Same as AHEIS/SISDB	SIS header data	SIS header data
2		Academic Year	4		Same as AHEIS/SISDB	SIS header data	SIS header data
3		Term	1		Same as AHEIS/SISDB	term	term
4	Y	Unique student identifier	9	Yes	Assigned by ADHE, but not included in SISDB student file.	NEW	NEW

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5	Y	Federal Pell Grant status	1		Same as Pell Recipient, use 1 = Yes, 2 = No, and 3 = Applied Only	pell_recipient	pell_recipient
6	Y	Post-secondary Grade Point Average (GPA) ¹	4		Number with 3 decimal places (at your institution only). This GPA is on a 4-point scale. This is CUMULATIVE per 2010 JMSA. This is the same format as the high school GPA in the student file (3.50 = 3v500 or 3500).	NEW	NEW
7	Y	Semester hours attempted	2		Integers only.	Sum of on_cr_hours and off_cr_hours	Sum of on_cr_hours and off_cr_hours
8	Y	Semester hours completed ²	2		Integers only.	NEW	NEW
9	Y	Gender	1		1 = Male and 2 = Female	gender	gender
10	Y	Race/Ethnicity	8		Concatenate the AHEIS/SISDB fields of non_resident_alien (followed by a period) along with the race/ethnic fields. Example: 0.212222 shows a black only student, 0.222212 shows a white-only student, and 6.222222 or 6.000000 shows a non-resident alien.	non_resident_alien, asian, black, hispanic, amerind, white, and hawaiian	non_resident_alien, asian, black, hispanic, amerind, white, and hawaiian
11	Y	Age ³	3	Yes	ADHE Calculated – this is defined as the calculated age of the student as of July 1 of the beginning of the Academic Year.	ADHE Calculated (use SISDB student table field of age_7_1)	ADHE Calculated (use SISDB student table field of age_7_1)
12	Y	High School Attended	6		ACT High School Code Use the high school the student graduated from or last attended.	hs_code	NEW
13	Y	High School Grade Point Average (GPA)	4		Number with 3 decimal places (at your institution only). This GPA is on a 4-point scale. This is the same format as the high school GPA in the student file (3.50 = 3v500 or 3500).	high_school_gpa	NEW
14	Y	GED test score, if applicable	3		Integers only	NEW	NEW
15	Y	Composite Test Type	1		Same as AHEIS/SISDB	ent_exam_type	NEW
16	Y	Composite Score	4		Same as AHEIS/SISDB	ent_exam_score	NEW
17	Y	Math Test Type	1		same as AHEIS/SISDB	test_type_math	NEW
18	Y	Math Test Score	3		same as AHEIS/SISDB	test_math	NEW
19	Y	English Test Type	1		same as AHEIS/SISDB	test_type_english	NEW

¹ ADHE will not maintain this data in the AHEIS/SISDB but will calculate this whenever needed.

² ADHE will not maintain this data in the AHEIS/SISDB but will calculate this whenever needed.

³ Age_7_1 is the calculated age of the student as of July 1 of the academic year reported.

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20	Y	English Test Score	3		same as AHEIS/SISDB	test_english	NEW
21	Y	Reading Test Type	1		same as AHEIS/SISDB	test_type_reading	NEW
22	Y	Reading Test Score	1		same as AHEIS/SISDB	test_reading	NEW
Additional Fields Requested by BLR							
23		Attend Status	1		Use 0 = Full-Time and 1 = Part-Time, same as in the student file	attend_status	attend_status
24		In-State or Out-of-State	2		Use geo_state from the student file	geo_state	geo_state
25		In-State or Out-of-State	2		Use resident_state from the student file	resident_state	resident_state

NOTE: The red NEW in the above table indicates whether or not the field is new to the SISDB manuals.

For more information on alternative identifications, please see below.

Overview of BLR Report Creation

- Step 1 The college submits the term file to ADHE in the normal procedure.
- Step 2 When all errors are resolved, ADHE creates a file containing the SSN and alternate identification along with any other fields marked as Yes in the "Supplied by ADHE" column above. ADHE places this file on the ft.adhe.edu server.
- Step 3 The college retrieves the file created in Step 2 from ft.adhe.edu.
- Step 4 The college processes the data from the retrieved file into their system in order to gain the alternate ids and the other fields marked as Yes in the "Supplied by ADHE" column above.
- Step 5 The college and ADHE repeats this process for each term in the academic year.
- Step 6 After the end of the academic year, ADHE creates a file from a query based on the fields above but filtering the results based on students that authorized the release of information (Code 1 on the Lottery RIA field or allows the release of information per the ADHE Financial Aid application).
- Step 7 ADHE submits the file created in Step 6 above to the BLR.

NOTE: Institutions do not need to update the Lottery RIA field based on ADHE's list Financial Aid recipients.

Other Details of BLR Report

The file created by ADHE for BLR shall be in a "fixed-width" ASCII file format and contain the .BLR extension as noted in the File Specifications section. The first file will be due to BLR no later than November 1, 2011. The data in the report will cover the Academic Year 2010-2011 (AY2011).

Included for Reference Purposes: Memo of 10/8/2010 RE: Attempted Credit Hours, Earned Credit Hours, and GPA – Term and Cumulative

MEMORANDUM

TO: Institutional Research Officers
All Public and Private Colleges and Universities including BSN and JSN

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

DATE: October 8, 2010

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

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

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

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

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

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

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

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

MEMORANDUM

TO: Institutional Research Officers
All Public and Private Colleges and Universities including BSN and JSN

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

DATE: November 5, 2010

RE: OCR Reports and the EEO-6 Form

ADHE has recently become aware that the IPEDS Staffing Report has become the official replacement of the traditional OCR EEO-6 report form.

*Nearly every employer in the United States with 100 or more employees is required to file an Equal Employment Survey with the Commission. Private employers file an EEO-1, referral unions file an EEO-3, state and local governments file an EEO-4, elementary and secondary level school districts file an EEO-5, and **institutions of higher education currently file an IPEDS report with the Department of Education, which serves as EEOC's EEO-6 report.** Therefore a report describing the workforce of any large employer is available upon request.¹*

Therefore, ADHE will no longer require that Arkansas colleges and institutions submit the EEO-6 report to ADHE provided the institution submits a copy of the IPEDS Staffing Report (EEO-6 equivalent) to ADHE as is currently standard practice. Please be aware that this affects the EEO-6 report only.

This is effective immediately.

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

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

MEMORANDUM

TO: Institutional Research Officers
All Public and Private Colleges and Universities including BSN and JSN

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

DATE: November 16, 2010

RE: SIS Improvements

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

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

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

MEMORANDUM

TO: Institutional Research Officers
All Public Colleges and Universities

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

DATE: November 18, 2010

RE: Change in Post-Test Assessments Requirements

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

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

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

1. The course level is 0 (remedial);
2. The remedial course level is 3 (highest);
3. The student made a passing grade; and
4. The course is in the subject of Math, English, or Reading.

The post-test scores are to be tests administered at the end of the remedial course or shortly after the course was completed.

This is being changed to:

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

1. The course level is 0 (remedial);
2. The remedial course level is 3 (highest); and
3. The course is in the subject of Math, English, or Reading.

The post-test scores are to be tests administered at the end of the remedial course or shortly after the course was completed.

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

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