

Statewide Student Profile System
System Specifications

January 4, 2023

LOUISIANA BOARD OF REGENTS
Statewide Student Profile System

January 4, 2023
Memorandum to Users

Priori Learning Assessment (PLA) options have been updated. **W** added to identify IBC (Industry Based Credential**).**

++++++++++++++

October 1, 2022
Memorandum to Users

The High School English and Math GPAs are no longer required for first-time students. The Contact Hour Flag has been replaced with Prior Learning Assessment (PLA). Revisions were made to English Placement Test Type and Math Placement Test Type. The definitions for Student Level, Admission Status, Full-Time/Part-Time Status, and Term Part have been updated. FF (Fast Forward) CTE and FF (Fast Forward) Academic have been added as a new Admission Status.

++++++++++++++

January 14, 2022
Memorandum to Users

DSP Option 1 (1) and DSP Option 2 (2) have been added as English Placement Test Types. ALEKS PPL ("O") has been added as a Math Placement Test Type. Counselor Recommendation (Z), PR students only, has been extended for use throughout AY 2023. Test of English as a Foreign Language (Duolingo) (L) remains a valid test type. No Score Available (N) has been extended for use. Postsecondary Departmental Exam (G) is no longer a valid test type.

++++++++++++++

December 10, 2021
Memorandum to Users

English Placement Test Type "SAT (2016) – Writing & Language Test" has been renamed to "SAT (2016) - Evidence Based Reading and Writing (ERW)"

++++++++++++++

February 3, 2021
Memorandum to Users

The Developmental Course Flag has been renamed to Transitional Course Flag. Two new values, "E" and "M", have been added. **E** is to identify a corresponding college level entry English course, and **M** is to identify a corresponding college level entry Math course. For additional guidance, please see the **Corequisite Reporting Guidance**

++++++++++++++

July 17, 2020
Memorandum to Users
In response to Act 125/SB117, Board of Regents will now require institutions to identify OER/AER courses. Each course should be identified as OER (O), AER (A), or Neither (N).

++++++++++++++

April 22, 2020
Memorandum to Users

In response to the COVID-19 pandemic, Board of Regents has implemented an Emergency Policy for students who may not have been able to complete the standardized testing requirements necessary to

demonstrate college readiness and meet minimum admissions eligibility criteria. The interim dual enrollment policy will apply for the Spring semester 2020 while the remainder of the policy will apply through the 2020-21 academic year. Counselor recommendation (Z) may only be reported for Preparatory students (dual enrollment). Newly added Admission, English, and Math Placement types that are valid beginning Summer 2020 have been indicated by an asterisk.

++++++++++++++

October 15, 2019
Memorandum to Users

English and Math Placement test types and scores are now required for Preparatory students. High school, Math, English, and Regents Core GPAs are required for first-time, home-schooled students. A new code of **S** has been added as an option for the BoR Core Flag. A new degree level code of **15 – Undergraduate Certificate** has been added and is valid at 4-year institutions. New test types have been added for both English and Math Placement. Test types ASPIRE, MAP, Pre-ACT, Pre-SAT, and EOC may only be reported for Preparatory students.

++++++++++++++

February 1, 2019
Memorandum to Users

New codes for the Accuplacer Next Generation test has been added.

++++++++++++++

November 1, 2018
Memorandum to Users

Two new fields have been added: Birth Day and Online Only Student flag. Score range for SAT (2016) – Writing & Language Test has been updated. The definition for High School Grade Point Average has been updated.

++++++++++++++

February 6, 2018
Memorandum to Users

Other Professional (OP) has been added as a student level.

++++++++++++++

August 10, 2017
Memorandum to Users

Revisions were made to English Placement Test Type.

++++++++++++++

June 30, 2017
Memorandum to Users

Valid test score ranges were specified for each Admission Test Type, as well as for each English and Math Placement Test Type. Cohort Identifier definition was updated to denote “degree-seeking” students. Specific Parish and State code tables were provided in Appendix B & C, replacing the former web links.

++++++++++++++

April 4, 2017
Memorandum to Users

Revisions were made to Admission Test Type and Score, English and Math Placement Test Type and Score (formerly named English and Math Subscore), and updated the Country code table (Appendix D).

++++++++++++++

December, 2016
Memorandum to Users

Effective with Academic Year 2016: Student Level descriptions have been revised to better clarify the categories; New test types were added to Admission Test, English Subscore Test and Math Subscore Test; The Cohort Identifier definition was updated, where a matching Admission Status is now required. Removed Transfer Students (admission status "4") from same data requirements as First Time Students (admission status "1").

++++++++++++++

December 11, 2015
Memorandum to Users

The High School English and Math Grade Point Average fields have been revised to provide additional details in the descriptions.

++++++++++++++

July 29, 2015
Memorandum to Users

Due to the merging of collecting Student Credit Hour (SCH) data with SSPS, many new fields are being added to accurately compile SCH data from the SSPS submission. In addition to the new fields, several fields are being expanded upon to add additional values to report. The following fields are being added or modified as a result of this effort:

Academic Term
Term Part
Prisoner Indicator

In addition to the fields above, the Board of Regents would like to more accurately capture information related to minimum admission standards and placement. In regards to those efforts, the following fields are being added or modified:

Admission Test Type
Full-Time/Part-Time Status
Cohort Identifier
Admitted by Exception Flag
Regents' Core Grade Point Average
High School English Grade Point Average
High School Math Grade Point Average
English Subscore Test Type – renamed to English Placement Test Type
English Subscore – renamed to English Placement Score
Math Subscore Test Type – renamed to Math Placement Test Type
Math Subscore – renamed to Math Placement Score
Developmental Course Flag

As a result of these combined efforts, the **ENROLLED AT CENSUS DATE FLAG** for each course will no longer be captured. All of these modifications are effective beginning with the 2015-2016 academic year.

++++++++++++++

February 24, 2015
Memorandum to Users

To comply with Act 837 of the 2014 Legislative Session, running **FTFEDIT** and **FTFMTCH** will no longer be required. All references to the above programs have been removed.

++++++++++++++

September 12, 2013
Memorandum to Users

The First-Time Full-Time Edit report (FTFEDITRPT) and the First-Time Full-time Freshmen Match report (FTFMTCHRPT) have been added to the SSPSWEB application and is set to run automatically. Users will see two new columns on their respective report pages showing the FTFEDITRPT and FTFMTCHRPT reports. Both of these reports should be looked over and verified. To that end checkboxes have been added to the Certify form and are required to the checked as part of the certification process.

++++++++++++++++

April 5, 2013
Memorandum to Users

With the growth in the development of and interest in distance learning technologies, it is important to have information about the choices students make in their academic course offerings. The *E-Learning* field deals with whether the course section is taken (completed by the student) through electronic/distance education, and the degree to which that is so. For example, students enrolled in a course section that is 100% online will never have to show up on campus, even though they might choose to take some other courses on site; students in a course section that is 50-99% online (Hybrid) would have to come on campus, at least for an occasional exam. Choose the code corresponding to the level of *E-Learning* delivery the student experiences for the course section. There should be no blank fields. The choices are below. Effective by Fall 2013-2014 data collection cycle.

E-Learning: Indicate whether the course is taken
O = 100% Online
H = 50-99% Online = Hybrid
S = Less than 50% Online (or > 50% on site)

++++++++++++++

December 05, 2012
Memorandum to Users

Beginning with the Fall 2012-2013 SSPS data collection cycle, institutions will submit SSPS data using the new web interface application accessible from the Board of Regents Web Applications Menu.

++++++++++++++

December 07, 2011
Memorandum to Users

Beginning with the Fall 2011-2012 SSPS data collection cycle, institutions will begin reporting those students working towards graduate certificates using the new degree level of **70**.

++++++++++++++

September 16, 2010
Memorandum to Users

Beginning with the Fall 2010-2011 SSPS data collection cycle, institutions will begin reporting the

cumulative hours earned for each student. See the record layout for the proper placement and format of the new data. As mentioned above, submission of this new metric is mandatory for the Fall 2010-2011 data collection cycle.

++++++++++++++

March 30, 2010
Memorandum to Users

For the Winter/Spring 2009-2010 SSPS data collection, institutions may report SSPS data using the newest ethnicity codes if they choose. In an earlier memorandum, you were told that the Board of Regents will not be implementing these new codes until Fall 2010-2011. We have since decided that we will, in fact, implement the new ethnicity codes. Submission of these new ethnicity codes will be optional during the Winter/Spring submission and mandatory for the Fall 2010-2011 submission.

++++++++++++++

December 21, 2009
Memorandum to Users

Beginning Fall 2009-2010, institutions may report the new Admission Test Type using the new code "E" for the International English Language Testing System for those students using this system rather than TOEFL. The Board of Regents will also accept the associated test score for this new admission test. Reporting this new test score will be optional for Fall 2009-2010, and will become mandatory in Fall 2010-2011. See the updated definition for Admission Test Score for an example on how to code the IELTS score.

++++++++++++++

November 03, 2009
Memorandum to Users

Beginning Fall 2009-2010, institutions may report using the new ethnicity codes if they choose. However, the Board of Regents will not be implementing these new codes until Fall 2010-2011. In the meantime, the editing process will:

a) cross-walk the new ethnicity code of 5 (Native Hawaiian or Other Pacific Islander) into the old ethnicity code of 1 (Asian or Pacific Islander)

b) cross-walk the new ethnicity code of 9 (Two or more races) into the old ethnicity code of 8 (Race/Ethnicity Unknown).

Please keep this in mind in order to avoid confusion.

++++++++++++++

March 01, 2008
Memorandum to Users

Beginning Winter/Spring 2007-2008, institutions can report an institutional common id (12 bytes) which can be used to assist in editing the student unit data. The SSN is still a **required** field, but will not be used to identify students in the Edit/Error reports. The institutional common id will be printed on the reports instead. See Definitions for specific instructions in using the institutional common id.

++++++++++++

October 05, 2004
Memorandum to Users

The Student Transcript System (Louisiana high school transcript data) has now been implemented.

Therefore, the following data elements are required for Academic Year 2004-2005 (Fall, Winter, and Spring):

1) High School Grade Point Average,
2) High School Percentile Rank, and
3) Board of Regents' Core Flag

These elements are now **ACTIVE** and **REQUIRED** in Fall 2004.

Please see **Appendix H** for helpful notes and information.

++++++++++++

July 15, 2003
Memorandum to Users

Due to the development and implementation timeline of the Student Transcript System (Louisiana high school transcript data), the following data elements for academic year 2003-04 (Fall, Winter, or Spring):

1) High School Grade Point Average,
2) High School Percentile Rank, and
3) Board of Regents' Core Flag

will:

a) **NOT** be required for in-state students and
b) be **OPTIONAL** for out-of-state students.

These elements will become active and required in Fall 2004.

LOUISIANA BOARD OF REGENTS
Statewide Student Profile System

Systems Specifications

Due Date:

Fall Semester/Quarter	January 15
Winter Quarter	March 15
Spring Semester/Quarter	June 15

NOTE: As this data will be presented at the first Board of Regents monthly meeting following the above due dates, it is expected that the completed file is received on the above due dates.

Report Scope:

14th class day (or equivalent) census of current term enrollment, but collected at the end of term to facilitate the compilation of student level term outcomes. See **Appendix H**.

Reporting Medium:

The preferred reporting method is via the Board of Regents' SSPS web application. The URL to the Board of Regents Web Applications Menu is:

https://regents.louisiana.gov/

The Statewide Student Profile System portal is the last entry at the bottom of the right column.

Institutions are to call the Board of Regents at (225) 342-4253 for an access ID and password.

A user guide is available.

RECORD DESCRIPTION

Data Element Name	Code or Source of Code	Field Position	Field Format	Field Length
Academic Date	See Definitions	01-05		5
Academic Year Begin	'YYYY'	01-04	PIC X(4)	4
Academic Term		05	PIC X(1)	1
Summer Semester/Quarter	1			
Fall Semester/Quarter	2			
Winter Quarter	3			
Spring Semester/Quarter	4			
Other	5			
Summer Intersession	6			
Fall Intersession	7			
Winter Intersession	8			
Spring Intersession	9			
Institution Code	Appendix A	06-07	PIC X(2)	2
Student Identification Number	See Definitions	08-16	PIC X(9)	9
Student Name	See Definitions	17-60		44
Last Name		17-36	PIC X(20)	20
First Name		37-56	PIC X(20)	20
Middle Initial		57	PIC X(1)	1
Suffix		58-60	PIC X(3)	3
Student Race	See Definitions	61	PIC X(1)	1
Asian	1			
American Indian or Alaskan Native	2			
Black, Non-Hispanic	3			
Hispanic	4			
Native Hawaiian or Other Pacific Islander	5			
White, Non-Hispanic	6			
Foreign/Non-Resident Alien	7			
Race/Ethnicity Unknown	8			
Two or more races	9			
Student Gender		62	PIC X(1)	1
Male	M			
Female	F			
Fee Residence	See Definitions	63	PIC X(1)	1
Yes	Y			
No	N			
U.S. Citizenship		64	PIC X(1)	1
Yes	Y			
No	N			
Parish/State/Country	See Definitions	65-66	PIC X(2)	2
Birth Date	See Definitions	67-74		8
Birth Month	'MM'	67-68	PIC X(2)	2
Birth Day	'DD'	69-70	PIC X(2)	2
Birth Year	'YYYY'	71-74	PIC X(4)	4
Admission Status	See Definitions	75	PIC X(1)	1
Student Level	See Definitions	76-77	PIC X(2)	2
Preparatory	PR			
Freshman	FR			

Data Element Name	Code or Source of Code	Field Position	Field Format	Field Length
Sophomore	SO			
Junior	JR			
Senior	SR			
Professional	P1/P2/P3/P4			
Graduate I	G1			
Graduate II	G2			
Specialist	SP			
Other Undergraduate	OU			
Other Graduate	OG			
Other Professional	OP			
Program Classification	See Definitions	78-87		10
CIP Code	See Definitions	78-83	PIC X(6)	6
Degree Level Code		84-85	PIC X(2)	2
Diploma	DP			
CareerTech 1-8cr	A1			
CareerTech 9+cr	A2			
Certificate (one-year)	C1			
Certificate (two-year)	C2			
Associate (two years)	10			
Post-Associate Certificate	11			
Undergraduate Certificate (Upper Level)	15			
Baccalaureate	20			
Post-Baccalaureate Certificate	21			
Masters	30			
Post-Masters Certificate	31			
Doctorate	40			
Post-Doctoral Certificate	41			
Professional	50			
Post-Professional Certificate	51			
Educational Specialist	60			
Graduate Certificate	70			
Non-degree Seeking Student	ND			
Increment Key	See Definitions	86-87	PIC X(2)	2
Program Admission Flag	See Definitions	88	PIC X(1)	1
High School Graduation Year	'YYYY', See Definitions	89-92	PIC X(4)	4
High School Code	See Definitions	93-98	PIC X(6)	6
High School Grade Point Average	See Definitions	99-102	PIC 9(1)V999	4
High School Class Percentile Rank	See Definitions	103-105	PIC 9(3)	3
Admission Test Type	See Definitions	106	PIC X(1)	1
ACT	A			
International English Language Testing System (IELTS)	E			
Michigan Test of English Language Proficiency (MTELP)	F			
SAT (2016)	R			
SAT (Pre-March 2016)	S			
Test of English as a Foreign Language (TOEFL - Paper)	T			
Test of English as a Foreign Language (TOEFL - Computer)	X			

Data Element Name	Code or Source of Code	Field Position	Field Format	Field Length
Test of English as a Foreign Language (TOEFL – Internet)	I			
Admit By Core GPA	G			
Adults age ≥ 25 with no admission test				
Test of English as a Foreign Language (Duolingo)	Z L			
Admission Test Score	See Definitions	107-110	PIC 9(4)	4
Board of Regents' Core Flag	See Definitions	111	PIC X(1)	1
Yes	Y			
No	N			
17-18 units of Core	S			
Current Term Grade Point Average	See Definitions	112-115	PIC 9(1)V999	4
Cumulative Overall Grade Point Average	See Definitions	116-119	PIC 9(1)V999	4
Academic Standing at End of Term	See Definitions	120	PIC X(1)	1
Good Standing	G			
Probation	P			
Suspension	S			
Withdrawn from institution	W			
Total Student Credit Hours Scheduled	See Definitions	121-124	PIC 9(3)V9	4
Total Student Contact Hours Scheduled	See Definitions	125-128	PIC 9(3)V9	4
For use by LSUHSC campuses only	See Appendix F	129	PIC X(01)	1
Institution Common Identification Number	See Definitions	130-141	PIC X(12)	12
Cumulative Hours Earned	See Definitions	142-146	PIC 9(4)V9	5
Attended Summer Session (Fall Only)	See Definitions	147	PIC X(1)	1
Term Part	See Definitions	148	PIC X(1)	1
Full-time/Part-time Status	See Definitions	149	PIC X(1)	1
Full-time	F			
Part-time	P			
Online Only Student Flag	See Definitions	150	PIC X(1)	1
100% Online Only Out-of-State	O			
100% Online Only Resident	R			
Not 100% Online Only	blank			
Cohort Identifier	See Definitions	151	PIC X(1)	1
First Time in College	1			
Transfer	4			
Not Cohort Eligible	blank			
Prisoner Indicator	See Definitions	152	PIC X(1)	1
Prisoner	P			
Non-prisoner	blank			
Admitted by Exception Flag	See Definitions	153	PIC X(1)	1
Regents Core Grade Point Average	See Definitions	154-157	PIC 9(1)V999	4
High School English Grade Point Average	See Definitions	158-161	PIC 9(1)V999	4
High School Math Grade Point Average	See Definitions	162-165	PIC 9(1)V999	4
English Placement Test Type	See Definitions	166	PIC X(1)	1
Accuplacer Sentence Skills	C			
Accuplacer Next Generation - Writing	H			
ACT	A			
ASPIRE	Q			
ASSET Writing Skills	9			
COMPASS-Writing	8			
ELS 112 – Intensive English	U			

Data Element Name	Code or Source of Code	Field Position	Field Format	Field Length
EOC (End of Course)	4			
International English Language Testing System (IELTS)	E			
LEAP 2025	5			
MAP	V			
Michigan Test of English Language Proficiency (MTELP)	F			
Pre-ACT	W			
Pre-SAT	Y			
SAT (2016)	R			
SAT (Pre-March 2016)	S			
Test of English as a Foreign Language (TOEFL - Paper)	T			
Test of English as a Foreign Language (TOEFL - Computer)	X			
Test of English as a Foreign Language (TOEFL – Internet)	I			
Recently passed a qualifying developmental or co-requisite English course with grade ≥ "C"	P			
Test of English as a Foreign Language (Duolingo)	L			
Counselor Recommendation	Z			
Faculty Assessed College-level Writing Assessment	B			
HiSET	3			
NRS Approved Assessment	6			
College Transcript	7			
HS Cumulative GPA	G			
English Placement Score	See Definitions	167-170	PIC 9(4)	4
Math Placement Test Type	See Definitions	171	PIC X(1)	1
Accuplacer Arithmetic	B			
Accuplacer College-Level Math	C			
Accuplacer Elem Algebra	D			
Accuplacer Next Generation – Arithmetic	J			
Accuplacer Next Generation – QAS	K			
Accuplacer Next Generation – AAF	L			
ACT	A			
ASSET Elem. Algebra	9			
ASPIRE	Q			
COMPASS-Algebra	8			
EOC (End of Course)	4			
LEAP 2025	5			
MAP	V			
Pre-ACT	W			
Pre-SAT	Y			
SAT (2016)	R			
SAT (Pre-March 2016)	S			

Data Element Name	Code or Source of Code	Field Position	Field Format	Field Length
Recently passed a qualifying developmental or co-requisite Math course with grade ≥ "C"	M			
Counselor Recommendation	Z			
ALEKS PPL	O			
HiSET	3			
NRS Approved Assessment	6			
College Transcript	7			
HS Cumulative GPA	G			
Math Placement Score	See Definitions	172-175	PIC 9(4)	4
Student Course Information		176-203		28
OER/AER	See Definitions	176	PIC X(1)	1
OER	O			
AER	A			
Neither	N			
Transitional Course Flag	See Definitions	177	PIC X(1)	1
Developmental	D			
Co-requisite	C			
Corresponding English Course	E			
Corresponding Math Course	M			
Non-transitional	blank			
Prior Learning Assessment (PLA)	See Definitions	178	PIC X(1)	1
E-Learning Flag	O, H, or S	179	PIC X(1)	1
Course Abbreviation	See Definitions	180-183	PIC X(4)	4
Course Classification (CIP)	See Definitions	184-189	PIC X(6)	6
Course Number	See Definitions	190-193	PIC X(4)	4
Section Number	See Definitions	194-197	PIC X(4)	4
Course Credit/Contact Hours	See Definitions	198-201	PIC 9(3)V9	4
Course Grade Examples:	'A', 'B', 'C', 'D', 'F', 'I', 'M', 'P', 'S', 'U', 'AU', 'CR', 'NC', 'W', 'WA', 'WB', 'WC',' WD', 'WF', 'E', 'IF', 'IS', 'IU', 'PI', 'HP','NG','XF'	202-203	PIC X(2)	2
Repeats positions 176-203 for student's 2nd course, blank if none		204-231		28
Repeats positions 176-203 for student's 3rd course, blank if none		232-259		28
Repeats positions 176-203 for student's 4th course, blank if none		260-287		28
Repeats positions 176-203 for student's 5th course, blank if none		288-315		28
Repeats positions 176-203 for student's 6th course, blank if none		316-343		28
Repeats positions 176-203 for student's 7th course, blank if none		344-371		28
Repeats positions 176-203 for student's 8th course, blank if none		372-399		28
Repeats positions 176-203 for student's 9th course, blank if none		400-427		28
Repeats positions 176-203 for student's 10th course, blank if none		428-455		28
Repeats positions 176-203 for student's 11th course, blank if none		456-483		28
Repeats positions 176-203 for student's 12th course, blank if none		484-511		28
Repeats positions 176-203 for student's 13th course, blank if none		512-539		28
Repeats positions 176-203 for student's 14th course, blank if none		540-567		28

Data Element Name	Code or Source of Code	Field Position	Field Format	Field Length
Repeats positions 176-203 for student's 15th course, blank if none		568-595		28
Repeats positions 176-203 for student's 16th course, blank if none		596-623		28
Repeats positions 176-203 for student's 17th course, blank if none		624-651		28
Repeats positions 176-203 for student's 18th course, blank if none		652-679		28
Repeats positions 176-203 for student's 19th course, blank if none		680-707		28
Repeats positions 176-203 for student's 20th course, blank if none		708-735		28

DEFINITIONS

Academic Date: This data element will span five positions of the record. The fifth position will indicate the academic term as specified below. **This field cannot be blank.**

TERM	CODE
Summer Semester/Quarter	1
Fall Semester/Quarter	2
Winter Quarter	3
Spring Semester/Quarter	4
Other	5
Summer Intersession	6
Fall Intersession	7
Winter Intersession	8
Spring Intersession	9

The first four positions will be the **beginning year** of the academic/fiscal year; that is, if the academic year is 2001-2002, code ***2001***.

For example:

1) For Fall Semester/Quarter of Academic Year 2001-2002, code as **20012**.
2) For Spring Semester/Quarter Academic Year 2001-2002, code as **20014**.

NOTE: The Summer semester/quarter is considered as the beginning of the academic year. Summer Intersession is defined as the period of time between the regular Summer and regular Fall terms. Fall Intersession is defined as the period of time between the regular Fall and regular Spring terms. Winter Intersession is defined as the period of time between the regular Winter Quarter and the regular Spring Quarter. Spring Intersession is defined as the period of time between the regular Spring term and the regular Summer term.

Academic Standing at End of Term: The student's academic standing, as determined by the reporting institution, at the end of the reported term. Code ***G*** for Good Standing, ***P*** for Probation, ***S*** for Suspension and ***W*** for Withdrawn from school. **This field cannot be blank.**

Admission Status: The student's current standing with regard to his/her attendance experience at the reporting institution. Admission status should be the same across all term parts within in a term. **This field cannot be blank.**

Code	Title	Description
1	First-Time Student	An entering student who has never attended any college (or other postsecondary institution). Includes students enrolled in the fall term who

Code	Title	Description
		attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).
2	New Graduate Student	A student who enters the institution classified as a Graduate Level Student (**G1** or **G2, see page 8**) for the first time (e.g., a student who attended the institution as an undergraduate will still be classified as a new graduate student when he/she is first admitted to this level).
3	Other Student	Any student who fails to fit into any of the other admission status categories.
4	Transfer Student	A student who enrolls at an institution for the first time who has previously attended another postsecondary institution. This includes new students enrolled in the fall term who transferred into the institution the prior summer. **Students classified as visiting students or First-time Student should be excluded**. See the exception to this definition for First-Time Student above.
5	Continuing Student	A student enrolled in a particular term who also enrolled in the previous regular term or summer term and who do not qualify as first-time students or transfer students. **A regular term is defined as a fall or spring semester and a fall, winter, or spring quarter.**
6	Readmitted Student	A student enrolled for a particular term who previously enrolled at your institution but ***were not*** enrolled under the conditions specified above for continuing students.
7	New Professional	A student who enters the institution as a professional student (law, dentistry, medicine, veterinary medicine) for the first time. A student who attended the institution at another level will be classified as a new professional student when he/she is first admitted to this level.
C	FF (Fast Forward) CTE	A student who plans to earn a high school diploma and associate degree via the Jump Start 2.0 Pathway. This pathway encompasses a wide range of careers and post-secondary pathways to pursue after earning a technical associate degree while also earning a Jump Start TOPS Tech Career Diploma. This student may also participate in state registered pre-apprenticeship/apprenticeship program such as the High-Demand Apprenticeship Pathway. This pathway offers a wide range of careers and post-secondary pathways to pursue after participating in a Louisiana Workforce Commission registered pre-apprenticeship/apprenticeship program. A CIP code/program of study should be reported for these students. This admission status is valid for preparatory (PR) students only. PR students should be reported as non-degree seeking, to align to IPEDS reporting requirements.

Code	Title	Description
U	FF (Fast Forward) Academic	A student who plans to earn a high school diploma and associate degree via the TOPS U Pathway - This pathway allows students to earn a universal transfer degree or technical associate degree while also earning a TOPS University Diploma OR through structured course sequencing pathways through HS and Post-SEC MOU's. A CIP code/program of study should be reported for these students. This admission status is valid for preparatory (PR) students only. PR students should be reported as non-degree seeking, to align to IPEDS reporting requirements.
X	Visiting Student	A student who is enrolled in one or more courses at, or being taught by, your institution, but whose home institution is another campus or high school. Include all students who are visiting your campuses (e.g., cross-registered, cross-enrolled, dual-enrolled, concurrently enrolled, summer only, etc.) by formal or in-formal inter-institutional cooperative programs or agreements. **Include preparatory (PR) students here. See Appendix G regarding PR students.** If a student is enrolled in course work on both campuses, **both institutions**, irrespective of the conditions of the programs or agreements, should report these students.

For example: A student enrolled in a degree program at institution A and cross-enrolled in a course at (or being taught by) institution B would be reported as Admissions Status "1", "2", "3", etc. at institution A and as Admissions Status "X" at institution B.

If a student is enrolled in course work as a visiting student only and not enrolled on the home campus, the campus he/she is visiting should report the student.

For example: A student enrolled in a degree program at institution A does not enroll at institution A for the summer semester, but enrolls at institution B as a visiting student. Institution B would report that student as Admissions Status "X".

Admission Test Score: To be reported for **FIRST-TIME STUDENTS**. This should be the highest composite or total score (four characters) achieved by the student on the standardized test used to determine admission. **(Note: In the absence of ACT or SAT, TOEFL (or IELTS or MTELP) scores would be submitted for all foreign students and non-resident aliens, regardless of age.)** Numeric scores must be right justified and left-filled with zeroes. For example, an ACT score of 27 would be coded as **0027**; an SAT total score of 1600 would be coded as **1600**; or a TOEFL score of 550 would be coded as **0550**. An IELTS score of 7.5 would be coded as **0075**. For students age 25 and above, only use Admission Test Type "Z" when there is no other Admission Test Score (in which the Admission Test Score is blank). If a student has an Admission Test and a Test Score, including international students from non-English-speaking countries, report the Admission Test Type and Test Score, regardless of age. Admission Test Score may be blank if the student was admitted based on the Core GPA (Admission Test Type "G").

Admission Test Type: To be reported for **FIRST-TIME STUDENTS**. This is the type of standardized test taken by the student used to determine admission. (May be blank for 2-year schools, if the information is not available.) Use the following codes:

Test Type	Code	Valid Score Range
ACT	A	1 – 36
International English Language Testing System (IELTS)	E	0 – 95

Michigan Test of English Language Proficiency (MTELP)	F	0 – 100
SAT (2016)	R	400 – 1600
SAT (Pre-March 2016)	S	1 – 1600
Test of English as a Foreign Language (TOEFL - Paper)	T	1 – 677
Test of English as a Foreign Language (TOEFL – Computer)	X	1 – 300
Test of English as a Foreign Language (TOEFL – Internet)	I	1 – 120
Admit By Core GPA (no admission test)	G	blank
Adults with no admission test, age 25 or above	Z	blank
Test of English as a Foreign Language (Duolingo)	L	blank

Admitted By Exception Flag: To be reported for **FIRST-TIME STUDENTS**. If the student was admitted to your institution as an exception to the minimum admission standards, code a **"Y"**; otherwise code an **"N"**.

Attended Summer Session: If the student attended any of the summer sessions directly prior to the Fall semester being reported, code a **"Y"** in column 145. If the student **did not** attend any of the summer sessions directly prior to the Fall semester being reported, leave column 145 **blank**. See additional Information on Page 26.

Birth Date: The calendar date of birth as designated on the individual's legal birth registration or certificate. Code birth month as 01 (January), 02 (February), etc. The birth month will occupy positions 67 and 68. The birth day will occupy positions 69 and 70. Code the birth year as the last four characters, i.e., if the student was born in 1981, code **1981** in positions 71-74.

Board of Regents' Core Flag: To be reported for **FIRST-TIME STUDENTS**. Code **Y** if the student completed the 19-unit Regents/TOPS high school core curriculum. Code **S** for out-of-state, international, and home-schooled students who completed ≥17 and <19 of the 19 Core courses. Otherwise code **N**.

CIP Code: A six-character code developed for the National Center for Educational Statistics, which corresponds to a major field of study.

Cohort Identifier: Align the Cohort Identifier to the IPEDS definition for both full and part-time cohorts. Code **1** if the student is eligible for inclusion in the First-Time in College cohort and is a First-Time Student with Admission Status of 1. Code **4** if the student is eligible for inclusion in a Transfer cohort and is a Transfer Student with Admission Status of 4. Otherwise, enter a blank space. Additional note: Regardless of full-time / part-time status, a degree-seeking, First-Time Student with Admission Status of 1 must have a Cohort code of 1, and Transfer Student with Admission Status of 4 must have a Cohort code of 4.

Course Abbreviation: The official assigned institutional identifier that serves to uniquely identify a course. This field should be **left justified**. For example, English would probably be coded as **ENGL** and Electrical Engineering as **EE with two trailing blank spaces**. **This field cannot be blank.**

Course Classification: A CIP classification must be assigned to each course on a student's schedule. **This field cannot be blank**.

Course Credit/Contact Hours: The amount, to tenths, of semester credit hours (SCH equivalents) or contact hours given for a course. "No credit" or non-credit courses should have a value of 000.0 (zero) and be coded as **0000**. Actual credit earned should be reflected for variable credit courses. **This field cannot be blank.**

Course Grade: The grade given for the course. Single-character grades should be reported left justified and right-filled with a space, e.g., an A would be coded as **"A "**. **This field cannot be blank, there must be a grade.**

Course Number: The standard official institutionally-assigned number or other identification that serves to uniquely identify a course and is usually related to the academic level of the course. This field should be left justified and padded with blanks if necessary. The course abbreviation and course number should match the course identification scheme as suggested in the institution catalog. **This field cannot be blank.**

Cumulative Hours Earned: The student's cumulative hours earned (including all transfer work) as recognized by the submitting institution. This may be defined at your institution as total hours earned or total hours completed. Data are reported as a five (5) character data field, to tenths. For example, a student with total hours earned of 95.5 would be coded as **00955**.

Cumulative Overall Grade Point Average: The student's average on all courses attempted (including all transfer work) as recognized by the submitting institution. This may be defined at your institution as cumulative, overall and/or adjusted GPA. Data are reported as a four-character data field, to thousandths, and uses a 4.000 grading system. For example, a student with a COGPA of 2.854 would be coded as **2854**.

Current Term Grade Point Average: The student's GPA for the current reported term, as recognized by the submitting institution. Data are reported as a four-character data field, to thousandths, and uses a 4.000 grading system. For example, a student with a term GPA of 3.854 would be coded as **3854**.

E-Learning Flag: Indicates whether the course is taken:

O = 100% Online
H = 50-99% Online (Hybrid)
S = Less than 50% Online (or > 50% on Site)

Note: This field cannot be blank.

English Placement Score: To be reported for both **PREPARATORY** and **FIRST-TIME STUDENTS of any age or citizenship**. This should be the highest English score (four characters) achieved by the student on the standardized test used to determine admission and placement. Numeric scores must be right justified and left-filled with zeroes. For example, an ACT score of 27 would be coded as **0027**; an SAT total score of 800 would be coded as **0800**. The score for a recently passed qualifying course with a grade greater than or equal to "C" would be blank.

English Placement Test Type: To be reported for both **PREPARATORY** and **FIRST-TIME STUDENTS**. This is the type of standardized test taken by the student used to determine placement. Use the following codes:

Test Type	Code	Valid Score Range
ACCUPLACER Sentence Skills	C	20 – 120
ACCUPLACER Next Generation - Writing	H	200 – 300
ACT	A	1 – 36
ASSET Writing Skills	9	1 – 55
ASPIRE	Q	400 – 456
COMPASS – Writing	8	1 – 99
ELS 112 – Intensive English	U	blank
EOC (End of Course)	4	620 – 800
LEAP 2025	5	650 – 850
MAP	V	214 – 265
Pre-ACT	W	1 – 36
Pre-SAT	Y	10 – 800
SAT (2016) – Evidence Based Reading and Writing (ERW)	R	10 – 800
SAT (Pre-March 2016)	S	1 – 800
Recently passed a qualifying developmental or co-requisite *English* Course with a grade ≥ "C"	P	blank
International English Language Testing System (IELTS)	E	0 – 95
Michigan Test of English Language Proficiency (MTELP)	F	0 – 100
Test of English as a Foreign Language (TOEFL - Paper)	T	1 – 677
Test of English as a Foreign Language (TOEFL – Computer)	X	1 – 300
Test of English as a Foreign Language (TOEFL – Internet)	I	1 – 120
Test of English as a Foreign Language (Duolingo)	L	blank
Counselor Recommendation (PR students only)	Z	blank
Faculty Assessed College-level Writing Sample	B	blank
HiSET	3	1 – 20
NRS Approved Assessment	6	1 – 6
College Transcript	7	blank
HS Cumulative GPA	G	blank

Fee Residence: A student who is not assessed out-of-state fees will be considered a Louisiana resident. The determination of whether or not a student should pay out-of-state fees rests with the institution. (This data should be used for determining a student's residency for fee purposes only and may not necessarily represent his actual home residence.) Students who **are not assessed** out-of-state fees should be coded **Y**. Students who **are assessed** out-of-state fees should be coded **N**. **This field cannot be blank**.

Full-Time/Part-Time Status: Enter **F** for full-time student status, or **P** for part-time student status. The status reported should be relative to the number of credit hours the institution considers to be full-time. The sum of all term parts should be used to determine full-time/part-time status.

High School Class Percentile Rank: To be reported for **FIRST-TIME STUDENTS**. The student's high school class rank, as reported by the submitting institution. Three-character numeric data field that is right justified and left-filled with zeroes. For example, a student who ranks 42nd in a class of 200 students would be reported as (200-42)/200 and therefore at the 79th percentile and would be coded as **079**. If the student was home-schooled, or has earned a **GED**, there will be no High School Percentile Rank included on his/her transcript, and this field can be blank.

High School Code: For all high school graduates, code the six-character code assigned to each high school by ACT (see **Appendix E** for Louisiana High School Codes). For unknown Louisiana codes, code all zeroes, i.e., ***000000***. For GED students, code ***999997***. For out-of-state high schools in which the ACT code is unknown or not available, code ***999998***. For foreign graduates, code all nines, i.e., ***999999***. For home-schooled students, code ***999996***. **This field cannot be blank for Freshmen, regardless of age.**

High School English Grade Point Average: The student's high school GPA on all English courses, as calculated by the admitting institution. The final transcript should be used, calculating the GPA by using the best four non-remedial English courses, or by using all courses numbered 120XXX. Data is reported as a four-character data field, to thousandths. For example, a student with a HSGPA of 3.854 would be coded as **3854**.

High School Grade Point Average: To be reported for both **PREPARATORY** and **FIRST-TIME STUDENTS**. For Preparatory students, report the HSGPA as reported for Dual Enrollment eligibility each semester. For First-Time Students (Admit Status 1): the student's unweighted final overall high school GPA. Data is reported as a four-character data field, to thousandths, and using a 4.000 grading scale. For example, a student with a HSGPA of 3.854 would be coded as **3854**. This may be blank only for those students with GEDs, adults age $\geq$ 25, international students, or first-time students at open admission (2-year) institutions, when the information is not available.

High School Graduation Year: A four-character numeric code for the calendar year in which the student received his/her high school diploma or the equivalent thereof. If the student did not receive a diploma or the equivalent, leave this field blank.

High School Math Grade Point Average: The student's high school GPA on all Math courses, as calculated by the submitting institution. The GPA can be calculated using the best four non-remedial math courses, or by using all courses numbered 16XXXX. Data is reported as a four-character data field, to thousandths. For example, a student with a HSGPA of 3.854 would be coded as **3854**.

Increment Key: A two-digit numeric key assigned by the Board of Regents' staff, which gives each academic program record a unique key. (See Inventory of Degree and Certificate Programs for details.) **This field cannot be blank.**

Institution Common ID: Student ID other than the social security number. This field is included to assist the campus' editing process. If your college does not assign student ID's, then leave this field blank, and the last four (4) digits of the students' SSN will be included in the edit reports instead.

Institution Code: A two-character code developed by the Board of Regents for Louisiana Institutions. The first character identifies the institutional system. This code provides for the state systems of colleges and universities and the classification of other traditional institutions. To permit an improved representation, the institution code in **Appendix A** includes a period to separate the system designation from the institutional designation. The code is processed, however, as a two-character code without periods.

Math Placement Score: To be reported for both **PREPARATORY** and **FIRST-TIME STUDENTS of any age or citizenship**. This should be the highest Math score (four characters) achieved by the student on the

standardized test used to determine admission and placement. Numeric scores must be right justified and left-filled with zeroes. For example, an ACT score of 27 would be coded as **0027**; an SAT total score of 800 would be coded as **0800**. The score for a recently passed qualifying course with a grade greater than or equal to "C" would be blank.

Math Placement Test Type: To be reported for both **PREPARATORY** and **FIRST-TIME STUDENTS**. This is the type of standardized test taken by the student used to determine placement. Use the following codes:

Test Type	Code	Valid Score Range
ACCUPLACER Arithmetic	B	20 – 120
ACCUPLACER College-Level Math	C	20 – 120
ACCUPLACER Elem Algebra	D	20 – 120
ACCUPLACER Next Generation – Arithmetic	J	200 – 300
ACCUPLACER Next Generation – QAS	K	200 – 300
ACCUPLACER Next Generation – AAF	L	200 – 300
ACT	A	1 – 36
ASSET Elem Algebra	9	1 – 55
ASPIRE	Q	400 – 460
COMPASS – Algebra	8	1 – 99
EOC (End of Course)	4	620 – 800
LEAP 2025	5	650 – 850
MAP	V	220 – 285
Pre-ACT	W	1 – 36
Pre-SAT	Y	200 – 800
SAT (2016) – Math Section	R	200 – 800
SAT (Pre-March 2016)	S	1 – 800
Recently passed a qualifying developmental or co-requisite *Mathematics* Course with a grade ≥ "C"	M	blank
Counselor Recommendation (PR students only)	Z	blank
ALEKS PPL	O	1 – 100
HiSET	3	1 – 20
NRS Approved Assessment	6	1 – 6
College Transcript	7	blank
HS Cumulative GPA	G	blank

OER/AER: To be reported for all courses. Code **O** for courses that exclusively utilize OER resources. Code **A** for courses that exclusively utilize AER resources**.** Code **N** if the course does not utilize OER or AER resources. If a course uses a mix of both OER and AER, the course should be labeled as AER as long as it meets the requirements for the designation.

Per Act 125/SB117, OER and AER are defined as follows:

OER – "Open educational resource" or "OER" means a teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, media, assessments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge.

AER – "Affordable educational resource" or "AER", means a single or collection of required educational resources that may be offered at no or low cost to a student through a postsecondary education institution or an affiliated college bookstore at a pre-sales tax cost to a student that does not exceed an amount equal to four times the federal minimum wage. AER includes copyright protected material purchased by a library and provided to a student at no cost.

Online Only Student Flag: To be reported for all out-of-state students enrolled only in online classes. If the student resides out of state, report "O". If the student is living in Louisiana (a resident for the respective term/semester), on or off campus, report "R". If there is a special circumstance such as military deployment or training which would require on-line course enrollment, you may also report the student as an "R". If the

student is NOT enrolled in all online courses, please leave this field blank.

Parish/State/Country:

(1) If a student is a resident of the State of Louisiana, code the high school parish from which he/she graduated. (**See Appendix B**.)

(2) If the student is not a Louisiana high school graduate, but is a Louisiana resident, code the parish of residency.

(3) For students who are either U.S. citizens or lawful residents of the United States of America and not Louisiana residents, code the state/U.S. territory of origin. (**See Appendix C**)

(4) For students who are not U.S. Citizens and

(a) carry F or J visas, or some other visa, and are in this country on a temporary basis without the right to remain indefinitely, code the country of origin. **(See Appendix D**.)

(b) Have been lawfully admitted to the U.S. (hold a Permanent Residence Card, formerly called a "green card"), or have been granted political asylum or refugee status, code the country of origin. (**See Appendix D**).

Note: This field cannot be blank.

Prior Learning Assessment (PLA): Enter the code to indicate which prior learning assessment was taken.

M = Military
To differentiate between military type, use the following section codes when reporting the course record: **ACRE** (Ace Credit) or **TREX** (Military training or experience: DD 214)

A = AP Credit
I = IB Credit (International Baccalaureate)
C = CLEP Credit
D = DSST Credit
N = Institutional or Departmental Challenge Exam
P = Portfolio
W = IBC (Industry Based Credit)

Prior learning assessments must be reported with a term part of "Z".

Prisoner Identifier: Code **P** if the student is incarcerated and is attending an institution that is authorized to teach prisoners. Otherwise, enter a blank space.

Program Admission Flag: Code ***N*** if the Program Classification has additional admission criteria which have NOT been met by the student. Code a blank space if the program does not have additional admission criteria or the student has been formally admitted to the program of study (do *NOT* code low-values).

Program Classification: A six-digit CIP (Classification of Instructional Programs) code followed by a two-digit Degree Level Code and Increment Key. The two-digit increment key completes the full unique program classification taxonomy. Together, these codes should correspond to an individual student's major field of study or curriculum/program objective identified in the BoR Inventory of Degree and Certificate Programs. **This field cannot be blank.**

(1) Each institution should assure that reported CIP code (declared major), Degree Level Code, and Increment Key fields correspond to approved curricula as currently reported on the Board of Regents' *Inventory of Degree and Certificate Programs*

(2) For students uncommitted to a program of study, such as a first-time entering students, non-matriculating students or exchange students, code all zeroes in the CIP field, but code the level of the degree they are seeking in the Degree Level Code field and ***00*** in the Increment Key field.

(3) For non-degree seeking students, code all zeroes in the CIP field, but code ***ND*** in the Degree Level Code field and ***00*** in the Increment Key field.

(4) For undergraduate students who choose a major that is not approved for the reporting institution, and who intend to transfer to an institution which does grant his/her chosen undergraduate degree, code ***240000*** for the CIP code and the appropriate undergraduate Degree Level Code for the program to which the student intends to transfer. For these programs, code ***00*** in the Increment Key field.

Regents' Core Grade Point Average: To be reported for **FIRST-TIME STUDENTS**. The student's GPA on the Regents/TOPS Core courses from the final high school transcript. Data is reported as a four-character data field, to thousandths. For example, a student with a HSGPA of 3.854 would be coded as **3854**.

The Core GPA should be the same as the TOPS GPA as reported in STS which converts grades on designated AP, IB, DE, GT and Honors courses to a weighted 5.0 scale; however, it may be calculated on a straight 4.0 scale. This may not be blank for any student with BoR Core Flag = Y or S. This may be blank for those students with GEDs, adults age ≥ 25, international students, or first-time students at open admission (2-year) institutions, when the information is not available.

Section Number: The official institution number or other identifier(s) that serve to uniquely identify the section of a course. This field should be right justified and padded with zeroes if necessary. **This field cannot be blank.**

Student Identification Number: The number assigned to the student by the Social Security Administration.

For those students not having a Social Security number, (e.g., foreign students) the institution will assign a student identifier. The student identifier should include a "T" in the first position (indicating a temporary number), followed by the Institutional Code in the next two positions. If an institution reports students with temporary SSNs, these same temporary SSNs should be reported for the affected students throughout their college careers. **This field cannot be blank.**

Student Name: The format of the name fields are as shown in the record layout of this document and consists of Last Name, First Name, Middle Initial and Suffix. Changes in student name status, like changes in Student Identification Number, should be forwarded to the Board of Regents. **This field cannot be blank.**

Student Level: The total accredited work by a student which reflects institutionally accepted progress toward a degree or certificate. Student level should be the same across all term parts within in a term. **This field cannot be blank.**

Code	Category	Description
PR	Preparatory	A student concurrently enrolled in high school and college.
FR	Freshman	A student who has earned the equivalent of 0 to 29 semester credit hours.
SO	Sophomore	A student who has earned the equivalent of 30 to 59 semester credit hours.
OU	Other Undergraduate	Students who are (1) enrolled in a non-degree-seeking status (Degree Level="ND"), or (2) enrolled at two-year institutions who have accumulated more than 59 semester credit hours, or (3) enrolled as a visiting student (admission status="X**" and not in High School**) or (4) are pursuing a Post-Associate or Post-Baccalaureate certificate. This category should be a "catch all" in case none of the categories above apply. **This category should be rarely used at 4-Year institutions** except for PBC and visiting students**.**
JR	Junior	A student at a 4-Year institution who has earned the equivalent of 60 to 89 semester credit hours.
SR	Senior	A student at a 4-Yr institution who has earned the equivalent of 90 or more semester credit hours and who is seeking an undergraduate degree or credential up to the baccalaureate.
G1	Graduate I	A student admitted to and enrolled in a graduate degree program who is (1) pursuing a Master's degree, or (2) completing the first 30 hours of graduate credit work.
G2	Graduate II	A student who is (1) admitted to and enrolled in a doctoral (not "professional") degree or post-doctoral program and (2) has accumulated at least 30 hours of

Code	Category	Description
		graduate credit (e.g., as a G1).
OG	Other Graduate	A student who holds a baccalaureate or higher degree and either (1) is taking graduate courses but has not been formally admitted to a graduate degree program; or (2) is pursuing a graduate credential (e.g., Graduate Certificate, Post-Masters Certificate). This category should be a “catch all” in case none of the categories above apply.
SP	Specialist	A student who holds a bachelor's degree or the equivalent ("professional" degree) and is pursuing an educational specialist certificate/degree.
P1	Professional 1	A student enrolled in the first year of the curriculum at a professional school (audiology, dentistry, law, medicine, nursing practice, pharmacy, physical therapy, and veterinary medicine).
P2	Professional 2	A student enrolled in the second year of the curriculum at a professional school (See P1).
P3	Professional 3	A student enrolled in the third year of the curriculum at a professional school (See P1).
P4	Professional 4	A student enrolled in the fourth year of the curriculum at a professional school (See P1).
OP	Other Professional	A student who holds a baccalaureate or higher degree and either (1) is taking professional courses but has not been formally admitted to a professional degree program; or (2) is currently pursuing a professional credential elsewhere and is enrolled in professional courses at this institution in support of that program. This category should be a “catch all” in case none of the categories above apply.

Student Race - Civil Rights Racial Category: An indication of the student's ethnic origin. The codes to be used are as follows:

Code	Category	Description
1	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
2	American Indian or Alaskan Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
3	Black, Non-Hispanic	A person having origins in any of the black racial groups of Africa.
4	Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
5	Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
6	White, Non-Hispanic	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Code	Category	Description
7	Foreign/Non-Resident Alien	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. NOTE - Nonresident aliens are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories. Resident aliens and other eligible (for financial aid purposes) non-citizens who are not citizens or nationals of the United States and who have been admitted as legal immigrants for the purpose of obtaining permanent resident alien status (and who hold either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian) are to be reported in the appropriate racial/ethnic categories along with United States citizens.
8	Race/ethnicity Unknown	This category is used ONLY if the student did not select a racial/ethnic designation, AND the postsecondary institution finds it impossible to place the student in one of the aforementioned racial/ethnic categories during established enrollment procedures or in any post-enrollment identification or verification process.
9	Two or more races	Two or more races

Note: This field cannot be blank.

Term Part: A one-character code to allow the designation of multiple teaching modules within a regular term but are not a full term in length. This field can be blank for full semester/quarter terms; otherwise, if modules exist, code each part using numbers and/or letters. Use of letter "Z" is reserved for reporting PLA only.

Total Student Contact Hours Scheduled: The amount, to tenths, of semester contact hours scheduled for the semester/quarter. "No credit" or non-credit courses should have a value of 000.0 (zero)., coded as **0000**. Actual credit earned should be reflected for variable contact hour courses.

Total Student Credit Hours Scheduled: The amount, to tenths, of semester credit hours (SCH equivalents) scheduled for the semester/quarter. "No credit" or non-credit courses should have a value of 000.0 (zero), coded at **0000**. Actual credit earned should be reflected for variable credit courses. **All students must have at least one course.**

Transitional Course Flag: Code **D** for a Developmental Course, a **C** for a Co-requisite supplemental course, an **E** to identify a corresponding college level entry English course, a **M** to identify a corresponding college level entry Math course. Otherwise, code a blank space.

For additional guidance, please see: **Corequisite Reporting Guidance**

Appendix A

Institution Codes
https://regents.la.gov/wp-content/uploads/2022/09/Board-of-Regents-Institution-Codes.pdf

Appendix B

Parishes and Codes

Note: Parish codes 1 through 9 should all have leading zeros.
Example: Acadia should have a parish code of 01.

Code	PARISH	Code	PARISH
01	Acadia	33	Madison
02	Allen	34	Morehouse
03	Ascension	35	Natchitoches
04	Assumption	36	Orleans
05	Avoyelles	37	Ouachita
06	Beauregard	38	Plaquemines
07	Bienville	39	Point Coupee
08	Bossier	40	Rapides
09	Caddo	41	Red River
10	Calcasieu	42	Richland
11	Caldwell	43	Sabine
12	Cameron	44	St. Bernard
13	Catahoula	45	St. Charles
14	Claiborne	46	St. Helena
15	Concordia	47	St. James
16	DeSoto	48	St. John
17	East Baton Rouge	49	St. Landry
18	East Carroll	50	St. Martin
19	East Feliciana	51	St. Mary
20	Evangeline	52	St. Tammany
21	Franklin	53	Tangipahoa
22	Grant	54	Tensas
23	Iberia	55	Terrebonne
24	Iberville	56	Union
25	Jackson	57	Vermilion
26	Jefferson	58	Vernon
27	Jefferson Davis	59	Washington
28	Lafayette	60	Webster
29	Lafourche	61	West Baton Rouge
30	LaSalle	62	West Carroll
31	Lincoln	63	West Feliciana
32	Livingston	64	Winn

Appendix C

US State Codes and Abbreviations

Code	STATE	Code	STATE
AA	Armed Forces Americas	MO	Missouri
AE	Armed Forces EU/ME/CA	MS	Mississippi
AK	Alaska	MT	Montana
AL	Alabama	NC	North Carolina
AP	Armed Forces Pacific	ND	North Dakota
AR	Arkansas	NE	Nebraska
AZ	Arizona	NH	New Hampshire
CA	California	NJ	New Jersey
CO	Colorado	NM	New Mexico
CT	Connecticut	NV	Nevada
DC	District of Columbia	NY	New York
DE	Delaware	OH	Ohio
FL	Florida	OK	Oklahoma
GA	Georgia	OR	Oregon
HI	Hawaii	PA	Pennsylvania
IA	Iowa	RI	Rhode Island
ID	Idaho	SC	South Carolina
IL	Illinois	SD	South Dakota
IN	Indiana	TN	Tennessee
KS	Kansas	TX	Texas
KY	Kentucky	UT	Utah
LA	Louisiana	VA	Virginia
MA	Massachusetts	VT	Vermont
MD	Maryland	WA	Washington
ME	Maine	WI	Wisconsin
MI	Michigan	WV	West Virginia
MN	Minnesota	WY	Wyoming

Note: American Protectorates are in the Countries of the World table, Appendix D.

Appendix D
Countries of the World

Countries of the World

Code	Country	Code	Country
AF	Afghanistan	KT	Christmas Island
AL	Albania	IP	Clipperton Island
AG	Algeria	CK	Cocos (Keeling) Islands
AQ	American Samoa *	CO	Colombia
AN	Andorra	CN	Comoros
AO	Angola	CG	Congo, Democratic Republic of the (Zaire)
AV	Anguilla	CF	Congo, Republic of the
AY	Antarctica	CW	Cook Islands
AC	Antigua and Barbuda	CR	Coral Sea Island
AR	Argentina	CS	Costa Rica
AM	Armenia	IV	Cote D'ivoire (Ivory Coast)
AA	Aruba	HR	Croatia
AT	Ashmore and Cartier Islands	CU	Cuba
AS	Australia	CY	Cyprus
AU	Austria	EZ	Czech Republic
AJ	Azerbaijan	DA	Denmark
BF	Bahamas, The	DJ	Djibouti
BA	Bahrain	DO	Dominica
FQ	Baker Island	DR	Dominican Republic
BG	Bangladesh	EC	Ecuador
BB	Barbados	EG	Egypt
BS	Bassas Da India	ES	El Salvador
BO	Belarus	EK	Equatorial Guinea
BE	Belgium	ER	Eritrea
BH	Belize	EN	Estonia
BN	Benin	ET	Ethiopia
BD	Bermuda	EU	Europa Island
BT	Bhutan	FK	Falkland Islands (Islas Malvinas)
BL	Bolivia	FO	Faroe Islands
BK	Bosnia and Herzegovina	FM	Federated States of Micronesia
BC	Botswana	FJ	Fiji
BV	Bouvet Island	FI	Finland
BR	Brazil	FR	France
IO	British Indian Ocean Territory	FG	French Guiana
VI	British Virgin Islands	FP	French Polynesia
BX	Brunei	FS	French Southern and Antarctic Lands
BU	Bulgaria	GB	Gabon
UV	Burkina	GA	Gambia, The
BM	Burma	GZ	Gaza Strip
BY	Burundi	GG	Georgia
CB	Cambodia	GM	Germany
CM	Cameroon	GH	Ghana
CA	Canada	GI	Gibraltar
CV	Cape Verde	GO	Glorioso Islands
CJ	Cayman Islands	GR	Greece
CT	Central African Republic	GL	Greenland
CD	Chad	GJ	Grenada
CI	Chile	GP	Guadeloupe
CH	China	GQ	Guam *

* American Protectorate

Countries of the World

Code	Country	Code	Country
GT	Guatemala	MY	Malaysia
GK	Guernsey	MV	Maldives
GV	Guinea	ML	Mali
PU	Guinea-Bissau	MT	Malta
GY	Guyana	IM	Man, Isle Of
HA	Haiti	RM	Marshall Islands
HM	Heard Island and McDonald Islands	MB	Martinique
HO	Honduras	MR	Mauritania
HK	Hong Kong	MP	Mauritius *
HQ	Howland Island	MF	Mayotte
HU	Hungary	MX	Mexico
IC	Iceland	MQ	Midway Islands
IN	India	MD	Moldova
ID	Indonesia	MN	Monaco
IR	Iran	MG	Mongolia
IZ	Iraq	MW	Montenegro
EI	Ireland	MH	Montserrat
IS	Israel	MO	Morocco
IT	Italy	MZ	Mozambique
JM	Jamaica	MM	Myanmar
JN	Jan Mayen	WA	Namibia
JA	Japan	NR	Nauru
DQ	Jarvis Island	BQ	Navassa Island
JE	Jersey	NP	Nepal
JQ	Johnston Atoll	NL	Netherlands
JO	Jordan	NT	Netherlands Antilles
JU	Juan De Nova Island	NC	New Caledonia
KZ	Kazakhstan	NW	New Hebrides
KE	Kenya	NZ	New Zealand
KQ	Kingman Reef	NU	Nicaragua
KR	Kiribati	NG	Niger
KN	Korea, Democratic People's Republic of	NI	Nigeria
KS	Korea, Republic of	NE	Niue
KV	Kosovo	NF	Norfolk Island
KU	Kuwait	CQ	Northern Mariana Islands
KG	Kyrgyzstan	NO	Norway
LA	Laos	ZZ	Not Provided by Student
LG	Latvia	MU	Oman
LE	Lebanon	PK	Pakistan
LT	Lesotho	PI	Palestine
LI	Liberia	LQ	Palmyra Atoll
LY	Libya	PM	Panama
LS	Liechtenstein	PP	Papua New Guinea
LH	Lithuania	PF	Paracel Islands
LU	Luxembourg	PA	Paraguay
MC	Macau	PE	Peru
MK	Macedonia	RP	Philippines
MA	Madagascar	PC	Pitcairn Islands
MI	Malawi	PL	Poland

* American Protectorate

Countries of the World

Code	Country	Code	Country
PO	Portugal	TX	Turkmenistan
RQ	Puerto Rico *	TK	Turks and Caicos Islands
QA	Qatar	TV	Tuvalu
RE	Reunion	UG	Uganda
RO	Romania	UP	Ukraine
RS	Russia	TC	United Arab Emirates
RW	Rwanda	UK	United Kingdom
SM	San Marino	US	United States
TP	Sao Tome and Principe	UY	Uruguay
SA	Saudi Arabia	UZ	Uzbekistan
SG	Senegal	NH	Vanuatu
SR	Serbia	VT	Vatican City
SE	Seychelles	VE	Venezuela
SL	Sierra Leone	VM	Vietnam
SN	Singapore	VQ	Virgin Islands *
LO	Slovakia	WQ	Wake Island
SI	Slovenia	WF	Wallis and Futuna
BP	Solomon Islands	WE	West Bank
SO	Somalia	WI	Western Sahara
SF	South Africa	WS	Western Samoa
SX	South Georgia And The South Sandwich Islands	YM	Yemen
SS	South Sudan	YU	Yugoslavia
SP	Spain	ZA	Zambia
PG	Spratly Islands	ZI	Zimbabwe
CE	Sri Lanka		
SH	St. Helena		
SC	St. Kitts And Nevis	ZZ	Not Provided by Student
ST	St. Lucia		
SB	St. Pierre And Miquelon		
VC	St. Vincent And The Grenadines		
SU	Sudan		
NS	Suriname		
SV	Svalbard		
WZ	Swaziland		
SW	Sweden		
SZ	Switzerland		
SY	Syria		
TW	Taiwan		
TI	Tajikistan		
TZ	Tanzania		
TH	Thailand		
TO	Togo		
TL	Tokelau		
TN	Tonga		
TD	Trinidad and Tobago		
TE	Tromelin Island		
PS	Trust Territory of the Pacific Islands (Palau)		
TS	Tunisia		
TU	Turkey		

* American Protectorate

Appendix E

ACT High School Codes

https://www.act.org/content/act/en/products-and-services/the-act/registration/high-school-codes-lookup.html

Appendix F

Special Instructions for LSU Health Sciences Center

Source: Board of Regents

Special Instructions for LSU Health Sciences Center

RECORD DESCRIPTION

Use the following record specifications for positions 127-732.

Data Element Name	Code or Source of Code	Field Position	Field Format	Field Length
Full-time Flag		127	PIC X(01)	1
Yes	Y			
No	N			
Institution Common ID		128-139	PIC X(12)	12
Not Used	Blanks	140-172		33

NOT REQUIRED

Data Element Name	Code or Source of Code	Field Position	Field Format	Field Length
Program Admission Flag	Blanks	86	PIC X(01)	1
High School Graduation Year	Blanks	87-90	PIC X(04)	4
High School Code	Blanks	91-96	PIC X(06)	6
High School Grade Point Average	Blanks	97-100	PIC X(4)	4
High School Percentile Rank	Blanks	101-103	PIC X(3)	3
Admission Test Type	Blanks	104	PIC X(01)	1
Admission Test Score	Blanks	105-108	PIC X(4)	4
Board of Regents' Core Flag	Blanks	109	PIC X(01)	1
Current Term Grade Point Average	Blanks	110-113	PIC 9(1)V999	4
Cumulative Overall Grade Point Average	Blanks	114-117	PIC 9(1)V999	4
Total Student Credit Hours Scheduled	Blanks	119-122	PIC 9(3)V9	4
Total Student Contact Hours Scheduled	Blanks	123-126	PIC 9(3)V9	4
Student Course Information	Blanks	173-732		560

Appendix G

Helpful Notes and Information

Source: Board of Regents

Helpful Notes and Information

1. Sources for the SSPS Data File:

The sources for the revised student profile are actually a combination of both the census date snapshot and the end-of-term enrollment files. This reporting protocol change was necessary to meet two seemingly unrelated goals of the revision process:

a) inclusion of "end-of-term" outcomes in the new SSPS
b) minimize the reporting burden on our campuses

Technically, a suggested methodology for "building your file" would be to:

a) Freeze the file at the census date (include all necessary components available at the census date).

b) During the fall semester, internally edit/validate fields such as SSN, Name, Admission status, degree level, Major, High School information, Gender, and other "non-outcomes" fields that will be included in the report.

c) Freeze the end-of-term file that includes the outcomes measures required for reporting.

d) Perform a full outer join of the two files (by internally defined key). This will allow you to include students who added after the census date as well as "pick-up" the end of term outcomes required in the report.

e) Edit/validate data based on internally defined criteria.

f) Submit file to BoR - begin edit cycle.

Although the above methodology is somewhat oversimplified, it does provide a summary of the processes necessary for building the final file reported to the Regents by January 15 (for fall). The same process applies to the Winter, Spring and Summer submissions.

2. Preparatory Students:

These students are defined as still attending high school and have not yet received their high school diplomas (or GEDs). When a preparatory student is concurrently enrolled in high school and a college, the **student level** of the student is **PR** and the **Admission Status** of the student is **X = Visiting**.

3. Inclusion of Intersessions:

The best test for inclusion of an inter-session with the regular semester data would be if the inter-session is part of the term grading cycle. For example, consider the Spring semester. When a student receives Spring grades, are the intersession grades on the Spring grade report? If they are, then include the intersession course data. If they are not, then send the intersession data as a separate file.

Helpful Notes and Information

4. Special Course Designations:

- For Degree Only students, use **DEGO** as the course abbreviation.
- For Exchange students, use **EXCH** as the course abbreviation.
- For students registered in absentia, use **ABST** as the course abbreviation.
- For those students having withdrawn from the institution, use **WDRW** as the course abbreviation.

Example:

Course Abbrev	Enrolled at Census Date	Course Number	Section Number	6-Digit CIP Code	Credit Hours	Course Grade
DEGO	Y or N	9999	0001	000000	0.0	NC* or NG*
DEGR	Y or N	9999	0001	000000	0.0	NC* or NG*
EXCH	Y or N	9999	0001	000000	0.0	NC* or NG*
ABST	Y or N	9999	0001	000000	0.0	NC* or NG*

Note: Course abbreviation, course number, section number and course grade are institutional specific and should be reported consistent with institution taxonomy. For example, if the reporting institution uses a three-byte course number, 999 should be used. In addition, the institutional "no grade" code should be reported for course grade.

*NC is No Credit
*NG is No Grade

5. Reporting those fields on which final admission decisions were made:

The Board of Regents expects those fields affecting final admission decisions to be reported. These fields are:

High School Grade Point Average
High School Percentile Rank
High School Graduation Year
Admission Test Type
Admission Test Score
Board of Regents' Core Flag

Additionally, beginning Fall 2015:

Admitted by Exception Flag
Regents' Core Grade Point Average
English Subscore Test Type – renamed to English Placement Test Type
English Subscore – renamed to English Placement Score
Math Subscore Test Type – renamed to Math Placement Test Type
Math Subscore – renamed to Math Placement Score
High School English Grade Point Average
High School Math Grade Point Average

6. Reporting Students that Attended a Summer Session Prior to the Fall Semester

This deals with the new variable called **Attended Summer Session** (page 8) and applies to all students.

Code **"Y"** in column 145 if the student attended any of the summer sessions directly prior to the Fall semester being reported. This includes students that:

a) registered by the census day, or
b) added classes after the census day, or
c) completed the summer session, or
d) failed to complete the summer session and have no grades

Otherwise, leave the column **blank** if the student **did not** attend any of the Summer sessions directly prior to the Fall semester being reported.