Statewide Student Profile System (SSPS)

System Specifications

July 9, 2026

BOARD of REGENTS
STATE OF LOUISIANA

Memorandum to Users

July 9, 2026

****** PLEASE NOTE ******

Reference tables for Parish, State, and Country codes have been consolidated into a single Parish, State, and Country code document. Appendices B-D now link to this document.

Mauritius is no longer marked as an American Protectorate.

System Specifications

Due Date:

Fall Semester/Quarter	January 15
Winter Quarter	March 15
Spring Semester/Quarter	June 15
Summer Semester/Quarter	September 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 or before 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.

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://apps.regents.state.la.us/#/home

Institutions are to email helpdesk@laregents.edu for an access ID and password.

A user guide is available.

Record Layout and Description

** See Definitions for details on any field listed. **

Field Number	Data Element Name	Code or Source of Code	Max Length
1	Academic Year Begin	YYYY	4
2	Academic Term	1 - Summer Semester/Quarter 2 - Fall Semester/Quarter 3 -Winter Quarter 4 - Spring Semester/Quarter 5 - Other 6 - Summer Intersession 7 - Fall Intersession 8 - Winter Intersession 9 -Spring Intersession	1
3	Institution Code	*See Appendix A*	2
4	Student Identification Number		9
5	Student Last Name		20
6	Student First Name		20
7	Student Middle Initial		1
8	Student Suffix		3
9	Student Race	1 - Asian 2 - American Indian or Alaskan Native 3 - Black, Non-Hispanic 4 - Hispanic 5 - Native Hawaiian or Other Pacific Islander 6 - White, Non-Hispanic 7 - U.S. Nonresident 8 - Race/Ethnicity Unknown 9 - Two or more races	1
10	Student Sex	M – Male F – Female	1
11	Fee Residence	Y – Yes N – No	1
12	U.S. Citizenship	Y – Yes N – No	1
13	Parish/State/Country	*See Definitions*	2
14	Birth Month	MM	2
15	Birth Day	DD	2
16	Birth Year	YYYY	4
17	Admission Status	*See Definitions*	1

Field Number	Data Element Name	Code or Source of Code	Max Length
18	Student Level	*See Definitions*	2
19	Program CIP Code	*See Definitions*	6
20	Degree Level Code	*See Definitions*	2
21	Increment Key	*See Definitions*	2
22	Program Admission Flag	*See Definitions*	1
23	High School Graduation Year	YYYY	4
24	High School Code	*See Definitions*	6
25	High School Grade Point Average (GPA)	*See Definitions*	4
26	High School Class Percentile Rank	*See Definitions*	3
27	Admission Type	*See Definitions*	1
28	Admission Test Score	*See Definitions*	4
29	Board of Regents' Core Flag	*See Definitions* Y - Yes N - No S - 17-18 units of Core O - Completed fewer than 17 units of core H - Alternative HS Credential I - Graduated from non-US secondary institution	1
30	Current Term GPA	*See Definitions*	4
31	Cumulative Overall GPA	*See Definitions*	4
32	Academic Standing at End of Term	*See Definitions* G – Good Standing P – Probation S – Suspension W – Withdrawn from Institution	1
33	Total Student Credit Hours Scheduled	*See Definitions*	4
34	Total Student Contact Hours Scheduled	*See Definitions*	4
35	For use by LSUHSC campuses only	*See Appendix F*	1
36	Institution Common Identification Number	*See Definitions*	12

Field Number	Data Element Name	Code or Source of Code	Max Length
37	Cumulative Hours Earned	*See Definitions*	5
38	Attended Summer Session (Fall Only)	*See Definitions*	1
39	Term Part	*See Definitions*	1
40	Full-time/Part-time Status	*See Definitions* F – Full-time P – Part-time	1
41	Online Only Student Flag	*See Definitions* O – 100% Online Only Out-of-State R – 100% Online Only Resident Empty – Not 100% Online Only	1
42	Cohort Identifier	*See Definitions* 1 – First Time in College 4 – Transfer Empty – Not Cohort Eligible	1
43	Prisoner Indicator	*See Definitions* P – Prisoner Empty – Non-prisoner	1
44	Admitted by Exception	*See Definitions*	1
45	Board of Regents' Core GPA	*See Definitions*	4
46	High School English GPA	*See Definitions*	4
47	High School Math GPA	*See Definitions*	4
48	English Placement Test Type	*See Definitions*	1
49	English Placement Score	*See Definitions*	4
50	Math Placement Test Type	*See Definitions*	1
51	Math Placement Score	*See Definitions*	4
52	Military	*See Definitions*	1
53	First Generation Student	*See Definitions*	1
54	Universal Transfer Pathway (UTP)	*See Definitions*	1
55	UTP Concentration 1	*See Definitions*	4
56	UTP Concentration 2	*See Definitions*	4
57	UTP Concentration 3	*See Definitions*	4
58	Program Modality	*See Definitions*	1

Field Number	Data Element Name	Code or Source of Code	Max Length
59	Empty		
60	Student Course Information: Course 1 OER/AER	*See Definitions* O – OER A – AER N – Neither Z – PLA	1
61	Course 1 Transitional	*See Definitions* C – Co-requisite E - Corresponding English Course M – Corresponding Math Course Empty – Non-transitional	1
62	Course 1 Prior Learning Assessment (PLA)	*See Definitions*	1
63	Course 1 Modality	*See Definitions* O, H, S, Z, C, D, E, W	1
64	Course 1 Abbreviation	*See Definitions*	4
65	Course 1 Classification (CIP)	*See Definitions*	6
66	Course 1 Number	*See Definitions*	4
67	Section 1 Number	*See Definitions*	4
68	Course 1 Credit/Contact Hours	*See Definitions*	4
69	Course 1 Grade	Acceptable Values: A, B, C, D, F, I, W, NG, P, BD,CN,E,HP,M,Y,A-,A*,A1,AR,AZ,TA,XA,YA,AU,N,NO,NS,R,T,X,NC,B-,B*,B+,BR,BZ,TB,XB,YB,C-,C*,C+,CR,CZ,TC,XC,YC,D-,D*,D+,DR,DZ,TD,,XD,YD,F*,FN,FR,FS,FX,FZ,NB,NP,TF,U,UN,XF,XU,IA,IB,IC,ID,IN,IP,IS,IW,IX,MNR,PI,Z,P,S,SP,XP,AD,UW,WA,WB,WC,WD,WF,WM,WN,WP,WR,WX,WZ,ED,EF,EC,AW,TP,GC	2
70-79	Course 2 Information	Repeat fields 60-69 for this course, leave empty if none	
80-89	Course 3 Information	Repeat fields 60-69 for this course, leave empty if none	
90-99	Course 4 Information	Repeat fields 60-69 for this course, leave empty if none	
100-109	Course 5 Information	Repeat fields 60-69 for this course, leave empty if none	
110-119	Course 6 Information	Repeat fields 60-69 for this course, leave empty if none	
120-129	Course 7 Information	Repeat fields 60-69 for this course, leave empty if none	
130-139	Course 8 Information	Repeat fields 60-69 for this course, leave empty if none	
140-149	Course 9 Information	Repeat fields 60-69 for this course, leave empty if none	
150-159	Course 10 Information	Repeat fields 60-69 for this course, leave empty if none	
160-169	Course 11 Information	Repeat fields 60-69 for this course, leave empty if none	

Field Number	Data Element Name	Code or Source of Code	Max Length
170-179	Course 12 Information	Repeat fields 60-69 for this course, leave empty if none	
180-189	Course 13 Information	Repeat fields 60-69 for this course, leave empty if none	
190-199	Course 14 Information	Repeat fields 60-69 for this course, leave empty if none	
200-209	Course 15 Information	Repeat fields 60-69 for this course, leave empty if none	
210-219	Course 16 Information	Repeat fields 60-69 for this course, leave empty if none	
220-229	Course 17 Information	Repeat fields 60-69 for this course, leave empty if none	
230-239	Course 18 Information	Repeat fields 60-69 for this course, leave empty if none	
240-249	Course 19 Information	Repeat fields 60-69 for this course, leave empty if none	
250-259	Course 20 Information	Repeat fields 60-69 for this course, leave empty if none	

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 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**) 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.
D	Degree Only	Reverse Transfers
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 U.S. nonresidents, 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 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:

Admission 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
Bridge Program	B	blank
Early College	C	blank
Associate Degree	D	blank

Admission Types for Transfer Student (admission status "4")
Report valid existing or one of the codes listed below. Leave blank for non-degree seeking students and students that do not meet Transfer Admission Requirements.

Admission Type	Code	Valid Score Range
Met First-Time First Year Admission Requirements	M	blank
Partial Universal Transfer Pathway	P	blank
Associate Degree (or above)	D	blank
College Credit	C	blank
Universal Transfer Pathway Completion	U	blank
Bridge Program (2-year to 4-year)	B	blank
Adults with no admission test, age 25 or above	Z	blank

Admitted By Exception Flag: To be reported for **FIRST-TIME STUDENTS** and **DEGREE SEEKING TRANSFER STUDENTS**.

N Met at least one admission type option, including placement guidelines applicable to Institution Type.

S Attended a Summer provisional program and met associated requirements (refer to Admissions Standards). This is not an exception.

I International or Out or State allowable non-resident student (refer to Admissions Standards, 100 enrollments maximum, inclusive of first-time and transfers). This is not an exception.

Y If a student does not meet any of the options provided, they are an exception (refer to Admissions Standards for allowable percentages by Institution Type). **This includes adult students that do not meet placement guidelines applicable to Institution Type.**

Admitted by Exception Flag for Transfer Student (admission status "4")

N Met First-Time First Year Admissions Requirements or at least one Transfer Admission Type option, including minimum number of hours, gpa, and completion of math/English with C or better.

I International or Out or State allowable non-resident student (refer to Admissions Standards, 100 enrollments maximum, inclusive of first-time and transfers). This is not an exception.

Y If a student does not meet any of the options provided, they are an exception (refer to Admissions Standards for allowable percentages by Institution Type).

Attended Summer Session: If the student attended any of the summer sessions directly prior to the Fall semester being reported, code a **"Y"**. If the student **did not** attend any of the summer sessions directly prior to the Fall semester being reported, leave this field **blank**. See additional information in *Appendix G.*

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**. Indicate the student's Core status:

Y Completed 19-unit Core
S Completed 17 or 18 units of Core
O Completed fewer than 17 units of Core
H Alternative HS Credential (HiSET, GED, NRS)
I Graduated from a non-US secondary institution
N Did not complete Core

Board of 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/HiSET, adults age $\geq$ 25, international students, or first-time students at open admission (2-year) institutions, when the information is not available.

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 Modality: Indicates whether the course is taken:

O = 100% Online
H = 50-99% Online (Hybrid)
S = Less than 50% Online (or > 50% on Site)
Z = PLA Course
C = Course choice (on site) Valid for PR students only
D = Course choice (hybrid) Valid for PR students only
E = Course choice (100% online) Valid for PR students only
W= Work Based Learning

Note: This field cannot be blank.

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**.

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**.

First Generation Student Flag: A first-generation college student is a student whose parents/guardians did not complete an undergraduate degree. Code a **Y** if the student is a first-generation student. Otherwise, leave this field 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/HiSET**, 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 and dual enrolled students, 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 and HiSET 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 first-time in college students and dual enrollment students, 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/HiSET, adults age ≥ 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

Military Flag: A veteran is a former or current member of the United States Armed Forces or organized militia of the several states and territories. Code a **V** for Veteran, **D** for dependent, or **S** for spouse as it relates to military status. Otherwise, leave this field 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. Code **Z** for PLA courses. 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

S Scores (examples are ACT/SAT/ALEKS)

W IBC (Industry Based Credit)

K WorkKeys NCRC (National Career Readiness Certificate)

Prior learning assessments must be reported with a term part **of W, X, Y,** or **Z.**

Please see the **APPENDIX H** for additional guidance**.**

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.

Program Modality: Indicates whether the program of study is

O - 100% online
H - 50-99% online (hybrid)
S - less than 50% online

This field may be left blank.

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 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.
7	U.S. Nonresidents	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 – U.S. nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories. U.S. nonresidents 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 nonresident 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 letters **W**, **X**, **Y**, or **Z** are reserved for reporting PLA only. Use of letter "**N**" is reserved for reporting non-credit courses, valid for "PR" students 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 **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**.

Universal Transfer Pathway (UTP): A universal transfer pathway consists of 60 credit hours of coursework that can be seamlessly transferred and applied toward the requirements of a BA or BS degree at any public four-year institution in Louisiana that offers that degree. Code a **Y** if the student is enrolled in a Universal Transfer Pathway. Otherwise, leave this field blank.

For additional guidance, please see: **Universal Transfer Pathways**.

UTP Concentration: The four-character code used to identify the Universal Transfer Pathway in which the student is enrolled.

See **Appendix I** for a listing of acceptable UTP concentrations.

**Note*: There are 3 concentration fields. At least one concentration field must be completed for students on a Universal Transfer Pathway.

Appendix A

BoR Institution Codes

See **BoR Institution Codes**

Appendix B

Louisiana Parishes and Codes

See **Louisiana Parish Codes** in the **Parish, State, and Country Codes** document.

Appendix C

U.S. State Codes and Abbreviations

See **U.S. State Codes and Abbreviations** in the **Parish, State, and Country Codes** document.

Appendix D

Countries of the World

See **Countries of the World** in the **Parish, State, and Country Codes** document.

Appendix E

ACT High School Codes

See **ACT High School Codes Look-Up**

Appendix F

Special Instructions for LSU Health Science Center

Record Description

Use the following record specifications for fields 40-259.

Data Element Name	Code or Source of Code	Field Order	Field Format	Max Field Length
Full-time Flag		40	PIC X(01)	1
Yes	Y			
No	N			
Institution Common ID		41	PIC X(12)	12
Not Used	Empty	42-51		33

NOT REQUIRED

Data Element Name	Code or Source of Code	Field Position	Field Format	Max Field Length
Program Admission Flag	Empty	22	PIC X(01)	1
High School Graduation Year	Empty	23	PIC X(04)	4
High School Code	Empty	24	PIC X(06)	6
High School Grade Point Average	Empty	25	PIC X(4)	4
High School Percentile Rank	Empty	26	PIC X(3)	3
Admission Test Type	Empty	27	PIC X(01)	1
Admission Test Score	Empty	28	PIC X(4)	4
Board of Regents' Core Flag	Empty	29	PIC X(01)	1
Current Term Grade Point Average	Empty	30	PIC 9(1)V999	4
Cumulative Overall Grade Point Average	Empty	31	PIC 9(1)V999	4
Total Student Credit Hours Scheduled	Empty	32	PIC 9(3)V9	4
Total Student Contact Hours Scheduled	Empty	33	PIC 9(3)V9	4
Student Course Information	Empty	60-259		560

Appendix G

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, Sex, 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.

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** and applies to all students.

Code **"Y"** 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.

Appendix H

PLA Reporting Technical Guide

Board of Regents Reporting Guidance: Prior Learning Assessment, A.A. Policy 2.23

The Board of Regents Prior Learning Assessment (PLA) policy will be used to grant undergraduate college credit, certification, or advanced standing toward further education or training representative of those non-traditional educational experiences listed in Academic Affairs Policy 2.23.

Pursuant to Academic Affairs Policy 2.23, in every case in which PLA credit is awarded, the institution should ensure that the student's learning matches the learning outcomes and is assessed based on the expectations of equivalent courses found in standard articulation tables such as the Louisiana Common Course Catalog and the Statewide Course Articulation Matrix. Whenever possible, credit equivalent to courses on the Articulation Matrix should be awarded.

Recognizing the various types of PLA utilized by institutions, this policy provides guidance for reporting in Regents' Statewide Student Profile System (SSPS). **The credit awarded will be excluded from student credit hours counted in the funding formula; therefore, it is important that all PLA be identified properly. Courses should be reported in the semester in which they are awarded, which will include all demographic and student information relative to their enrollment status and traditional course enrollments. The term part will be used to identify PLA. This can be reported in the following ways:**

- Institutions may choose to report PLA in regular semester/term file submission for which a student is enrolled OR as part of an intersession file submission.
    - Regular semester submission: Data should be included in a regular semester/term file submission for which a student is enrolled: Summer "1", Fall "2", Winter "3", or Spring "4".
    - Intersession submission: PLA data should be reported in the intersession belonging to the regular semester in which the student enrolled (summer intersession, fall intersession, winter intersession, spring intersession).
- For students enrolled and awarded PLA in a summer term, institutions have the option to report the summer PLA course data in the subsequent "regular" term that the student enrolls.
- In addition to using term part "Z", "W","X", and "Y" can also be used for a total of 80 PLA course records awarded to the student in a respective semester/term.
- Please note OER/AER and e-learning fields cannot be left blank; report "Z" in the appropriate fields.
- This applies to all student levels and admission status types and can be awarded at any time.
- Demographic information must be consistent with what is reported in the "regular" academic term SSPS file submission (Fall or Spring).
- Hours awarded do not count toward a student's full- or part-time status.

- Hours awarded should be included in cumulative hours earned.
- Institutional course abbreviation, course number, CIP code, and associated course hours must be identified in the applicable fields in the format identified in SSPS file specifications.
- If credit is not awarded for a specific course, course information should be aligned with the discipline or general education category (course abbreviation), level (course number), and subject content (CIP code), in addition to hours awarded. The format must align with SSPS file specifications.
- Grades are a required field in SSPS reporting; however, NG (No Grade) and P (Pass) are valid options.

There are two types of PLA classifications: standardized and non-standardized. Valid codes for each should be reported in the "**PLA**" field (formerly "contact hour" field), as follows:

1. Standardized

M	Military
A	Advanced Placement (AP)
C	CLEP
I	International Baccalaureate (IB)
S	Scores (examples are ACT/SAT/ALEKS)
W	Industry-Based Certificate/Certification (IBC)
K	WorkKeys NCRC (National Career Readiness Certificate)

2. Non-Standardized

N	Institutional or departmental challenge exam
P	Portfolio evaluation, Continuing Education Unit (CEU)

When awarding military credit, the type must be identified in the course **"section number"** field. This field cannot be left blank; therefore, institutions may use this field for internal tracking or any other alphanumeric combination:

ACRE	ACE credit
TREX	Military training or experience

Please note that to pass SSPS edits, the OER/AER and e-learning fields cannot be left blank; report "Z" in the appropriate fields. See the example below:

State-Wide Student Profile System File Layout (PLA Example)

Course Information
(Repeat for as many course as required, up to 20 courses)

OER/AER	Transitional Course Flag	Prior Learning Assessment (PLA)	E-Learning Flag	Course Abbreviation	Course Classification (CIP)	Course Number	Section Number	Course Credit/ Contact Hours	Course Grade
Z		M	Z	XXXX	######	####	ACRE	0030	NG
Z		M	Z	XXXX	######	####	TREX	0030	NG
Z		M	Z	XXXX	######	####	ACRE	0030	NG
Z		I	Z	MATH	27####	105	XXXX	0030	P
Z		A	Z	ENGL	23####	2000	XXXX	0030	P
Z		C	Z	HIST	54####	1010	XXXX	0030	P
Z		W (IBC)	Z	WELD	48####	####	XXXX	0030	NG
Z		P	Z	COMM	09####	1013	XXXX	0030	P
Z		N	Z	ARTS	50####	1010	XXXX	0030	NG

Appendix I

Universal Transfer Pathway Concentrations

Universal Transfer Pathway Codes

Transfer Pathway	UTP Code
Art	UART
Communication	UCOM
English	UENL
History	UHIS
Accounting	UACC
Finance	UFIN
General Business	UBUS
Management	UMGM
Marketing	UMKT
Sport Management	USMG
Pre-allied Health	UPAH
Nursing	UNUR
Criminal Justice	UCRJ
Political Science	UPOL
Psychology	UPHY
Social Work	USWK
Sociology	USOC
Biology	UBIO
Chemical Engineering	UCHE
Civil Engineering	UCIV
Electrical Engineering	UELE
Mechanical Engineering	UMEC
Computer Science	UCSC
Cybersecurity	UCYB

Appendix J

Previous Memorandums

April 28, 2026
Memorandum to User

The SSPS submission, validation, and reporting functions are optimized and enhanced. Key enhancements include:

1. Performance Improvement -- You will note a decrease in time for file processing and validation reports.
2. Optimized Error/Warning Reporting -- Errors will be displayed first, then warnings. Reports will be limited to the first three thousand (3,000) errors or warnings in your file. The itemized validation report will still list each error or warning.
3. Reporting Options — You may now generate only the report you need. The validation report and summary reports are individually available.
4. Enhanced PII Protection -- Student ID numbers and names will be masked for greater data security.

Also, note that the Northern Mariana Islands has been marked as an American Protectorate in the Country table.

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October 15, 2025
Memorandum to User

File Submission Format

The BOR no longer accepts flat file submissions. Flat files will be rejected.

All data files must be in comma-separated variable format (.csv or .txt). For details, please refer to *Definitions*.

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April 4, 2025
Memorandum to User

The file layout has been changed. The following fields have been added:

- Military Flag
- First Generation Student Flag
- Universal Transfer Pathway
- UTP Concentration 1
- UTP Concentration 2
- UTP Concentration 3
- Program Modality
- Blank

These fields have been added after the student demographic data and before the course record data begins. Please see the Record Description for placement of these fields.

**Note: The course data will now begin in position 200.

The following field names have been renamed:

- *E- learning Flag* has been renamed to *Course Modality*. **W** for **Work Based Learning** has been added as a new Course Modality option.
- *Regents' Core Grade Point Average* renamed to *Board of Regents' Core Grade Point Average*.

Appendix Updates:

- UTP Concentration codes are in Appendix I
- Prior Memorandums have moved to Appendix J

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October 21, 2024
Memorandum to User

D for "Developmental" removed as an option for Transitional Course Flag. **P** removed as an option for Admitted by Exception Flag. **K** for "Work Keys" added as an option for PLA. **C** for "College Credit" added as an Admission Type for transfer students.

A high school code should be reported for dual enrollment students. Code HiSET students with high school code 999997 – same as GED students. An Admitted by Exception Flag value should be reported for degree-seeking transfer students. When reporting co-requisite courses with a "C" in the Transitional Course Flag field, the corresponding gateway course should be coded with an ***M*** (for Math) or ***E*** (for English) in the Transitional Course Flag field.

Regarding these changes, the definitions and/or codes have been updated for the following fields:

Admission Type
Admitted by Exception Flag
High School Code
Prior Learning Assessment (PLA)
Transitional Course Flag

Prior memorandums are now located in **Appendix I**.

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December 20, 2023
Memorandum to User

Admission Type is **not required** for transfer students (admission status of "4").

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November 15, 2023
Memorandum to User

Admission Test Type renamed to Admission Type. Admission Type is now a required field for transfer students (admission status "4"). Code **D** for "Degree only" has been added as a new Admission Status. Codes **W**, **X**, and **Y** added as Term Part options for reporting PLA. Please see **Appendix H** for the updated PLA Technical Reporting Guidance. Code **N** added as a Term Part option for reporting non-credit courses, valid for PR students only. Definitions and/or new codes have been updated for the following fields:

Admission Status
Admission Type
Admitted by Exception Flag
BoR Core Flag
E - Learning Flag
Prior Learning Assessment (PLA)
Term Part

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February 16, 2023
Memorandum to Users

Z added as a valid value for OER/AER and E-Learning Flag for PLA reporting only.
Priori Learning Assessment (PLA) options have been updated. **S** added to identify scores (examples are ACT/SAT/ALEKS). For additional guidance, please see the **PLA Technical Guide**.

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January 4, 2023
Memorandum to Users

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

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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.

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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.

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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)”

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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**

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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).

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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.

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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.

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February 1, 2019
Memorandum to Users

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

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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.

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February 6, 2018
Memorandum to Users

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

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August 10, 2017
Memorandum to Users

Revisions were made to English Placement Test Type.

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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.

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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).

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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").

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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.

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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.

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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.

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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.

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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)

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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.

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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**.

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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.

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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.

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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.

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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.

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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.

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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.

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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.