

# **New York State Higher Education Data System (HEDS) Instruction Manual**

## **2022-2023 Collection Year**



**November 21, 2022  
Version 6.1**

**The University of the State of New York  
NEW YORK STATE EDUCATION DEPARTMENT  
Information and Reporting Services  
Albany, New York 12234**

## Revision History

Version	Date	Revisions
6.0	July 13, 2022	<ul style="list-style-type: none"> <li>• <b>Faculty Diversity Plan for Independent Institutions</b> - new collection required for those institutions receiving Bundy Aid.</li> <li>• <b>Graduation Form</b> - additional clarification on when to include students in the Completers Bachelor's or Equivalent Degrees column</li> </ul>
6.1	Nov 21, 2022	<ul style="list-style-type: none"> <li>• <b>CTEA 1 and CTEA 2</b> - Updated the definition of Economically Disadvantage to remove dates associate with reporting and specific income amounts.</li> <li>• <b>Faculty Diversity Plan for Independent Institutions</b> – additional details added</li> <li>• <b>Graduation Form</b> – updated cohort years</li> </ul>

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## **What Is HEDS?**

The Higher Education Data System (HEDS) is a system managed by the Office of Information and Reporting Services that collects and distributes information on the status of higher education in New York State.

All institutions of higher education under the educational supervision of the State of New York, subject to Education Law §§ 214 and 215 and Rules of the Board of Regents §3.51, are required to submit verified reports containing such information as the Regents or the Commissioner may prescribe. The Commissioner has authorized the collection of such reports using the HEDS collection forms. The requirement to submit reports applies to all institutions of higher education and is not limited to institutions that receive Bundy aid or any other form of State or federal aid.

For more information, please visit [higheredsupport.nysed.gov](http://higheredsupport.nysed.gov). This page will be updated with information and supporting documentation to help customers with HEDS reporting.

**HEDS Forms and Due Dates for 2022-23**

<b>Data Collection</b>	<b>Reporting Period</b>	<b>Due Date</b>
Audited Financial Statement	Previous Fiscal Year	FY+120 Days
Article 129-A and Article 129-B Certification of Compliance	Current Academic Year	7/1/2022
My Contacts	Current Academic Year	7/29/2022
Enrollment of College Students with Disabilities	Previous Academic Year	8/5/2022
Certification of Earned Degrees Conferred (BUNDY Participants Only)	Previous Academic Year	8/15/2022
Estimate of Earned Degrees Conferred (BUNDY Participants Only)	Current and Next Academic Year	8/15/2022
Directory of Off-Campus Instructional Locations	Previous Academic Year	9/9/2022
Faculty Diversity Plan for Independent Institutions (BUNDY Participants Only)	Previous and Current Academic Year	9/20/2022
CTEA-1: Performance Measures for Credit Bearing Career and Technical Education Programs - CTE Participants - Placement Data	Previous Academic Year	9/30/2022 2/17/2023
CTEA-2: Performance Measures for Non-Credit Bearing Career and Technical Education Programs - CTE Participants - Placement Data	Previous Academic Year	9/30/2022 2/17/2023
Article 129-B “Enough is Enough” Annual Aggregate Data Report	Previous Calendar Year	10/1/2022
College Catalog	Current Academic Year	10/14/2022
Certification of Nursing Program Enrollment (For High Needs Nursing Program participants only)	Fall of Current Academic Year	11/15/2022
Student Financial Aid	Previous Award Year	12/9/2022
Institutional Activity	Previous Academic Year	12/9/2022
Fall Enrollment	Fall of Current Academic Year	1/13/2023
Full-Time Undergraduate Transfer Enrollment	Fall of Current Academic Year	Off Year
Residence and Migration of College Students	Fall of Current Academic Year	1/13/2023
Admissions and Academic Preparation	Fall of Current Academic Year	1/27/2023
Graduation	Previous Academic Year	3/24/2023
Retention	Previous and Fall of Current Academic Year	3/24/2023

## **Contact Information**

New York State Education Department  
Office of Information and Reporting Services  
Room 860 EBA  
89 Washington Avenue  
Albany, New York 12234

Visit our help page at [higheredsupport.nysed.gov](http://higheredsupport.nysed.gov)  
Visit our web page at [Higher Education Data Collection and Reporting](#)

[higheredsupport@nysed.gov](mailto:higheredsupport@nysed.gov)  
Phone: (518) 474-7965

## Admissions and Academic Preparation for First-Time Freshmen (In-Program) (NYSED-1)

This form collects Fall admissions information for first-time freshmen in the current academic year. Data are collected for first-time freshmen applicants, acceptance, and enrollment in full-time study by race and ethnicity. Data are then collected for those students who ultimately enroll in full-time study by high school grade point average and SAT or ACT scores. Last, data are collected for those students seeking part-time study. Multi-campus institutions are required to submit a separate report for each branch campus.

### GENERAL INSTRUCTIONS

- Include only first-time freshmen admissions for study in a credit-bearing undergraduate certificate or diploma program of at least one academic year, an associate degree or baccalaureate degree program for the current Fall term. Include only students applying for enrollment at this campus, such that the enrollments reported on this form are consistent with those reported on the Fall Degree-Credit Enrollment form.
- Conditional acceptances (formal acceptance into a degree program contingent upon fulfilling specified standards) should be counted as acceptances if the students do not need to formally apply again when admitted to the program.
- Include under Applications Received, Applicants Accepted, and Applicants Enrolled all students reported on the Fall Degree-Credit Enrollment forms, even if they did not pass through the normal application/admissions process. By doing this, the Complete Applications Received columns will always be as large as, or larger than, the Applicants Accepted columns, and the Applicants Accepted columns will always be as large as, or larger than, the Applicants Enrolled columns.
- Full/Part-Time Status: Report enrolled students according to their **enrolled** status (full- or part-time), not the status for which they **applied**, under Complete Applications Received, Applicants Accepted, and Applicants Enrolled. In other words, if a student **applied** as full-time, but **enrolled** as part-time, then count that student as part-time. This approach yields the greatest consistency with HEDS enrollment reports.

### SPECIFIC INSTRUCTIONS

PAGE 1: ADMISSIONS FOR FULL-TIME STUDY, FIRST-TIME FRESHMEN BY TYPE OF PROGRAM (Applicants who **apply** for full-time study, but end up **enrolling** as part-time first-time students, should be reported on Page 3 of the IDEx collection form.)

#### Type of Program

- Certificate or Diploma Program: Include first-time freshmen applying for full-time study in a program leading to a credit-bearing certificate or diploma. Report only those applications for study in a certificate or diploma program of at least one academic year's length.

- Associate Degree programs: Include first-time freshmen applying for full-time study in a program leading to an associate degree. Specifically, programs leading to an A.A., A.S., A.O.S. or A.A.S. degree should be reported in these columns.
- Baccalaureate Degree Program: Include first-time freshmen applying for full-time study in a program leading to a three-, four-, or five-year bachelor's degree.

#### Applications/Applicants Received, Accepted, and Enrolled

- Using the categories defined above, complete the number of applications received. Count as applications **all requests for admission that satisfy all requirements and fees prerequisite for acceptance/rejection. Count only those applicants which your institution formally accepts or rejects.** Next, report the number of Applicants Accepted. Last, report the number of applicants accepted who subsequently enrolled in your institution for this Fall. Report enrollments as of your institution's census date of enrollment—that is, the officially designated day in the Fall term, after most drop/adds have been completed, when the institution takes official enrollment counts (typically sometime between the second and fourth week of classes). Include enrollment in credit-bearing courses offered evenings and weekends, as well as weekdays.
- Once a person is accepted to one of the three undergraduate programs of study (certificate or diploma, associate or baccalaureate), do not report the person again if he or she subsequently applies for acceptance to another program at the undergraduate level. If a person is not accepted, but later applies either at the same level of program or another undergraduate level, his or her application should be counted again.
- Report the total number of Complete Applications Received, Applicants Accepted and Applicants Enrolled for full-time study this Fall, broken out by the racial and ethnic categories listed on the form. Edit checks are in place to ensure that totals within the degree type categories match the Grand Total at the bottom of Page 1 of the IDEX collection form.
- Reporting of Unknown Race and Ethnicity – This category should be used only if the student did not select a racial and ethnic designation and the postsecondary institution finds it impossible to place the student in one of the racial and ethnic categories using established procedures or in any post-enrollment identification or verification process

## PAGE 2: ACADEMIC PREPARATION FOR ALL INCOMING FULL-TIME, FIRST-TIME FRESHMEN

### Students to be Included

- The students to be reported in this section are the students reported in the “Number of Applicants Enrolled” columns of Page 1 of the IDEX collection form.

### Academic Preparation Measures

- High School Grade Point Average: Distribute the number of new full-time, first-time freshmen by their high school grade point averages as reported to your institution at the time of application. Report the grade point average, even if the student is a junior applying under an early admission program. A grade point average should also be reported for applicants who no longer attend high school and did not graduate or receive a High School Equivalency Diploma. If for some students, you do not have high



school records which use one of the two scales shown, and the grades cannot be equated to one of these scales, report the students as “Unknown.”

- **Achievement Test Scores:** Distribute the number of new full-time, first-time freshmen by their combined SAT or ACT composite scores. For SAT, use combined Evidence-Based Reading and Writing + Math score (**exclude ESSAY SECTION**). If a student reports SAT and ACT scores, do not report both scores. Report the SAT score. If SAT and/or ACT scores are optional at your institution, report them when available, even if the scores are not used as admissions criteria. If your institution has neither SAT nor ACT scores for some or all incoming full-time, first-time freshmen, report these students’ scores as “Unknown”.
- **Diplomas/Credentials columns:** In both the distribution of students by high school grade point average and the distribution of achievement test scores, the students need to be classified into one of six categories of diplomas/credentials – holders of a New York State high school diploma; holders of a diploma from a high school approved or recognized by a U.S. jurisdiction other than New York; holders of a foreign secondary credential; holders of a high school equivalent; admits with no secondary credential; and admits whose high school credential cannot be identified. For purposes of this report, students who received a conditional acceptance, and have been included in Page 1 of the IDEX collection form, should be classified in the category that best fits their situation.
- Edit checks are in place to ensure that the number of students reported in the High School Grade Point Average and Achievement Test Scores sections match the Grand Total of Applicants Enrolled on Page 1 of the IDEX collection form.

### PAGE 3: ADMISSIONS FOR THOSE EITHER SEEKING OR ENROLLING FOR PART-TIME STUDY AS FIRST-TIME FRESHMEN

Report on Page 3 of the IDEX collection form all students who enrolled in the Fall as part-time first-time students, regardless of their enrollment goal at the time of application to the institution. Report also on Page 3 all applicants specifically seeking part-time study, whether or not they were accepted or enrolled.

#### Type of Program

- **Certificate or Diploma Program:** Include first-time freshmen applying for part-time study in a program leading to a credit-bearing certificate or diploma. Report only those applications for study in a certificate or diploma program of at least one academic year’s length.
- **Associate Degree programs:** Include first-time freshmen applying for part-time study in a program leading to an associate degree. Specifically, programs leading to an A.A., A.S., A.O.S. or A.A.S. degree should be reported in these columns.
- **Baccalaureate Degree Program:** Include first-time freshmen applying for part-time study in a program leading to a three-, four-, or five-year bachelor’s degree.

#### Applications/Applicants Received, Accepted, and Enrolled

- Using the categories defined above, complete the number of applications received. Count as applications **all requests for admission that satisfy all requirements and fees prerequisite for acceptance/rejection. Count only those applicants who your institution formally accepts or rejects.**

Next, report the number of applicants accepted. Last, report the number of applicants accepted who subsequently enrolled in your institution for this Fall. Report enrollments as of your institution's census date of enrollment—that is, the officially designated day in the Fall term, after most drop/adds have been completed, when the institution takes official enrollment counts (typically sometime between the second and fourth week of classes). Include enrollment in credit-bearing courses offered evenings and weekends, as well as weekdays.

- Once a person is accepted to one of the three undergraduate programs of study (certificate or diploma, associate or baccalaureate), do not report the person again if he or she subsequently applies for acceptance to another program at the undergraduate level. If a person is not accepted, but later applies either at the same level of program or another undergraduate level, his or her application should be counted again.

## **Article 129-A and Article 129-B Certification of Compliance**

Certifications of Compliance are due by July 1<sup>st</sup> of each year. A signed electronic PDF copy needs to be uploaded to the IRS Data Exchange (IDEx). Certifications of Compliance are required for the main branch of the institution only. You can find a blank copy of the form on the [Higher Education Data Collection Forms and Instructions](#) page and on our [higheredsupport.nysed.gov](http://higheredsupport.nysed.gov) page.

A digital signature is acceptable for this form as long as the person preparing the form has been authorized to use the President's/CEO's digital signature.

## **Article 129-B “Enough is Enough” Annual Aggregate Data Reports**

Annual aggregate data reports must be submitted to the New York State Education Department between January 1 – October 1 of the calendar year following the reporting period. For example: the data report for the January 1, 2021 – December 31, 2021 reporting period must be submitted no earlier than January 1, 2022 and no later than October 1, 2022.

### **GENERAL INSTRUCTIONS**

New York State Education Law Article 129-B (also known as “Enough Is Enough”), is comprehensive sexual assault prevention legislation, as added by Chapter 76 of the Laws of 2015, signed by Governor Andrew Cuomo in July of 2015. This legislation relates to the establishment of sexual assault, dating violence, domestic violence and stalking prevention, and response policies and procedures. Article 129-B includes §§6439-6449 of the Education Law. All institutions are required to submit, annually, to the New York State Education Department, aggregate data on reported incidents of sexual violence and their adjudication and handling.

### **SPECIFIC INSTRUCTIONS**

- In the first section, “Incidents”, institutions need to report the total number of incidents that were **reported to the Title IX Coordinator** during the reporting period. Subsequent questions will be a subset of the total number of incidents reported.
- In the second section, “Cases Processed”, institutions must report information about cases that were processed.
- In the third section, “Final Sanctions Imposed by Institution”, institutions must report additional information for cases in which the respondent(s) was found responsible.
- The fourth and final section, “Training Information”, is ***optional***. Institutions can choose to report information about trainings and people trained. This section is not prefilled with 0’s so only put 0’s in if you want your report to reflect 0 trainings and 0 people trained. Otherwise, leave the cells blank

\*\*\*Please see additional support documents on [higheredsupport.nysed.gov](https://higheredsupport.nysed.gov). Specifically, there is an FAQ document to help answer some of the frequent questions we receive.

## **Audited Financial Statement (F.Audit)**

The Commissioner of Education requires that all degree-granting **independent** and **proprietary** institutions in the State of New York annually submit independently audited financial statements within 120 days after the close of each fiscal year. Your due date is based on our records of your institution's fiscal year end date (FYE).

### **Minimum Content of Independently Audited Financial Reports**

For independent not-for-profit degree-granting institutions:

1. Statement of financial position
2. Statement of activities
3. Statement of cash flows
4. Auditor's opinion letter and notes to financial statement and audit

For proprietary for-profit degree-granting institutions:

1. Balance sheet
2. Statement of profit and loss
3. Statement of changes in financial position
4. Auditor's opinion letter and notes to financial statement and audit

### **INSTRUCTIONS:**

**Please submit your AUDITED FINANCIAL STATEMENT** by uploading a PDF copy to the IRS Data Exchange (IDEx). Do not send hard copies of your statement. Audited financial statements are required for the **main branch** of the institution only.

To upload your audited financial statement in the IDEx:

- click on the Add File button;
- locate the file on your computer, and then click Open. You will now see the name of your file in the upload box;
- if you need to submit more than one document, select Add File again and follow the previous steps;
- once all files are listed, proceed to Save; and
- check the Attestation box and Submit your statement(s).
- If you need to delete one of the files uploaded, click on the Remove button or upload a new file in place of the original upload by clicking the browse button.

If your institution needs an extension, please reach out to [OCUEinfo@nysed.gov](mailto:OCUEinfo@nysed.gov). The Office of College and University Evaluation (OCUE) must authorize these extensions since they oversee the collection of the audited financial statements. If you have questions regarding the submission process in the IDEx please contact Higher Ed Support.

## **Certification of Earned Degrees Conferred (NYSED-2)**

This data collection is currently required only from those institutions who receive or anticipate receiving Bundy Aid (NYS Education Law §6401 State Aid for Certain Independent Institutions of Higher Learning).

This is a student level report of degrees conferred in the previous academic year (July 1 – June 30). The data collected will be used to calculate the annual allocation of Bundy Aid in accordance with NYS Education Law §6401, Commissioner's Regulations 150.1 Institutional Reports and 150.2 Use of Aid, Rules of the Board of Regents 13.10 Standards of Educational Quality and 3.54 Definition and classification of degrees.

**\*Only institutions applying for the Bundy Aid program for the first time need to complete the application found on the [forms page](#). Institutions who are already part of the program do not need to fill out the application.**

### **GENERAL INSTRUCTIONS**

#### **Due Date: August 15**

- Multi-campus institutions are required to submit a separate report for each branch campus. The Department will combine multi-campus reports to calculate an institutional total for Bundy Aid allocations.
- Please report each degree conferred during the previous academic year: July 1 through June 30. A student who has been conferred more than one degree during the reporting year may be listed more than once.
- Do **NOT** report Certificates or Advanced Certificates as degrees conferred as they do not qualify to receive payment for this aid program.
- Cornell University and Alfred University – Do **NOT** report counts of degrees conferred for students at Statutory Colleges. Degrees from Statutory Colleges are not eligible for Bundy Aid and, therefore, should not be included in counts.
- Do **NOT** report degrees earned through an external degree program<sup>1</sup> or at campuses located outside of New York State.
- Institutions are only authorized to confer degrees (and receive Bundy Aid based upon the conferral of those degrees) for the completion of programs that were registered by the Department and that appeared on the institution's Inventory of Registered Programs (IRP) listing as an active program when the degree was conferred. To find your institution's current IRP program listing and the program codes applicable to those programs, please visit the [Inventory of Registered Programs](#) .

### **FORM SUBMISSION**

Institutions are required to upload an Excel file to the IDEX by August 15<sup>th</sup>. Should an institution discover possible errors after submission and certification of their August 15<sup>th</sup> data report, they should contact

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<sup>1</sup> All requirements for an external degree program are capable of completion through examination, without formal classroom study at the institution.

[higheredsupport@nysed.gov](mailto:higheredsupport@nysed.gov) to request the opportunity to resubmit corrected data. Corrections can be made until October 1<sup>st</sup>.

To upload your Excel spreadsheet of data, please click on the Browse button in IDEX; locate the file on your computer, and then click Open. You will now see the name of your file in the upload box in IDEX; you can proceed to Save, check the attestation box, and Submit your data.

#### EXCEL TEMPLATE:

- SEDCODE
- Institution Name
- Degree Category
  - Associate
  - Bachelor
  - Master
  - Doctoral
- Award – as indicated in the Inventory of Registered Programs (IRP)
- IRP Code for the degree program.
- Student ID Number – Please do not send SSN numbers as we cannot accept them or have them in our data system.
- Student Last Name
- Student First Name
- Conferral date – The date on which the faculty votes (or such equivalent formal institutional action) to confer the degree.

Note:

- As per 8 CRR 3.54 Definition and classification of degrees, Bachelor of law (LL.B.) and Doctor of law (J.D.) are considered Master's awards and should be reported under the Degree Category 'Master'.

- Master of Philosophy (M.Phil.) cannot be included for payment if the student will ultimately be earning a Ph.D., at which time the institution should include that degree for payment.

#### SAMPLE TEMPLATE

SEDCODE	Institution Name	Degree Category	Award	IRP Code	Student ID	Last Name	First Name	Conferral Date
12345678	Sweet Hill College	Associate	AS	12340	123456	Adams	Andrew	5/16/16

**This template must include complete information for each conferred degree. The format of the submitted data must exactly match the sample template in order to be processed through NYSED's systems. Data submitted that does not follow the sample template layout will not be processed.**

#### **Additional reporting requirements associated with Bundy Aid participation:**

All reports that are currently required as part of the Higher Education Data System Package must be submitted in a timely fashion for an institution to participate in the Bundy Aid Program. Additionally, Bundy participants must submit:

- **Estimate of Earned Degrees to be Conferred (NYSED-2A)**
  - as prescribed in its own section of this manual.
- **Faculty Diversity Plan for Independent Institutions**
  - as prescribed in its own section of this manual.
- **Statement of Use**
  - Due September 1<sup>st</sup>
  - must be submitted to the program office via email [kiap@nysed.gov](mailto:kiap@nysed.gov).
  - The **Statement of Use** should describe how the funds were used in the past year and the resultant benefits.
- **Summary Budget of the institution for the ensuing year**
  - Due July 1<sup>st</sup>
  - must be submitted to the program office via email [kiap@nysed.gov](mailto:kiap@nysed.gov).

Failure to comply with any of the above requirements may result in the withholding of payments.

Questions regarding the reporting system should be directed to [higheredsupport@nysed.gov](mailto:higheredsupport@nysed.gov).

Questions regarding what to report should be directed to the program office at [kiap@nysed.gov](mailto:kiap@nysed.gov).



## **Certification of Nursing Program Enrollment (NYSED-2N)**

This data collection is currently required only from those institutions who receive or anticipate receiving State Aid for High Needs Nursing (NYS Education Law §6401-a State Aid for High Needs Nursing Programs for Certain Independent Institutions of Higher Learning).

This is a student level report of full-time Fall enrollment in eligible undergraduate programs leading to an associate or bachelor's nursing degree. The data collected will be used to calculate the annual allocation of High Needs Nursing Aid in accordance with NYS Education Law §6401-a, Commissioner's Regulations 150.4 State Aid for High Needs Nursing Program, 13.10 Standards of Educational Quality, 3.54 Definition and classification of degrees, and 52.12 Nursing.

**\*Only institutions applying for the High Needs Nursing Aid program for the first time need to complete the application found on the [forms page](#). Institutions who are already part of the program do not need to fill out the application.**

### **GENERAL INSTRUCTIONS**

#### **Due Date: November 15**

- Multi-campus institutions are required to submit a separate report for each branch campus. The Department will combine multi-campus reports to calculate an institutional total for High Needs Nursing allocations.
- Do **NOT** report enrollment in external degree<sup>2</sup> programs, on-line programs or out-of-state campuses.
- Students enrolled in 5- or 6-year programs leading to combined bachelor's and master's degrees may be reported **ONLY** until they earn more than 120 credits.
- If a program is jointly administered by two or more institutions, only the degree granting eligible institution may report the student's enrollment.

### **FORM SUBMISSION**

Institutions are required to upload an Excel file to the IDEX by November 15<sup>th</sup>. Should an institution discover possible errors after submission and certification of their November 15<sup>th</sup> data report, they should contact [higheredsupport@nysed.gov](mailto:higheredsupport@nysed.gov) as soon as possible to request the opportunity to resubmit corrected data.

To upload your Excel spreadsheet of data, please click on the Browse button in IDEX; locate the file on your computer, and then click Open. You will now see the name of your file in the upload box in IDEX; you can proceed to Save, check the attestation box, and Submit your data.

### **EXCEL TEMPLATE:**

- SEDCODE
- Institution Name

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<sup>2</sup> All requirements for an external degree program are capable of completion through examination, without formal classroom study at the institution.

- Year
- CIP Code of the program the student is enrolled in – Valid CIP codes include those beginning with 51.38\_\_ and 51.39\_\_\_. See the IPEDS site for CIP code list
- CIP Name – Name of the program
- Inventory of Registered Programs Code (IRP Code) for the degree program
- Degree Category
  - Associate Degree
  - Bachelor’s Degree
- Student ID Number – Please do not send SSN numbers as we cannot accept them or have them in our data system.
- Student Last Name
- Student First Name

### SAMPLE TEMPLATE

SEDCODE	Institution Name	Year	CIPCode	CIPName	IRP Code	Degree Category	Student ID	Last Name	First Name
12312114	Sweet Hill College	2018	51.3801	AS	12340	Associate	123456	Adams	Andrew

**This template must include complete information for each enrolled student. The format of the submitted data must exactly match the sample template in order to be processed through NYSED’s systems. Data submitted that does not follow the sample template layout will not be processed.**

### Additional reporting requirements associated with High Needs Nursing participation:

All reports that are currently required as part of the Higher Education Data System Package must be submitted in a timely fashion for an institution to participate in the High Needs Nursing Program. Additionally, High Needs Nursing program participants must submit:

- **Statement of Use**
  - Due November 15
  - Must be submitted to the program office via email [kiap@nysed.gov](mailto:kiap@nysed.gov).
  - The **Statement of Use** should describe how the funds were used in the past year to increase participation in nursing programs and the resultant benefits to the nursing students.

Failure to comply with any of the above requirements may result in the withholding of payments.

Questions regarding the reporting system should be directed to [higheredsupport@nysed.gov](mailto:higheredsupport@nysed.gov).

Questions regarding what to report should be directed to the program office at [kiap@nysed.gov](mailto:kiap@nysed.gov).

## College Catalog

Institutions must upload a current PDF copy of their college catalog(s). A URL or web address is not sufficient to meet the requirements of submitting the College Catalog. A PDF of your institution's college catalog is required for two reasons: 1) The New York State Education Department Office of College and University Evaluation (OCUE) needs the catalog to determine the current status and requirements for academic programs; and 2) The Office of the New York State Comptroller needs the catalog in effect at the time TAP audits are done. Therefore, a constantly changing on-line catalog does not meet these regulatory needs. We have removed the requirement to submit your catalog to College Source. Submitting a catalog to College Source will **not** satisfy your catalog requirement for the HEDS data collection (including BUNDY).

A catalog must be submitted for all main campuses and branch campuses when catalogs differ by location. In the case where the catalog is the same for both the main institution and all its campuses, catalog(s) only need to be submitted under the main institution. Please send an email to [higheredsupport@nysed.gov](mailto:higheredsupport@nysed.gov) letting us know this is the case so we can check the branch campuses off as having submitted. In cases where the catalogs differ between locations, separate catalogs must be submitted for the main campus and its branch campuses.

To upload your PDF document(s) in the IDEX:

- click on the Add File button; and
- locate the file on your computer, and then click Open. You will now see the name of your file in the upload box.
- You can select Add File again if you have more than one catalog (ex. Undergraduate and Graduate).
- Once all are listed, proceed to Save; and
- check the attestation box and Submit your catalog(s).
- If you need to delete one of the files uploaded, click on the Remove button or upload a new file in place of the original upload by clicking the browse button.

## **Directory of Off-Campus Instructional Locations (NYSED-8)**

This form must be completed for **each** main and branch campus concerning all off-campus instructional locations associated with each such campus. Please report all Extension Centers, Extension Sites, and locations falling under Commissioner Exception.

If there are no off-campus instructional locations associated with a main or branch campus, please select 'No' for the first question on the form 'Does this campus have off-campus instructional location?' and save and submit the data for that campus.

Applicable definitions are provided below. These may differ from definitions used by accreditors. For the purposes of this report, please use the definitions below.

- *Branch campus*: A location where the institution offers one or more registered programs leading to a certificate or degree. Main campuses **Do Not** need to include branch campus locations in their report as branch campuses will be submitting a separate report.
- *Extension center*: A location where the institution conducts more than 15 courses for credit or has more than 350 course registrations for credit in any academic year but does not offer any complete registered programs. (Note: Extension Centers must be approved by the Commissioner of Education prior to operating.)
- *Extension site*: A location where the institution conducts no more than 15 courses for credit and has no more than 350 course registrations for credit in any academic year and does not offer any complete registered programs.
- *Commissioner Exceptions*: a location that falls into any of the following categories identified below. (Note: Locations that fall under the Commissioner Exceptions do not require the Commissioner's approval of the location.)
  - Not NYS – units of New York institutions located outside the State or on territory over which the Federal government has asserted exclusive jurisdiction;
    - This also includes study abroad and global campuses if they are a unit of (part of, under the control of) your institution.
  - Clinical Practice – registered clinical or field curricula, components of registered curricula, or courses within a registered curriculum, where such curricula, components or courses require special facilities unavailable at the main or branch campus;
    - Only report these locations when a full course is being offered at the location and it is not just a component of another course.
  - Secondary School – courses offered for credit by a degree-granting institution to secondary school students within a secondary school, where those courses are part of a registered program at the main or branch campus;
  - Correctional Facility – courses or curricula offered by an institution within a correctional facility where those courses are part of registered program at a main or branch campus;

- Native American Reservation – courses or curricula offered by an institution on the territory of a Native American reservation where those courses are part of registered program at a main or branch campus; and
- Other – off-campus offerings for credit which the Commissioner determines warrant exceptional treatment.

Locations that fall under the Commissioner Exceptions do not have to meet the requirements of 54.1 of Commissioner Regulations, which requires the Commissioner’s approval of the location. If a location falls under one of the exceptions in 54.2 of Commissioner Regulations, that just means that the institution didn’t need to have the location approved, it doesn’t mean that the institutions don’t have to report the location. Commissioner Regulations 54.3 requires that colleges maintain records of **every location** at which they offer courses for credit and report that to us if we request it.

## REPORT:

**Location Information:** For each off-campus instructional location, report the name, address, location type (center, site, or exception including the type(s)). This information will already appear in your report if the location was submitted previously.

- Institutions should **NOT** report locations at which students are doing clinical or field work, or at which less than a full course is being offered.
- Institutions should report an off-campus location if a full course is being offered at that location.

**Course and Registration Information:** Report the number of credit-bearing courses (not sections) offered in the previous collection period (July 1- June 30) and the corresponding total number of course registrations for each of the active locations. Course registrations are the cumulative total of all enrollments in all courses at that location across all terms, not headcount. As an example, one student enrolling in one course in each of the Fall and Spring terms equals two course registrations.

**Location Status:** select whether this location is currently active or inactive. Inactive locations have no course offerings during the previous reporting period. Locations cannot be deleted, only made inactive.

\*\*\*Please see additional support documents on [higheredsupport.nysed.gov](http://higheredsupport.nysed.gov).

## **Enrollment of College Students with Disabilities (NYSED-2H-2)**

Institutions with multiple campuses must provide data for each individual campus separately. A separate data submission will be required for each campus.

This data must be submitted by, or in consultation with, the office responsible for determining eligibility and ensuring equitable access for students with disabilities at your institution.

Report all students (undergraduate and graduate) from the previous academic year (July 1 – June 30), who self-identified as a student with one or more disabilities and who took one or more courses that carried credit. Students need to have self-identified with the appropriate office or person that has been designated by the institution to determine eligibility for services and ensure equitable access for students with disabilities, as required by federal law. Include a student whether or not that student has been granted or is receiving accommodations. Do not include any student who has not self-identified but “may” have a disability based on visual observation or other indirect evidence. Do not include noncredit students. Report students by category and/or sub-category of disability and type of academic program (see definitions below).

For additional documents to help with the submission of your data please go to [higheredsupport.nysed.gov](http://higheredsupport.nysed.gov).

### **INSTRUCTIONS, Counts of Students with Disabilities:**

**General:** Report the number of students who self-identified with the appropriate office as a student with one or more disabilities and who took one or more courses that carried credit (degree-credit enrollment), including both full- and part-time students. This form is designed to collect counts of students with disabilities according to the category and/or sub-category of their disability. Students with more than one disability should be counted in the Multiple Disabilities category and in every other category and/or sub-category in which they fit (except for Mobility – see below). The Unduplicated Total should count each identified student only once. When reporting a student by type of program, report the student in column 1, “Occupationally-Specific Programs” or in column 2, “Other Degree-Credit Programs”, but not both.

### **DATA FIELD DEFINITIONS**

- **Occupationally-Specific Program:** An instructional program below the bachelor’s degree level designed to prepare individuals with entry-level skills and training required for employment in a specific trade, occupation, or profession related to the field of study.
- **Other Degree-Credit Programs:** Students seeking degrees or credit-bearing certificates or diplomas in areas other than those identified as “occupationally specific,” as well as students taking credit-bearing courses but not formally enrolled in any program (“non-matriculated” students).
- **Disability Categories and Sub-Categories:**
  - A. Neurodevelopmental
    - a. ADHD
    - b. Autism Spectrum Disorder (including Asperger’s Syndrome)
    - c. Communication/Speech: communication disorders including apraxia of speech, articulation disorder, phonemic disorder, stuttering, voice disorder
    - d. Learning Disability: includes central auditory processing disorder, disorder of written expression, dysgraphia, dyscalculia, dyslexia, learning disorder NOS, mathematics disorder, mixed receptive-expressive language disorder, nonverbal learning disorder (if student has not been diagnosed on the autism spectrum), processing speed disorder, reading disorder, visual processing disorder

- e. Motor: developmental coordination disorder, stereotypical movement disorders, tic disorders, tremors

#### B. Sensory

- a. Blind: visual acuity of 20/200 or worse in the better or stronger eye with the best correction; totally blind; or a person with 20 degrees or less field of vision (pinhole vision).
- b. Low Vision: visual acuity of 20/70 or worse in the better eye with best correction, a total field loss of 140 degrees or more in the field of vision, difficulty in reading regular newsprint even with vision corrected by glasses or contact lenses, loss of vision in one eye
- c. Deaf: not able to discern spoken communication by sound alone, a hearing loss that prevents one from totally receiving sounds through the ear, whether permanent or fluctuating
- d. Hard of Hearing: partial hearing loss, may be conductive, sensorineural, or both

#### C. Mental Health

Generally, disorders characterized by dysregulation of mood, thought, and/or behavior. These include anxiety disorders, eating disorders, mood disorders and psychotic disorders.

#### D. Physical (do not include those with temporary disabilities)

- a. Basic Chronic Medical Condition: a medical condition resulting in limited strength, vitality or alertness due to chronic or acute health problems.
- b. Mobility: a student who, typically, must use a standard manual or electric wheelchair or other assistive devices (walker, crutches, braces, prosthesis, etc.) to move from place to place. Students **must** be counted in another category, such as orthopedic or basic or complex chronic medical conditions. Do not include numbers from this category in the Multiple Disabilities count.
- c. Orthopedic: a physical disability caused by congenital anomaly, by diseases of the bones and muscles, connective tissue disorders, or from other causes.

#### E. Intersystem (existing between two or more systems)

- a. Alcohol/substance addiction and recovery: students who are recovering from drug or alcohol or substance abuse or who are in treatment programs.
- b. Complex Chronic Medical Condition: a medical condition that significantly affects multiple systems of the body. This would not include those with temporary disabilities.
- c. Traumatic brain injury: an injury caused by an external physical force (concussion) or from certain medical conditions (aneurysm, anoxia brain tumors, encephalitis, stroke) with resulting mild, moderate or severe disabilities in one or more areas (abstract thinking, attention, cognition, information processing, judgment, language, memory, motor abilities, perceptual, physical functions, problem solving, psychosocial behavior, reasoning, sensory, speech). The term does not include injuries that are congenital, or birth related. This would not include those with temporary disabilities.

#### F. Temporary Disabilities

A transitory impairment with an actual or expected duration of six months or less. Examples include bone fractures, sprains, torn ligaments, post-surgical recoveries, significant illness, etc. Do not include Temporary Disabilities in any other category.

#### G. Multiple Disabilities

- a. A student with two or more disabilities, to be counted once here. Students reported in this category should be reported in every other category and/or sub-category in which they fit. For example, students with both ADHD and a Learning Disability should be listed under both categories and counted once in Multiple Disabilities. Do not include numbers from Mobility in the Multiple Disabilities count.

**INSTRUCTIONS, Print Disability:** Count of students with barriers to accessing instructional materials requiring readers, note takers, and/or materials in alternate format.

The students who should be reported in the print disability count include those with print disabilities as a separate, unduplicated count from the previous section. Students considered to have print disabilities include those with vision, hearing, physical, or cognitive processing disorders, all of whom have significant issues accessing the printed word.

Qualified students must meet both criteria below:

**Criteria 1:**

Students with a disability who require course materials in alternate formats that include Braille, digital, audio formats or sign language or Communication Access Real-time Translation (CART) services.

**Criteria 2:**

Those students from Criteria 1 who require one or more of the following supports to access materials:

- a. Assistive Technology- hardware or software purchased for unique student need
- b. Specialized technology training and support
- c. Enhanced editing of digital formats (science, math, tactile images, and specialized editing per major- such as legal/medical).
- d. Note taking that includes digital conversion
- e. 1:1 Lab assistance in a class that require alternate formats/readers.

**INSTRUCTIONS, Disability/Accessibility Services Office Staff\*: Staffing Previous Academic Year**

List the number of full-time (FT) and part-time (PT) staff, and their 12-month full-time equivalents (FTEs, with full-time as defined by your institution) whose primary responsibilities include or support the approval, arrangement and/or provision of access services for students with disabilities at your institution. Include only staff on your institution's payroll; do not include outside contracted services.

Examples:

- A 9-month, full-time professional staff position that is also 50% responsible for academic advising students without disabilities would be counted as 1 FT under Professional staff and FTE calculated as:  $9 \text{ months}/12 \text{ months} \times .5 = .38 \text{ FTE}$
- A 12-month, full-time position that is 75% responsible for reviewing documentation and determining accommodations and 25% responsible for providing assistive technology services would be counted as 1 FT under Professional staff and FTE calculated as:  $12 \text{ months}/12 \text{ months} \times .75 = .75 \text{ FTE}$  and 1 FT under Assistive technology staff and FTE calculated as:  $12 \text{ months}/12 \text{ months} \times .25 = .25 \text{ FTE}$
- A 10-month, half-time captioning position would be counted as 1 PT under Interpreter/captioning staff and FTE calculated as:  $10 \text{ months}/12 \text{ months} \times .5 = .42 \text{ FTE}$

\* The office or person that has been designated by the institution to determine eligibility for services and ensure equitable access for students with disabilities, as required by federal law.



## **Estimate of Earned Degrees to be Conferred (for the current and following year) (NYSED-2A)**

This data collection is currently required only from those institutions who receive or anticipate receiving Bundy Aid (NYS Education Law §6401 State Aid for Certain Independent Institutions of Higher Learning). The data collected are used to inform annual requests for budget support.

This is an aggregate report of the number of degrees anticipated to be conferred over the proceeding two years, July 1 through June 30.

### **GENERAL INSTRUCTIONS**

#### **Due Date: August 15**

- Multi-campus institutions are required to submit a separate report for each branch campus.
- Cornell University and Alfred University – Do **NOT** report counts of degrees conferred for students at Statutory Colleges. Degrees from Statutory Colleges are not eligible for BUNDY Aid and therefore, should not be included in counts.
- Do **NOT** report degrees earned through an external degree program<sup>3</sup> or at campuses located outside of New York State.

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<sup>3</sup> All requirements for an external degree program are capable of completion through examination, without formal classroom study at the institution.

## **Faculty Diversity Plan for Independent Institutions**

This data collection is currently required only from those institutions who receive or anticipate receiving Bundy Aid (NYS Education Law §6401 State Aid for Certain Independent Institutions of Higher Learning). Institutions with multiple campuses must provide overall data that includes data for each campus. The overall data is reported under the main branch of the institution.

The New York State Fiscal Year 2023 State Budget (S8003/A9003) includes a provision that independent colleges and universities must submit a plan to improve faculty diversity to NYSED in order to be eligible for a Bundy Aid payment in the 2022-2023 academic year<sup>4</sup>. Additionally, the faculty diversity plan must include measurable goals and a schedule of reporting on progress toward meeting such goals.

### **Diversity, Equity, and Inclusion**

The New York State Board of Regents and New York State Education Department (NYSED) are committed to advancing diversity, equity, and inclusion (DEI) across New York state. This commitment is reflected in a Board [policy statement](#) and [draft framework and call to action](#) for all schools and institutions of higher education in New York State to develop policies that advance DEI as a priority in their organizations.

## **GENERAL INSTRUCTIONS**

To receive Bundy Aid in the 2022-2023 academic year, independent colleges and universities must complete and submit the “Faculty Diversity Plan for Independent Institutions” in the IRS Data Exchange (IDEx). For the plan, the institution will submit gender and race and ethnicity data on the institution’s faculty from the previous academic year (July 1, 2021- June 30, 2022) and three measurable goals designed by the institution to improve faculty diversity at the institution. The institution will be submitting the progress on their goals in two- and four-year intervals to IDEx (e.g., Summer 2024, Summer 2026), with deadlines provided at a later date.

## **SPECIFIC INSTRUCTIONS**

The faculty diversity plan must be submitted in IDEx by **September 20, 2022** to receive Bundy Aid for the 2022-2023 academic year. Please note that Bundy Aid payments are determined for the academic year in October. **Therefore, plans received after the due date will not be accepted to prevent re-calculating the payments for all institutions.**

While NYSED will not be approving or disapproving faculty diversity plans, staff will be reviewing each plan and may follow-up with institutions for clarification. Institutions will be notified when their faculty diversity plan has been processed.

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<sup>4</sup> Unrestricted aid to independent colleges and universities, notwithstanding any other provision of law to the contrary, aid otherwise due and payable in the 2022-23 fiscal year shall be limited to the amount appropriated herein; provided that no college or university shall be eligible for a payment in the 2022-23 academic year from this appropriation if the college or university has not submitted to the state education department a plan to improve faculty diversity, which shall include measurable goals and a schedule of reporting on progress toward meeting such goals.

## **Faculty Diversity Plan – Data**

One strategy for advancing DEI in institutions is to recruit and retain a diverse workforce in all areas and at all levels, thereby reducing stereotypes and preparing students for an increasingly global society. The Board of Regents [draft framework](#) includes the following definition of diversity.

- Diversity: Includes but is not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.

Please provide counts of faculty from the previous academic year (July 1, 2021- June 30, 2022) broken out by the following demographic categories.

- Gender
- Race and Ethnicity
- Full-Time or Part-Time

Include in the counts of faculty those employees who meet the IPEDS definition of faculty:

Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans and executive officers of academic departments (chairpersons, heads or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as "faculty" is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.

Please note: Casual employees (hired on an ad-hoc basis or occasional basis to meet short-term needs) and students in the College Work-Study Program (CWS) are not considered part-time staff.

## **Faculty Diversity Plan – Goals**

The three goals designed to improve faculty diversity at the institution could address gender, race and ethnicity, and/or another category related to diversity. The institution will also submit data/information informing each goal. The data/information will be used as a baseline for the goal and to show progress on the goal. The goals must be measurable, allowing the institution and NYSED to see changes in the data over time in the two- and four-year progress reports.

If the institution creates a goal that is not based on the data listed in the “Faculty Diversity Plan – Data” table, data/information related to the goal will need to be provided in the “Data/information informing the goal” section. If a goal is based on data in the table, please enter “Please see the Faculty Diversity Plan – Data table for the data/information informing the goal” into the “Data/information informing the goal” section.

## **Fall Enrollment**

This survey requests Fall enrollment that will be used by the Department as the official enrollment at your institution. Multi-campus institutions are required to submit a separate report for each branch campus.

### **GENERAL INSTRUCTIONS**

- Report Fall enrollment as of the institution's official Fall reporting date or October 15.
- **Students to include in this report:**

Include all students **enrolled for credit** (enrolled in instructional activity, courses or programs, that can be applied towards the requirements for a postsecondary degree, diploma, certificate, or other recognized postsecondary credential), regardless of whether or not they are seeking a degree or certificate. This includes:

- Students enrolled for credit in off-campus centers.
  - Students that are part of a vocational or occupational program, and those enrolled in distance learning courses.
  - High school students taking regular college courses for credit.
  - Students taking remedial courses if the student is degree-seeking for the purpose of student financial aid determination.
  - Students from overseas enrolled for credit at your institution (e.g., online students).
  - Graduate students enrolled for thesis credits, whether or not they are taking formal coursework and even when zero credits are awarded, as these students are still enrolled and seeking their degree.
  - Graduate students enrolled for credit while not seeking a degree or certificate.
- **Students to exclude from this report:**  
Exclude students who are **not** enrolled for credit. For example, exclude:
    - Students enrolled exclusively in courses that cannot be applied towards a recognized postsecondary credential.
    - Students enrolled only in ESL programs (programs comprised exclusively of ESL courses).
    - Students enrolled exclusively in Continuing Education Units (CEUs).
    - Students exclusively auditing classes.
    - Residents or interns in doctor's – professional practice programs, since they have already received their doctor's degree.
    - Any student studying abroad (e.g., at a foreign university) if their enrollment at the 'home' institution serves as an administrative record, and they are only paying a nominal fee. Exclude students and their credit hours only if they are not paying tuition to your institution.
    - Students enrolled in any campus located in a foreign country or in states other than New York.
    - Students in Experimental Pell Programs.

- **Gender**

A student's gender category can change from year to year if they change how they identify.

- **Race and Ethnicity**

Institutions must report aggregate data using the NINE categories below. Racial and ethnic designations are requested only for United States citizens, resident aliens, and other eligible non-citizens.

1. Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:

2. American Indian or Alaska Native
3. Asian
4. Black or African American
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or more races

In addition, the following categories may be used:

8. Nonresident alien
9. Race and ethnicity unknown

## SPECIFIC INSTRUCTIONS

### Page 1: Full-Time Undergraduate Students by Race and Ethnicity and Gender

Include all students enrolled for credit, full-time at the undergraduate level. The undergraduate level includes students enrolled in undergraduate level courses, in 4 or 5-year bachelor's degree programs, associate's degree programs, or any certificate programs below the baccalaureate level. Students who have already earned a bachelor's degree but are taking undergraduate courses for credit should be included as undergraduates.

- **Full-time, first-time degree/certificate-seeking students** – In column 1, report undergraduate students who have **no prior postsecondary experience** and have enrolled **full-time** with the **intent to earn a degree**, certificate, or other recognized postsecondary credential.
  - The following are also considered first-time:
    - Students enrolled in the fall term who attended college for the first time in the prior summer session
    - Students who entered with advanced standing (any college credits or recognized postsecondary credential earned before graduation from high school)
- **Full-time, transfer-in degree/certificate-seeking undergraduate students** – In column 2, report the total number of full-time degree/certificate-seeking undergraduate students entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the undergraduate level. Include students enrolled in the fall term who transferred into the institution the prior summer term. These students may or may not have transferred credit(s).
- **Full-time, continuing degree/certificate-seeking undergraduate students** – In column 3, report the total number of continuing (i.e., not first-time and not transfer-in) full-time degree/certificate-seeking undergraduate students. These are students who are not new to the institution in the fall, but instead are continuing their studies at the institution.

**Note:** In order to be considered degree or certificate-seeking, the student must be enrolled in courses for credit and be recognized by the institution as seeking a degree or other recognized postsecondary credential. Also, all students eligible to receive federal student financial aid are to be considered degree/certificate-seeking.

- **Total degree/certificate seeking** – In column 4, report the total number of full-time degree/certificate seeking undergraduates reported in columns 1, 2, and 3.

- **Full-time, non-degree/non-certificate-seeking full-time undergraduates** – In column 5, report the total number of full-time non-degree/non-certificate-seeking undergraduates. These students are enrolled for credit but not with the intent of earning a degree or other recognized postsecondary credential.
- **Total, full-time undergraduate students** – In column 6, report the sum of column 4 (Total degree/certificate seeking) and 5 (Non-degree/non-certificate-seeking).

## Page 2: Part-time Undergraduate Students by Race and Ethnicity and Gender

Report part-time students using the same column definitions and instructions provided for full-time undergraduate students.

## Page 3: Graduate Students by Race and Ethnicity and Gender

Report all students enrolled for credit at the graduate level as either full-time or part-time and by level of study.

- **First-Professional** – Report all students enrolled in programs leading to a first-professional degree as well as students taking courses at the first-professional level but not accepted in a program, distinguished by full-time and part-time status.
- **Graduate** – Report all students enrolled in programs leading to a graduate degree as well as students taking courses at the graduate level but not accepted in a program, distinguished by full-time and part-time status. Include graduate students enrolled for research or dissertation credits whether or not they are taking formal coursework and even when zero credits are awarded, as these students are still enrolled and seeking their degree.

## Page 4: High School Students by Race and Ethnicity and Gender

Report High School Student data broken out by full-time or part-time and by type of enrollment.

- **Matriculated in College Degree Programs, includes Early College Students** – Report counts of students enrolled in high school while simultaneously matriculated as a degree-seeking student in a college program. Typically, such a program is referred to as an “Early College” program. Report these students even if attending such a program at an off-campus special high school location which is associated with this institution on the Directory of Off-Campus Instructional Locations (NYSED-8) form. All of these students should be included in the counts on Page 1, full-time degree/certificate-seeking undergraduate, or Page 2, part-time degree/certificate-seeking undergraduate, either as first-time or as continuing/returning.
- **Non-Matriculated, College in The High School Students** – Report counts of all high school students (not matriculated in a degree program at your institution) who are enrolled in high school while simultaneously enrolled in degree-credit coursework, offered at their high school during the school day, taught by high school employed faculty, but with degree-credits automatically awarded by your institution upon report of successful completion and payment of fees. Include these students in the count on Page 2 as part-time non-degree/non-certificate-seeking undergraduates. Do not include students taking Advanced Placement (AP) coursework, only. If a non-matriculated high school student is taking any credit work on campus, report him/her as **Non-Matriculated, On-Campus** regardless of whether they are also taking courses at their high school or online or elsewhere off-campus.

- **Non-Matriculated, On-Campus** – Report counts of students still enrolled in high school while enrolled in degree-credit coursework on-campus, with coursework taught by campus faculty. Include these students in the count on Page 2 as part-time non-degree/non-certificate-seeking undergraduates. If a non-matriculated high school student is taking credit work both at their high school and online or at another off-campus location, report him/her as **Non-Matriculated, College in The High School Students**.
- **Non-Matriculated Other** – Report counts of any other non-matriculated high school students enrolled in degree-credit coursework offered by your institution at an off-campus location (including any high school off-campus locations, if the coursework is not offered during the school day as part of a high school program). Include these students in the count on Page 2 as part-time non-degree/non-certificate-seeking undergraduates.

### Page 5: Enrollment by Distance Education Status

Report all students reported on previous pages of this form by the type of courses they are enrolled in and broken out by undergraduate (degree/certificate seeking or non-degree/non-certificate seeking) or graduate level:

- **Enrolled exclusively in distance education courses** offered at your institution: Students who are enrolled only in courses that are considered distance education courses at your institution.
- **Enrolled in at least one but not all distance education courses** offered at your institution: Students who are enrolled in at least one course that is considered a distance education course but are not enrolled exclusively in distance education courses.

Distance education - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.

Similarly, if a student is taking instructional portions of their program entirely online, but are then required to complete a practicum, residency, or internship, the student can still be considered enrolled in entirely distance education courses.

Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

- **Not enrolled in any distance education courses** offered at your institution: This number represents the students who are not enrolled in any distance education courses at your institution. It will be calculated by subtracting the (students enrolled exclusively in distance education + students enrolled in some but not all distance education courses) from the total enrolled students, which is the totals for degree/certificate-seeking undergraduate (first-time + transfer-in + continuing), non-degree/non-certificate-seeking undergraduate, and graduate students.

## **Full-Time Undergraduate Transfer Student Enrollment (NYSED-2.2)**

Institutions with multiple campuses must provide data for each individual campus separately. A separate data submission will be required for each campus.

### **GENERAL INSTRUCTIONS**

- Include all full-time, degree-credit undergraduate students who transferred into your institution for the Fall term from a degree-granting institution.
- Count each student only once, classified by the last institution attended.
- Do not include as “transfer students” those students previously enrolled as non-matriculated students in your institution, who have become matriculated students.
- Do not include students enrolled at off-campus locations of your institution in states other than New York.
- Do not count students transferring to your institution from non-degree-granting nursing programs as transfers, even though they enter with advanced standing. These students should be considered first-time students unless they previously attended a degree-granting institution.

### **SPECIFIC INSTRUCTIONS**

#### **Transferring from:**

- Students should be reported on the appropriate lines according to the type of institution from which they transferred.
- Transfer students from two-year institutions are to be further classified by whether or not they held a degree at the time of transfer.
- Include all other students who entered your institution with advanced standing credit from degree-granting institutions such as West Point, Annapolis, etc. or foreign institutions in section labeled All Other Sources.

#### **Entering as:**

- Report students entering your institution as a Freshman / Sophomore / Associate Degree in column 1 and those entering as a Junior / Senior / Graduate in column 2.
- Report students based on the level in which they are entering your institution regardless of the level of degree they may have received previously. For example, a student with a bachelor’s degree pursuing a second degree in an associate degree program should be reported as Freshman / Sophomore / Associate Degree.

### **DATA FIELD DEFINITIONS:**

- Freshman / Sophomore / Associate Degree: Includes freshmen and sophomores in bachelor’s degree programs, students in any associate degree programs and students in terminal occupational programs of one, two or three years that result in a certificate or diploma. For purposes of this report, this includes non-matriculated undergraduates transferring credits comparable to a freshman or sophomore.
- Junior / Senior / Graduate: Includes students who have completed the sophomore year and typically are enrolled in a four- or five-year bachelor’s degree program. For purposes of this report, this includes non-matriculated undergraduates transferring credits comparable to a junior or senior.



## Graduation

This form is designed to obtain graduation data for Fall full-time, first-time students. These data are broken down by gender, race and ethnicity, level of academic preparation (high school credential, high school grade point average, and admission test scores for those students Seeking a Bachelor's Degree), students with disabilities and data on students transferring in to your institution.

Institutions with multiple campuses must provide data for each individual campus separately. A separate data submission is required for each campus.

### GENERAL INSTRUCTIONS

#### **This survey has two pages:**

Page 1: Fall 2014 Full-Time Entrants Initially Seeking a Bachelor's Degree

Page 2: Fall 2018 Full-Time Entrants Initially Seeking Less Than a Bachelor's Degree

#### **Note:**

- **Two-year institutions with bachelor's degree programs.** If your institution has entrants who initially seek bachelor's degrees, you should include bachelor's degree entrants by completing Page 1: Seeking a Bachelor's Degree.
- **Four-year institutions with programs below the bachelor's degree.** If your institution has entrants who initially seek a degree or certificate below the bachelor's degree, you should include these entrants by also completing Page 2: Seeking Less Than a Bachelor's Degree.

#### **Columns to Complete:**

The columns on the form represent all possible completion or non-completion outcomes. Institutions whose entrants do not receive selected types of degrees or certificates can enter zeroes as needed. All columns must sum to the last column (Total Cohort Count).

#### **Key reminders for completing this form:**

- Complete both pages.
- Blanks are not allowed, however, 0 is an acceptable response.
- Each row must total to the last column, Total Cohort Count
- For each sub-section (ie: Gender, Race and Ethnicity, High School Credential, High School Grade Point Average, Admission Test Scores (for Entrants Seeking a Bachelor's Degree)), each column must total to the column in the Total sub-section First-Time Total row.
- This form has a Bulk upload capability. Instructions for uploading via the Bulk upload utility can be found in the [higheredsupport.nysed.gov Help Center](https://higheredsupport.nysed.gov/hc/en-us) at the following link:  
<https://higheredsupport.nysed.gov/hc/en-us>

### SPECIFIC INSTRUCTIONS

#### **Student Progress Measures (columns)**

- The columns are the basic measures of student progression: entrants, their completion status, their persistence status and their transfer-out status.
- Data for the columns should be reported as of August 31 of the reporting period.

- In the Seeking Less Than a Bachelor's Degree section include only those students in the **Completers Bachelor's or Equivalent Degrees** column who did not complete an Associate Degree or Certificate Program.
  - If a student was initially seeking less than a bachelor's degree and received an associate degree but then proceeded to receive a bachelor's degree, the student should be reported in one of the **Completers of Associate Degree** columns and **NOT** under **Completers Bachelor's or Equivalent Degrees**.
- In the Seeking Less Than a Bachelor's Degree section students who earned an undergraduate certificate and an associate degree within the given timeframe, should be included in the applicable **Completers of Associate Degree** column and NOT in the **Completers Cert. Prog >2 Yrs Total**, since the associate degree is the higher award of the two less than a bachelor's degree.
- Include in **Non-Completers Still Enrolled as of Fall**, all students in the cohort **still enrolled** in the Fall of the current year. Report only those who have not received any degree or certificate and record them **only** in the sections pertaining to their initial cohorts.
- **Non-Completers IPEDS Exclusions.** Report the total number of students who left your institution and have neither graduated nor transferred to another institution because of one of the following documented reasons:
  - The student is deceased or is totally and permanently disabled and thus unable to return to school.
  - The student left school to serve in the armed forces. Do not include students already in the military who transfer to another duty station.
  - The student left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps.
  - The student left school to serve on an official church mission.

#### Page 1 & 2: Entrants seeking a bachelor's degree or Entrants seeking less than a bachelor's degree (rows)

- **Gender, First-Time**  
Distribute the students from the TOTALS: First-Time, Total row by gender.
- **Racial and Ethnicity, First-Time**  
Distribute the students from the TOTALS First-Time, Total row by racial and ethnic category.
- **High School Credential, First-Time.**  
Distribute the students from the TOTALS First-Time, Total row by High School credential.
- **High School Grade Point Average (GPA), First-Time**  
Distribute the students from the TOTALS First-Time, Total row by High School GPA range.
- **Admission Test Scores, First-Time (only collected for Entrants Seeking a Bachelor's Degree, Page 1)**  
Distribute students seeking a bachelor's degree from the TOTALS First-Time, Total row by Admission Test Score range:  
Please note the following:
  - If a student has both an SAT and ACT score, do not include the student twice. Include the student using the SAT score.
  - If the submission of an SAT or ACT score is optional at your institution, report an SAT or ACT score when available, even if the scores are not used as admissions criteria.
  - If your institution does not have either SAT or ACT scores for any incoming full-time, first-time entrants, report these students as "Unknown SAT & ACT."

#### Totals (rows)

- **First-time, Total Entrants Seeking a Bachelor's Degree or Entrants Seeking Less Than a Bachelor's Degree**
  - Include all full-time first-time entrants.

- A first-time entrant is an entering freshman who has never attended any college (or other postsecondary institution).
  - Include students enrolled in the Fall term who attended college for the first time in the prior Summer term, but no earlier than June 1.
  - Include students who entered with advanced standing (college credits earned before graduation from high school).
  - Include students in extended programs seeking a bachelor's and beyond (i.e. a bachelor's and a master's in five years). Classify those who complete all baccalaureate requirements within four years as 4-year completers.
  - Keep counts of first-time students consistent between this form and the Admission and Academic Preparation and the Fall Degree-Credit Enrollment forms. Use the same methodology and time frames for all.
- **First-time Students with Disabilities Entrants Seeking a Bachelor's Degree or Less Than a Bachelor's Degree**  
Record all first-time full-time entrants from the First-Time Total row who are formally registered as students with disabilities with the institution's office of disability services (or the equivalent office). Do not include students who 'may' have a disability based on visual observation or other indirect evidence. **Note:** The number in each First-Time Students with Disabilities column must not be larger than the corresponding First-Time, total line.
  - **Full-time Transfer Entrants Seeking a Bachelor's Degree or Less Than a Bachelor's Degree**  
Record all full-time transfer undergraduate entrants to your institution who *do not* fit the definition of a full-time first-time entrant because they attended another postsecondary institution before enrolling at your institution. Transfer entrants *do not* include students who "entered with advanced standing (college credit earned before graduation from high school)" or who "enrolled in the Fall term but who attended college for the first time in the prior Summer term."

## **Institutional Activity (NYSED-2R)**

This form collects credit hour and contact hour information to provide as complete a picture as possible of the activity level of the institution, for the previous academic year. Include all courses taken by all undergraduate and/or graduate level and first-professional students, both full-time and part-time, matriculated and non-matriculated, except for the exclusions noted below.

Institutions with multiple campuses must provide data for each individual campus separately. A separate data submission will be required for each campus.

### **GENERAL INSTRUCTIONS**

- All institutions, including those that did not have students enrolled in developmental and/or remedial courses during the reporting period, must complete all sections of this form. Enter “0” where applicable.
- All students, including high school students, matriculated or not, full-time or part-time, registered at a campus or off-site location or online program affiliated with this campus, should be reported on this form.
- All institutions that offered post-baccalaureate programs during the reporting period must complete the form.
- Inclusion of students taking exclusively remedial non-degree-credit coursework:
  - a. Include students taking only non-degree credit remedial work if, for financial aid purposes, these students are considered “degree-seeking.” This instruction also applies to the Fall Degree-Credit Enrollment form as well as IPEDS reporting.
  - b. ALSO, for this report only, include student counts and remedial contact hours for all other students taking exclusively remedial non-degree-credit coursework, even if some of those students are not considered degree-seeking for financial aid purposes. For example, please include counts of ESL students taking exclusively remedial (including ESL) coursework, even if these are foreign students not eligible for financial aid. The purpose of this form is to collect data on ALL institutional activity, whereas the Fall Degree-Credit Enrollment form collects data regarding degree-credit or degree-seeking students, only.
  - c. Also, include high school students taking credit-bearing coursework.
- The following should be excluded from this report:
  - a. Auditors.
  - b. The enrollment and credit/contact hours of students studying abroad (e.g., at a foreign university) if their enrollment at the reporting institution in New York State is only an administrative record, and they are only paying a nominal fee. Exclude students studying abroad and their credit hours only if they are not paying tuition to your institution.
  - c. Students enrolled in courses at campuses in states other than New York State.
- Pre-college contact hours must be reported as actual classroom contact hours, not as credit-hour equivalents. For example, a remedial class that meets 50 minutes per week during a 15-week semester is a 45-contact hour course per student, in contrast to degree-credit reporting which would report such a class as a 3-credit course. Such 15-weeks per semester schools, as in this example, would typically multiply degree-credit format total values for remedial classes by “15” to obtain total remedial classroom contact hour total values for this form.

## SPECIFIC INSTRUCTIONS

### CALENDAR SYSTEM

In the first section of the form you must indicate your institution's calendar system, which is the method by which your institution structures most of its courses for the academic year. If you select "Other" you will be prompted to specify the calendar system in a text box. Next you will be asked if your institution is reporting total credits as Carnegie semester credit hours. If the answer is "No", then you must provide a value for the number of "50 minute" instructional hours per term required to earn one (1) credit hour.

If your institution uses more than one calendar system, you must provide a report for each calendar system. Complete the first calendar system report and at the end of the form, the last question asks if you use multiple calendar systems. If so, click "YES" and a second set of prompts for an additional calendar system will be generated. If not, click "NO" to complete the report.

### ACADEMIC YEAR ACTIVITY LEVELS

Report activity levels for the previous academic year (July 1 to June 30) for first-time undergraduates, all undergraduates, graduate level students, first-professional students, and high school students (who must also be included in all undergraduate counts). Provide credit and contact hours attempted and an unduplicated count of students for the types of students specified on each line.

When reporting total annual credit hours and contact hours for first-time students in this section, be sure to include all credit hours and contact hours attempted by each first-time student over the entire previous academic year, not just hours attempted over the one semester for which the student may be flagged as "first-time" in your records database. In other words, for students who are first-time in the Fall, be sure to include all Spring credit and/or contact hours attempted as well as Fall credit and/or contact hours attempted.

High school student total annual counts should be reported where indicated in the first line of this form. Include all types of high school enrollment in this total reported, including "Early College" and "College in the High School" enrollments in high school locations, other off-campus locations, on-line programs, as well as on-campus enrollment of high school students. All high school enrollment reported should be included in the total count of "All Undergraduates." Only include high school students in the total count of first-time undergraduates if they are **fully matriculated** into a degree program for the first-time this year.

In the **Degree Work: Credit Hours Attempted** column, report the total number of credit hours attempted in both college-level courses and developmental courses during the period of this report. **Include only hours that are creditable toward a credit-bearing diploma, certificate, or a degree.** If credit hours cannot be assigned for graduate students, assume 12 credits for each full-time student and 5 credits for each part-time student for each semester-equivalent term they are enrolled, and total the credits for all students and terms in the twelve-month period.

If credit hours cannot be assigned for first-professional students, assume 16 credits for each full-time student and 8 credits for each part-time student for each semester-equivalent term they are enrolled, and total the credits for all students and terms in the twelve-month period.

In the **Pre-college Work: Contact Hours Attempted** column, report the total number of classroom contact hours attempted in both remedial courses and developmental courses during the period of this report. **DO NOT** report these hours in credit-hour format, but as actual classroom contact hours. For example, a remedial class

that met three times per week, 50-minute periods, for a semester (15 weeks) should be reported as 45 contact hours per student, though the same format would be equivalent to a 3-credit hour course if taken for degree credit.

In the **Unduplicated (Row Only) Number of Students** column, report an unduplicated count of students attempting the hours reported in the first two columns. Unduplicated refers to the row, not the column, meaning that an undergraduate enrolled in both the Fall and the Spring is counted once in the third column for the undergraduate line. However, students who move from one student level to another during the year should be counted for each level. For example, students who were undergraduates only in the Fall should be counted as undergraduates along with those credits taken while they were undergraduates. They should also be counted with graduate students, if they are enrolled as graduate students in the Spring, along with all credits they attempted during the year as graduate students.

### **FALL ACTIVITY LEVELS**

Fall activity levels will be a subset of the previous Academic Year activity levels reported in this form. Fall activity should be reported as of the institution's official Fall census reporting date of enrollment, or October 15. Include all undergraduates (which includes all high school students taking degree-credit work), graduate level students, first-professional students, and for first-time undergraduates. Remedial/developmental success for first-time undergraduates: included are type and mix of coursework, remedial/developmental activity and pass rates by subject area.

Report the number of credit and contact hours attempted and unduplicated counts of students in the same manner as for the previous Academic Year Activity Levels (previous section), but only for the Fall term and by type of student requested. **Unduplicated counts should match those previously reported on Fall Degree-Credit Enrollment form for the same year.**

### **FIRST-TIME UNDERGRADUATES BY MIX OF COURSEWORK TAKEN**

Classify each first-time undergraduate with respect to having taken college level, developmental and remedial coursework during the **FALL** term of the previous Academic year. Count the number of students having each specified combination of coursework and report hours and counts for those students on the appropriate lines. The Total Line is auto summed for each of the columns. **The third column should represent an unduplicated count of all first-time undergraduates enrolled during the Fall term consistent with counts previously reported on the Fall Degree-Credit Enrollment form for the same year.**

Important Note: If you included in this form's total count of first-time undergraduates taking "exclusively remedial" coursework some of these students will not be reported on the Fall Degree-Credit Enrollment form because they are not considered "degree-seeking" for financial aid purposes. This could result in a slight difference between form totals. For example, some foreign first-time students, not eligible for financial aid and not considered degree-seeking, may be taking exclusively ESL non-credit classes. These students should be reported on this form on the line "Taking Developmental and/or Remedial Courses ONLY", even though not eligible to be reported on the Fall Degree-Credit Enrollment form.

## **FIRST-TIME UNDERGRADUATES BY SUBJECT AREA FOR ALL PRE-COLLEGE ACTIVITY**

**Course Enrollment/Registrations Column:** Report the sum of registrations/enrollments for **FALL** first-time undergraduates in all developmental and remedial courses offered during the Fall term of the previous Academic year for the subject area specified on each line. This is not an unduplicated count; students taking more than one remedial course in a given subject area will be counted for each course that they take.

**Pre-college Work: Contact Hours Attempted:** Report the contact hours attempted by the students in the column, Course Enrollment/Registrations.

**Successful Completions By Course Enrollment/Registrations Enrollees:** Report the number of students (enrollments) counted in the **Course Enrollment/Registrations Column** who successfully completed their remedial coursework.

### **MULTIPLE CALENDARS**

This is where you can select another calendar system to report on if your institution has more than one. If you click “YES,” a second set of prompts for an additional calendar system will be generated. If not, click “NO” and you can complete the report.

## **My Contacts (formerly the NYSED-SUR1 Coordinator Survey)**

**The My Contacts collection can now be found in the IRS Data Exchange (IDEx).**

My Contacts collects current staff information for Institutions of Higher Education. It is important that this information is up to date, as it populates NYSED SEDREF tables. SEDREF is the main directory for all institutions and a link to [SEDREF](#) can be found on the Business Portal page.

SEDREF information is used as the basis for SEDDAS accounts which allow access to the IDEx for CEOs/Presidents and Directors of Institutional Research. SEDREF information is also used to by many offices in the Department to contact institutions for various reasons. **This information can be updated at any time during the year.** It is imperative that we have the most current information.

### **SPECIFIC INSTRUCTIONS**

#### To view contacts:

Once signed into the IDEx, in the top right-hand corner of the screen you will see a link to 'My Contacts'. It is located next to the 'Log Out' link. Click 'My Contacts' and you will see a list of the current contacts listed for your institution.

#### To edit/update contacts: **Only the CEO/President and the Director of Institutional Research can edit the My Contacts form**

If you need to:

- **ADD** a new contact title that is not currently listed, please click 'Add Contact' link in the right corner of the blue menu bar and a new pop-up window will appear. Choose a title from the drop-down list and enter the contact information, then click 'Create'. The new title will now appear in the list of contacts for your institution.
- **UPDATE** a contact that is already listed, click the pencil icon next to the title. A pop-up window will appear, update the information, and click 'Save'.
- **DELETE** an entire contact, click the trash can icon next to the title. Please note you cannot delete the President/Chief Executive Officer, Chief Financial Officer or the Director of Institutional Research contacts since they are required.
- **VIEW** the **HISTORY** of the contact, click the history clock icon.

When you see a contact, you updated highlighted in blue, it is in a pending status waiting for a NYSED staff member to make the necessary updates in SEDREF. Once the update has been made the blue highlighting will disappear.

**NOTE:** If your institution has a Perkins Career and Technical Education program, a CTEA-1 and/or a CTEA-2 form must be completed. To complete this requirement, a Perkins CTEA Grant Administrator must be identified.

If your institution participates in the High Needs Nursing Aid program or the Bundy Aid program for independent institutions in NYS, a High Needs Nursing Aid and/or Bundy Aid contact must be designated.



## **Performance Measures for Credit (CTEA-1) and Non-Credit (CTEA-2) Bearing Career and Technical Education Programs**

### **General Instructions**

- *The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act, informally known as Perkins V, supersedes The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Perkins V requires reporting on enrollment, student demographics, postsecondary retention and placement, earned recognized postsecondary credential, and program enrollment and completion information as a condition of participation in **both** credit and non-credit bearing career and technical education (CTE) programs.*
- Reporting for both credit and non-credit bearing CTE programs **requires** the use of the **2020 CIP codes** (not HEGIS codes). We obtain these CIP codes including their nontraditional designation from the following website: <https://cte.ed.gov/accountability/linking-data>.
- Section 3(33) of Perkins V defines the term “nontraditional fields” to mean “occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.”
- The template layouts have changed for this year. The changes are:
  - The CTEA 1A and 2A files will only have student participant and demographic data (This file will not contain data required for the February submission).
  - CTEA 1B and 2B files will only have the student ID and placement/education and survey data from the survey that you conducted regarding the student’s placement and employment plans (The Student ID must be an exact match as reported in the CTEA 1A and 2A file that was previously submitted. Besides the student ID, this file will not contain any of the data that was required for the September submission).
- The latest template must be used for each file, so it is important to download the latest templates to use just prior to uploading each file (file headings, order of columns and worksheet tab names have to match to have a successful upload!
- CTEA 1B and 2B templates will be made available only after the due date has passed for the September submission (CTEA 1A and CTEA 2A) and the CTEA 1A and/or the CTEA 2A have been submitted.
- CTEA 1: Report on students enrolled in credit bearing CTE programs during the previous academic year – July 1 through June 30. Report multiple records for a student enrolled in more than one credit bearing program during the academic year.
  - CTEA 1A – Participant data due September 30, 2022
  - CTEA 1B – Placement data due February 17, 2023
- CTEA 2: Report on students enrolled in non-credit CTE programs of 100 contact hours or more during the previous academic year – July 1 through June 30. Report multiple records for a student enrolled in more than one non-credit program during the academic year. (**NOTE:** a contact hour may equal 50 to 70 minutes of classroom instruction).
  - CTEA 2A – Participant data due September 30, 2022
  - CTEA 2B – Placement data due February 17, 2023

- If your institution only has students in Perkins credit bearing programs, only a CTEA 1A file in September and a CTEA 1B file in February must be submitted.
- If your institution only has students in Perkins non-credit bearing programs, only a CTEA 2A file in September and a CTEA 2B file in February must be submitted.
- If your institution has both credit bearing and non-credit bearing programs, one CTEA 1A and one CTEA 2A file must be submitted in September and one CTEA 1B and CTEA 2B file must be submitted in February.
- Institutions with multiple campuses should provide data for each individual campus separately. A separate data submission will be required for each campus.

**Direct your questions regarding Perkins Reporting Requirements to:**

Jeffrey Moretti

[Jeffrey.Moretti@nysed.gov](mailto:Jeffrey.Moretti@nysed.gov)

(518) 474-3719

**File Submissions:**

- **First Submission – CTEA 1A and CTEA 2A** – first submission of reports on all students enrolled during the previous academic year – July 1 through June 30. For the 2022-2023 reporting year, this is due September 30, 2022.
  - **NOTE:** program enrollment will be calculated from these reports and used to determine allocations for the next program year.
- **Second Submission – updated CTEA 1B and CTEA 2B** – second submission of reports on all students enrolled during the previous academic year – July 1 through June 30. This submission includes **placement outcomes including Employment and Education Status** collected by programs and survey information during the period of time beginning with graduation and lasting through December 31<sup>st</sup> for each student reported in the first submission. For the 2022-2023 reporting year, this is due February 17, 2022.

**Uploading, Editing and Certifying**

**1) Log into the IDEX and find your form:**

- **Prior to the September submission, Log into the IRS Data Exchange (IDEx).**

Note: In order to be able to do this, your institution’s Director of Institutional Research may need to create an account for the Perkins Coordinator if they haven’t already. Your institution will also want to make sure the Perkins Coordinator is set up in the My Contacts form, in the IDEx.

- **Click on the form that you are looking to create and upload.**
  - **First Submission – CTEA 1A and/or CTEA 2A- (Due September 30, 2022)**
  - **Second Submission – CTEA 1B and/or CTEA 2B- (Due February 17, 2023)**

**2) Creating the file:**

- **Click on Download Template to download the latest template you need to populate.**

- Make sure template headings and worksheet tab names remain intact. Save the template in Microsoft Excel format (.xlsx).
- Templates must be populated according to the specifications listed below or by hovering to the right of each column heading in line one of the templates.
- Each record must include a unique student identifier that follows each individual student across multiple years.
- Students enrolled in a branch of a reporting institution must report data in a template for that branch.

For CTEA 1A or CTEA 2A:

- CIP codes are validated against the most current list (2020 CIP codes) on the following website: <https://napequity.org/nontraditional-occupations-crosswalk/>

For CTEA 1A only:

- IRP codes are validated against NYSED's Inventory of Registered Programs. This list can be found at the following website: <http://www.nysed.gov/heds/IRPSL1.html>

For CTEA 1B and CTEA 2B:

- The exact same student IDs and number of records should be in this file as was in the file that was submitted in the September submission. The only data fields to be collected in these files are as follows:
  1. INST ID
  2. Student ID (this must be an exact match the Student Ids in the September submission).
  3. Employment Status
  4. Education Status
  5. Surveyed
  6. Responded to Survey

### 3) Uploading data:

- Click on the blue **Bulk Upload** button for the file to be uploaded.
- Click on **Choose file** and find the file on your computer to upload. Once the file name appears in the box click **Upload File**.
- When the pop-up window disappears, click on **Show Upload Log**, and look in the Upload Status Column to see if the file successfully loaded.
  - If it loaded successfully, the status will be "**Bulk Load Complete**" in green.
  - If the file was not successful in loading, the status will be "**Error File Created**" in red.
    - To determine the errors, select the error file (Excel file) in the File column to view or download the errors. This error file displays a list of errors on the first tab of the spreadsheet indicating the line number and the error, and the second will be the file that was attempted to be loaded, with the cells that have errors highlighted.
 

Note: You can click on the error on the First tab of the spreadsheet in the Error column (Column D) and it will take you to the error, in the second tab of the spreadsheet). Use this information to correct the errors in the original file that you attempted to upload. Save the file.
- Once you have fixed all the errors and have a corrected file you will repeat the Bulk Upload process until the **Show Upload Log** is displayed in blue and when hovering over it, says **1 File Uploaded** and a message box will state that the form has been saved, but has not been submitted.

- **Very Important you must check the Attestation!** To complete the process the following must be done:
  - Attest that the data has been reviewed and is ready to be submitted. Check the Attestation box to ‘sign off’ on the data.
  - Click on the Submit button to finalize the submission. If these steps have not been completed, the data will not be successfully submitted, and the data will not be available for the Program Office to review and use.
  - When the steps have been followed and the data is submitted correctly, a green message box will appear with the message ‘This form has been successfully submitted.’

#### 4) Unlocking, revising and resubmitting data:

- From time to time, it is discovered that a mistake was made after a file has been uploaded, reviewed, attested, and submitted, and there is a need to revise and reupload your data. To do this:
  - **If the due date for the form has not passed**, it is possible to submit a new form. You may do this by clicking on the “**Make Changes**” button that is in brown and on the right upper side of the screen to Unsubmit the file.
    - To resubmit, prepare the new file, the click on **Bulk Upload** and follow the instructions in the previous section to upload the file.
    - Follow the upload instructions to review, attest and submit the data.
  - **If the due date for the form has passed**, you must contact Information and Reporting Services, by sending an email to [higheredsupport@nysed.gov](mailto:higheredsupport@nysed.gov) and ask that we unlock your form so that you may make changes and resubmit your CTEA data. Please specify the form (CTEA 1A, CTEA 1B, CTEA 2A or CTEA 2B) that you are requesting to have unlocked.
    - Once higheredsupport has notified you that your form has been unlocked, you may click on the “**Make Changes**” button that is in brown and on the right upper side of the screen to Unsubmit the file and repeat the Upload process.

**Direct your questions regarding technical problems with the data upload process to:**

[higheredsupport@nysed.gov](mailto:higheredsupport@nysed.gov)

#### DATA FIELD DEFINITIONS:

- **Inst\_ID** – is the Inst\_ID/BEDSCODE that is a 12-digit code that begins with 8000000. This code can be found in the NYSED Application Business Portal, choosing SEDREF Query, General Query Search and put %enter your institution name here% for the Name, and press Enter (Find). This will display the Institution Id.
- **Student ID** – A alphanumeric ID assigned to the individual by the institution that follows that individual across years. It **MUST** stay the same across years. No meaning should be contained within the ID that allows an individual to be personally identifiable.
- **Program Name** (CTEA 2A only) – Report the name used at your institution for the noncredit-bearing vocational program in which the student was enrolled.
- **Program Code** (CTEA 2A only) – Report the program code corresponding directly and uniquely to the Program Name (do not list each course code required by the program). Once a code is assigned to a

particular program, the same code must appear on that program every year the program is reported. Do not use the code for any other program.

- **IRP Code** (CTEA 1A only) – Your institution’s Inventory of Registered Programs (IRP) code for the student’s program that they are enrolled in. The IRP Code must be part of your institution’s program portfolio AND it must be associated with a HEGIS code in the range of 5000.00 through 5599.99. The IDEx will reject files with missing or invalid IRP codes. You can find your institution’s [IRP codes](http://www.nysed.gov/heds/IRPSL1.html) (<http://www.nysed.gov/heds/IRPSL1.html>) and confirm the associated HEGIS codes on the web.
- **CIP CODE** – Classification of Instructional Programs Code. This field must be filled out using the most recent version of the 2020 Federal (IPEDS) 6-digit program code. **NOTE:** this **MUST** be entered in Text Format: XX.XXXX and you **MUST INCLUDE** the decimal point and **BOTH** leading and trailing zeroes.
- **Gender**- The gender of the student. Options are: 1= Male, 2= Female, 3= unknown/NA, or 4= Non Binary.
- **Racial and Ethnic Descriptions-**  
**All students must be reported with at least one race or ethnicity.**
  - **Hispanic (HISPANIC)** – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
  - **American Indian or Alaska Native (AM\_IND\_AK\_NAT)** – A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
  - **Asian (ASIAN)** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
  - **Black/African American (BLACK\_AA)** – A person having origins in any of the black racial groups of Africa.
  - **Native Hawaiian/Pacific Islander (NAT\_HI\_PI)** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
  - **White (WHITE)** – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
  - **Two or More Races** – A person belonging to two or more racial groups.
  - **Race and Ethnicity Unknown (REUNKNOWN)** - Race unknown.
- **Nonresident Alien (Origin)** – A person who is not a citizen or national of the United States and who is in this country on a visa or a temporary basis and does not have the right to remain indefinitely.
- **Disabled** – A student with a physical or mental impairment that substantially limits one or more of the major life activities of such an individual; and with a record of such impairment; or being regarded as having such impairment.
- **Displaced Homemaker/Out-of-Workforce Individual (DISPLACED\_HM)** – A student who is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment **AND**
  - Worked primarily without remuneration to care for a home and family and for that reason, has diminished marketable skills, **OR**

- Has been dependent on the income of another family member but is no longer supported by such income, **OR**
  - Is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act not later than two years after the date on which the parent applies for assistance under this title.
- **Economically Disadvantaged** – individuals who participate in any of the following economic assistance programs-
    - Pell Grant
    - Tuition Assistance Program (TAP)
    - Aid for Part-Time Study (APTS)
    - Educational Opportunity Program (EOP); Higher Education Opportunity Program (HEOP); Search for Education, Elevation and Knowledge (SEEK); and College Discovery (CD).
    - Bureau of Indian Affairs Higher Education Grant Program (BIA)
    - TANF Funded Services and Assistance
    - Workforce Investment Act
    - Social Security Insurance
    - Women, Infants, and Children (WIC)
    - Other public assistance programs serving economically disadvantaged, such as: Food Stamps, Home Energy Assistance Payments (HEAP), Supplemental Security Income, Trade Readjustment Act, and Refugee and Immigration Affairs Assistance
    - New York State’s Low-Income Guidelines define an economically disadvantaged student as one who is a member of a household that meets the following income eligibility standards: The total annual income of such household is equal to or less than 185 percent of the amount under the annual United States Department of Health and Human Services poverty guidelines for the applicant’s family size for the applicable year.
  - **Homeless** – Individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
  - **Limited English/English Learner** – A student who has limited ability in speaking, reading, writing, or understanding the English language, and (1) whose native language is a language other than English; or (2) who lives in a family or community environment in which a language other than English is the dominant language.
  - **Migrant** – A person who moves to another country or area in order to find employment or better living conditions.
  - **Single Parent** - A student who is not married or who is legally separated from a spouse and (1) has a minor child or children for whom the parent has either custody or joint custody or (2) is pregnant.
  - **Youth In/Aged Out Foster Care** – Youth who are in, or have aged out of, the foster care system
  - **Youth Armed Forces** – Youth with a parent who (1) Is a member of the armed forces (such as term is defined in section 101(a)(4) of title 10, United States Code); and (2) Is on active duty (as such term is defined in section 101 (d)(1) of such title).

- **Credits Earned** (CTEA 1A only) – Cumulative CTE program degree credits earned towards program completion through June 30 of the reporting year.
- **Contact Hours** (CTEA 2A only) – Cumulative number of contact hours earned towards program completion. One contact hour is 50-70 minutes of instruction.
- **Completion Status (YRENDSTAT\_ID)** (CTEA 1A only) – Status of the student at the conclusion of the reporting year (June 30<sup>th</sup>)
  - Still enrolled (1)
    - Has not received a credential but is still enrolled in this program
  - Transferred to another program within the institution (2)
  - Transferred to another program in a different institution (3)
  - Completer – enrolled during academic year (4)
  - Other/not enrolled (5)
    - Terminated enrollment without completing the program
  - Received certificate/degree – Not enrolled during the year (6)
- **Completion Status (YRENDSTAT\_ID)** (CTEA 2A only) – Status of the student at the conclusion of the reporting year (June 30<sup>th</sup>)
  - Received certificate/degree – Not enrolled during the year (1)
  - Persisting/Still enrolled (2)
    - Has not received a credential but is still enrolled in this program
  - Completer – enrolled during academic year (3)
  - Other/not enrolled (4)
    - Terminated enrollment without completing the program
- **AWIRP Code** (CTEA 1A only) – IRP code of program in which a student earned an award. This field must be filled in if the student earned an award; otherwise, the student will not be counted as receiving an award. The Award IRP Code must be part of your institution’s program portfolio AND it must be associated with a HEGIS code in the range of 5000.00 through 5599.99. The IDEX will reject files with invalid IRP codes. You can find your institution’s IRP codes and confirm the associated HEGIS codes on the web at: <http://www.nysed.gov/heds/IRPSL1.html>.
- **TSA Taken-** Unduplicated count of industry recognized program-breadth technical skill assessments taken by this individual through June 30<sup>th</sup> of the reporting year. (Count each test only once per student, no matter how many times the student took it.)
- **TSA Passed** – Number of industry recognized program-breadth technical skill assessments related to this program passed by this individual through June 30<sup>th</sup> of the reporting year.
- **Employment Status (EMPSTAT\_ID)** – (CTEA 1B and CTEA 2B) – Employment status of the completer as of December following the academic year. Institutions are free to use any combination of follow-up surveys, wage records, or other means to determine completer’s status at the requested point in time.
  - **Employed, Training-Related, Not an Apprenticeship** – Obtained unsubsidized employment in a field in which the skills acquired in the program are essential and directly related to satisfactory job performance. This includes completers who are in full-time training- related employment (at least 35 hours a week), completers who are in part-time training-related employment, and

completers who are in training-related employment and who are also pursuing additional education. (1)

- **Employed, Not Training-Related, Not Apprenticeship** – Obtained unsubsidized employment, but not in a field related to the skills acquired in the program of study or obtained employment in a field in which the skills acquired in the program are partially or slightly related to satisfactory job performance. This includes completers who are in full-time non-training related employment (at least 35 hrs/wk), completers who are in part-time non-training-related employment, and completers who are in non-training-related employment and are pursuing additional education. (2)
  - **Employed, Military** – Entered the military. (3)
  - **Not Employed Not Seeking Employment** – Completer who, within 180 days of completing the program, indicated he/she was not employed and not seeking employment. (4)
  - **Not Employed Seeking Employment** – Completer who indicated he/she was not employed but was seeking employment. (5)
  - **Unknown** – Employment status is unknown. Colleges with large numbers of students in this category for any program will be contacted and asked to identify program outcomes for these students. (6)
  - **Employed, Apprenticeship** – Obtained employment in an apprenticeship related to the skills acquired in the program. (7)
  - **Peace Corps** – Completer who qualifies as a citizen and national of the United States and enrolls in a volunteer service abroad program (22 U.S.C. 2504(a), section 5(a)). (8)
  - **Title I of the National & Community Service Act of 1990** – Completors who are in a community based, service learning program which fosters civic responsibility. (9)
  - **Employed Other** (10)
  - **Not applicable (for Non-completers)** (11)
- **Education Status (EDUCSTAT\_ID)** – (CTEA 1B and CTEA 2B) – Is the student pursuing additional education during the 2<sup>nd</sup> quarter after the end of the reporting year (Oct-Dec.) or six months post program completion? Is the student accepted/enrolled in another educational program, either at the original school or at another school offering postsecondary or adult education programs? **A completer may be both employed and pursuing additional education at the same time.**
  - **Surveyed** – (CTEA 1B and CTEA 2B)- Was the student surveyed?
  - **Responded to Survey** – (CTEA 1B and CTEA 2B)- Did the student respond to the survey?

## FILE LAYOUTS

CTEA 1A File Layout			
Field	Description	Data type	Maximum Width
INST_ID / BEDSCODE	Enter the Institution ID (This ID begins with 8000000)	Number	12
Student ID	<b>Must</b> stay the same across years and file submissions.	Text	9
IRP Code	IRP code of program in which the student was enrolled	Number	6
CIP Code	Classification of Instructional Programs Code, Federal 6-digit program code (text	Text	8



	format with decimal point and leading and trailing zeroes).		
Gender	1=male, 2=female, 3=unknown/NA, 4=Non Binary	Number	1
Ethnicity and Race	1=HISPANIC (Hispanic) 2=AM_IND_AK_NAT (American Indian/Alaskan Native) 3=ASIAN (Asian) 4=BLACK_AA (Black/African American) 5=NAT_HI_PI (Native Hawaiian/Pacific Islander) 6=WHITE (White) 7=REUNKNOWN (Race and Ethnicity Unknown) <b>*Two or more races</b>	Text	Unlimited Enter number selection or spell out race. <b>*For Two or more races-</b> enter specific race and ethnicities or number selection separated by the ‘ ’ character. Example: BLACK_AA ASIAN Or 4 3
Non Resident Alien	1=yes, 2=no, 3=unknown/NA	Number	1
Disabled	1=yes, 2=no, 3=unknown/NA	Number	1
Displaced Homemaker/Out-of-Workforce Individual	1=yes, 2=no, 3=unknown/NA	Number	1
Economic Disadvantage	1=yes, 2=no, 3=unknown/NA	Number	1
Homeless	1=yes, 2=no, 3=unknown/NA	Number	1
Limited English	1=yes, 2=no, 3=unknown/NA	Number	1
Migrant	1=yes, 2=no, 3=unknown/NA	Number	1
Single Parent	1=yes, 2=no, 3=unknown/NA	Number	1
Youth Aged Out	1=yes, 2=no, 3=unknown/NA	Number	1
Youth Armed Forces	1=yes, 2=no, 3=unknown/NA	Number	1
Credits Earned	All credits earned by year end creditable to the program	Number	3
YRENDSTAT_ID	1=Still enrolled 2=Transferred to another program within the institution 3=Transferred to another program in another institution 4=Completer, enrolled during the academic year 5=Other/Not Enrolled 6=Received certificate/degree-Not enrolled during the year	Number	2
AWIRP Code	IRP Code of program in which student earned award.	Number	6
TSA Taken	Number of Technical Skill Assessments taken through June 30 <sup>th</sup> of the reporting year (Number of different types taken, don't count multiple attempts at passing same assessment.)	Number	2
TSA Passed	Number of Technical Skill Assessments passed	Number	2

<b>CTEA 2A File Layout</b>			
<b>Field</b>	<b>Description</b>	<b>Data type</b>	<b>Maximum Width</b>
INST_ID / BEDSCODE	Enter the Institution ID (This ID begins with 8000000)	Number	12
Student ID	Used only to refer edit questions back to the institution. <b>Must</b> stay the same across years and file submissions.	Text	9
Program Name	Program Name or Title	Text	240
Program Code	Program Code	Number	30
CIP Code	Classification of Instructional Programs Code, Federal 6-digit program code (text format with decimal point and leading and trailing zeroes).	Text	8
Gender	1=male, 2=female, 3=unknown/NA, 4=Non Binary	Number	1
Ethnicity and Race	1=HISPANIC (Hispanic) 2=AM_IND_AK_NAT (American Indian/Alaskan Native) 3=ASIAN (Asian) 4=BLACK_AA (Black/African American) 5=NAT_HI_PI (Native Hawaiian/Pacific Islander) 6=WHITE (White) 7=REUNKNOWN (Race and Ethnicity Unknown) <b>*Two or more races</b>	Text	Unlimited Enter number selection or spell out race. <b>*For Two or more races-</b> enter specific race and ethnicities or number selection separated by the ‘ ’ character. Example: BLACK_AA ASIAN Or 4 3
Non Resident Alien	1=yes, 2=no, 3=unknown/NA	Number	1
Disabled	1=yes, 2=no, 3=unknown/NA	Number	1
Displaced Homemaker/Out-of-Workforce Individual	1=yes, 2=no, 3=unknown/NA	Number	1
Economic Disadvantage	1=yes, 2=no, 3=unknown/NA	Number	1
Homeless	1=yes, 2=no, 3=unknown/NA	Number	1
Limited English	1=yes, 2=no, 3=unknown/NA	Number	1
Migrant	1=yes, 2=no, 3=unknown/NA	Number	1
Single Parent	1=yes, 2=no, 3=unknown/NA	Number	1
Youth Aged Out	1=yes, 2=no, 3=unknown/NA	Number	1
Youth Armed Forces	1=yes, 2=no, 3=unknown/NA	Number	1
Contact Hours	Number of contact hours toward program completion	Number	3
YRENDSTAT_ID	1= Received certificate/degree-Not enrolled during the year 2=Persisting/Still enrolled 3= Completer, enrolled during the academic year 4= Other/Not Enrolled	Number	2

TSA Taken	Number of Technical Skill Assessments taken through June 30 <sup>th</sup> of the reporting year (Number of different types taken, don't count multiple attempts at passing same assessment.)	Number	2
TSA Passed	Number of Technical Skill Assessments passed	Number	2

<b>CTEA 1B or CTEA 2B File Layout</b>			
<b>Field</b>	<b>Description</b>	<b>Data type</b>	<b>Maximum Width</b>
INST_ID / BEDSCODE	Institution ID/BEDSCODE (This ID begins with 8000000)	Number	12
Student ID	<b>Must</b> stay the same across years and file submissions.	Text	9
EMPSTAT_ID	Employment Status December following Fall 1=Employed, Training-Related, Not an Apprenticeship 2=Employed, Not Training-Related, Not an Apprenticeship 3=Employed, Military 4=Not Employed, Not Seeking Employment 5=Not Employed, Seeking Employment 6=Other/Unknown, 7= Employed, Apprenticeship 8=Peace Corps 9=Title I, National & Community Service Act of 1990 10=Employed, Other (none of the above) 11=Not Applicable (for Non-completers)	Number	4
EDUCSTAT_ID	Educational Status December following Fall 1=Yes, pursuing additional education 2=No 3=Unknown 4=Not Applicable	Number	1
Surveyed	1=Yes, 2=No	Number	1
Responded to Survey	1= Yes, 2=No	Number	1

## **Residence and Migration of College Students (NYSED-2.8)**

This report is designed to collect data on the home county origin of full- and part-time, degree-credit students at the undergraduate, first-professional, and graduate levels. All degree-credit students should be sorted as to whether they are in-state students, out-of-state students or foreign students. In-state students must be further sorted according to county of permanent residence. Include unclassified (non-matriculated) students by their level of study (undergraduate, first-professional, or graduate). Report full-time students in the first section of the form and part-time students in the second section of the form.

Institutions with multiple campuses must provide data for each individual campus separately. A separate data submission will be required for each campus.

### **GENERAL INSTRUCTIONS**

1. **Period of the report** - Report Fall enrollment as of the institution's official Fall reporting date or October 15.
2. **Students to include in this report:**
  - Report all students enrolled in courses creditable toward a diploma, certificate, degree, or other formal award. Include students that are part of a vocational or occupational program, INCLUDING those enrolled in off-campus centers and those enrolled in distance learning courses.
  - Include high school students taking regular college courses for credit. Report these students in the classification in which they are recorded by the institution.
  - Include full-time students taking remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination.
  - Include graduate students enrolled for research or dissertation credits whether or not they are taking formal coursework.
  - Report all students taking courses which are creditable towards a credit-bearing diploma or certificate or an associate, bachelor's, master's, doctoral or first-professional degree offered evenings and weekends as well as weekdays at locations both on and off campus. Include high school students taking regular college courses for credit. Include full-time students taking remedial courses if the student is considered degree-seeking for the purpose of financial aid determination.
3. **Do not include the following in this report:**
  - Students in continuing education units (CEUs) courses, noncredit adult education courses, noncredit extension courses, noncredit certificate or noncredit diploma programs unless they are also enrolled in courses creditable towards a degree or other formal award.
  - Students auditing a course.
  - Students studying abroad (e.g., at a foreign university) if their enrollment at the reporting institution in New York State is only an administrative record, and they are only paying a nominal fee. Exclude

students and their credit hours only if they are not paying tuition to your institution.

- Students enrolled in any branch campus located in a foreign country.
- Students enrolled at campuses in states other than New York State.
- Students Taking Remedial Coursework – Do not include if student is not considered degree-seeking. When determining the full-time/part-time status of students taking remedial coursework, equated credit hours for remedial coursework should be included. These instructions concerning the treatment of remedial coursework are for reporting purposes only and do not correspond with State Education Department regulations that define credit hours.
- Work-Term or Cooperative Work Experience Students - Students who are participating in a work-term or cooperative work experience and not taking courses during the Fall term should be counted as enrollment at your institution only if they are receiving credits for the term or experience.

## **SPECIFIC INSTRUCTIONS**

Report the number of students attending your institution in the Fall term by their permanent county of residence, or as out-of-state or foreign. The permanent residence should be the permanent residence when the student was admitted to your institution at their current level of study (i.e., undergraduate, first-professional, or graduate).

### **Section 1: Residence of Full-time Students**

- Report the number of full-time students by their county of permanent residence on lines 01 through 68. If the county of a New York residence is unknown, report the student on line 69.
- Report the number of full-time students attending your institution who are from other states or United States possessions on line 70.
- Report the number of full-time foreign students by level of study on line 71.
- If residence data are not available for a few of the full-time students, report these students on line 72 by their level of study.
- The Total line will be auto calculated for you once you Save your data.

Column 1: All full-time undergraduate students should be reported by their permanent residence. Include unclassified (non-matriculated) undergraduate students.

Column 2: All full-time, first-time undergraduates should be reported by their permanent residence. Include unclassified (non-matriculated) students taking courses at the undergraduate level. For each line the number reported in column 2 should not exceed the number in column 1 as column 2 is a subset of column 1.

Column 3: All full-time, first-professional students should be reported by their permanent residence. Include unclassified (non-matriculated) students taking courses at the first-professional level.

Column 4: All full-time graduate students should be reported by their permanent residence. Include students in master's, doctoral, graduate certificate programs, and unclassified (non-matriculated) students taking degree-credit courses at the graduate level.

## **Section 2: Residence of Part-Time Students**

This section requests residence data on part-time students enrolled in the Fall term. Part-time students taking courses creditable toward a degree or credit-bearing certificate or diploma should be included. Include unclassified (non-matriculated) students. The same reporting procedure used for full-time students in Section 1 should be used for part-time students in this section.

### **IMPORTANT COMPARISON:**

The number of students reported on this form should be comparable to the number of students reported on the Fall Degree-Credit Enrollment form. Full-time and part-time totals should be compared individually at each level: total undergraduate students, total first-professional students and total graduate students (master's, doctoral and graduate certificate), as well as first-time undergraduates.

## Retention

This form collects information on the number of students retained at the same institution from the previous Fall to the Fall of the current collection year.

The Initial Cohort column counts should include:

- Degree seeking students, do not report the certificate program students.
- Only report students entering associate or bachelor's programs in the Fall of the previous year. Fall first-time students may include those who actually began college during the preceding Summer term.
- Initial cohort counts for associate and bachelor's programs either full-time or part-time should approximate those reported as Applicants Enrolled on your Admissions and Academic Preparation form for those same categories.
- You may exclude students who fit the definition of IPEDS Exclusions from the initial cohort.

The Persisters column counts should include:

- The number in each cohort who are still enrolled at the institution for the Fall term of the collection year, **whether or not they are in the same or a different program.**
  - For example, record students who were part of the associate program initial cohort and moved to bachelor's program the following Fall as associate program persisters. Record students who were part of the bachelor program initial cohort and moved to a graduate program the following Fall as a bachelor program persisters.
- Include any students as persisters who are not enrolled during the current Fall but who completed a program. This may occur for first-time students who started an associate program but switched to and completed a certificate program of one year or less.

Complete each section by distributing the count of Full-time First-time total entrants based on:

- high school credential received;
- the amount of pre-college (remedial/developmental) coursework taken during the first semester;
- gender; and
- race and ethnicity.

\*\*\*Since data are now being collected by campus do not count students as being retained/persisting if they transferred to another campus within the institution.

## **Student Financial Aid (NYSED-4.1)**

Institutions with multiple campuses must provide data for each individual campus separately. A separate data submission will be required for each campus.

This form requests all categories of student financial aid data from the previous award year available to students except for private grants and loans that have not been disclosed to colleges.

### **GENERAL INSTRUCTIONS**

- **What is student aid?**

For this form, student aid is defined to include resources used by students at your institution to defray their education-related expenses (such as tuition, books, living expenses, travel) when the resources are:

- awarded as part of a financial aid package;
- discounted from expenses by your institution;
- used by your institution's employees or their dependents for students at your institution in accordance with formal employee benefit policies; or
- awarded as educational benefits or awards by governments, employers or other external organizations and known by your institution.

- **Student groups to exclude (do not report on aid to the following groups of students)**

- Students taking noncredit adult education courses and noncredit extension courses who are not enrolled in noncredit certificate and/or diploma programs.
- Students taking courses at home by mail, radio, television, or telecommunications when their courses are not creditable toward a degree or credit-bearing certificate or diploma or not part of a noncredit certificate or diploma program.
- Auditors.
- Students studying abroad (e.g., at a foreign university) if their enrollment at the reporting institution in New York State is only an administrative record, and they are only paying a nominal fee. Exclude students and their credit hours only if they are not paying tuition to your institution.
- Students enrolled at campuses in states other than New York State.
- Students known to be enrolled concurrently at another college or university where their enrollment and financial aid are being reported.
- Students who have completed study at your institution but are receiving aid such as loan forgiveness or loan repayment.
- Post-doctoral students and researchers.

- **Funds flowing through SUNY and CUNY Research Foundations:**

Student grants distributed by the Research Foundation should be reported, as follows, in the GRANTS section if the source of the funds is institutional grants, external sources, or other government grants.

- Institutional Grants - Unrestricted Funds  
Grant aid from funds whose source is the institution's general fund.
- Institutional Grants - Restricted Funds  
Aid whose source is a private individual or group that has given the institution funds or an endowment to award as financial aid for a certain purpose but where the specific recipients are selected by the institution -- rather than selected by the giver or their representatives.



- Non-Government Grants  
Aid awarded to students that originated from a private/external source and where the recipient was selected by that source or their representatives rather than the institution regardless of whether the aid is channeled through the Research Foundation and bursar, or not.
- Other Government Grants  
Aid whose source is the government agencies specified in the 4.1 definitions, regardless of whether it flows through the Research Foundation or not.

- **Counting recipients:**

Report the number of students receiving one or more awards for each line. A student should be counted as one recipient for each line if any of the following conditions are met:

- one or more annual awards were made for full-year, full-time study;
- one or more awards were made for part-year, full-time study;
- one or more awards were made for full-year, part-time study;
- one or more awards were made for part-year, part-time study.

If a row includes more than one aid program and you cannot determine the unduplicated number of recipients for all the programs, report the number of awards made.

## DATA FIELD DEFINITIONS:

### GRANTS:

Includes grants, scholarships, awards, fellowships, remissions, exemptions, waivers of charges, tuition discounts or other awards for which there is no expectation of repayment or services to be performed, whether awarded on the basis of need or not. Also includes awards made as a result of a formalized policy of benefits for your employees and their dependents if the awards are used for enrollment at your institution.

### ➤ INSTITUTIONAL FUNDS:

Includes grants made from funds that flowed through institutional accounts from State and local appropriations, tuition revenue, endowment income, or charitable contributions.

- UNRESTRICTED INSTITUTIONAL GRANTS:

Includes funds that your institution could have used for any purpose in its budget. For example, unfunded tuition waivers used to offset normal student charges should be reported as unrestricted institutional grant aid.

- RESTRICTED INSTITUTIONAL GRANTS:

Includes funds which your institution could only use for student aid, such as:

- Endowments for student aid grants
- Tuition Exchange Program
- SUSTA and CUSTA
- State-funded tuition or other waivers of charges
- CUNY Honors College
- SUNY Empire State Honors Scholarships
- SUNY Graduate Opportunity Program
- SUNY Graduate and Professional Scholarships for Economically Disadvantaged Students
- SUNY Graduate Fellowships for Underrepresented Minority Students

- Awards made as a result of formalized policies on benefits for employees and their dependents so long as the awards are used for enrollment at your institution.
- **NEW YORK STATE TUITION ASSISTANCE PROGRAM:**  
Includes the New York State Tuition Assistance Program known as TAP, as well as the Supplemental Tuition Assistance Program (STAP) administered by the Higher Education Services Corporation (HESC.)
- **NEW YORK STATE EXCELSIOR SCHOLARSHIP:**  
In combination with other student financial aid programs, the Excelsior Scholarship allows certain New York State residents who are full-time students to attend a SUNY or CUNY college tuition-free. This program is administered by the Higher Education Services Corporation (HESC.)
- **NEW YORK STATE AID FOR PART-TIME STUDY:**  
Includes the New York State Aid for Part-Time Study Program, known as APTS, administered by the Higher Education Services Corporation (HESC.)
- **NEW YORK STATE OPPORTUNITY PROGRAMS:**  
Includes Higher Education Opportunity Program (HEOP) offered in Independent and Proprietary Colleges; Educational Opportunity Program (EOP) offered in the State University of New York and CUNY; Search for Education, Elevation and Knowledge (SEEK), a program offered to students in the City University of New York, and College Discovery (CD) also offered to students in CUNY.
- **NEW YORK STATE NATIVE AMERICAN GRANT AID:**  
This program is for Native American students. Students must be residents of New York State and be on the official tribal roll of a New York State tribe or be the child of an enrolled member of a New York State tribe. Eligible students must apply to the State Education Department.
- **OTHER NEW YORK STATE GRANTS:**  
Includes grants made by the State of New York. Also includes grants (such as CUNY's NYC Safety Net, Vallone and Housing programs) from political subdivisions of New York State; state Merit Awards; Regents Professional Opportunity Scholarship, and others.
- **FEDERAL PELL GRANTS:**  
Includes Federal Pell Grant money only, which is administered by Federal Student Aid, an office of the US Department of Education. These grants are administered according to federal guidelines and do not have to be repaid.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT:**  
This program is for undergraduates with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for a FSEOG. These grants do not have to be repaid.

- **FEDERAL RESERVE OFFICER TRAINING CORPS (ROTC):**  
This is a college-based, officer training corps in the United States. It is designed as a college elective focusing on leadership training. It produces officers in all branches of the US Armed Forces except the US Coast Guard.
- **OTHER GOVERNMENT GRANTS:**  
Includes federal grants and fellowships supported by TRIO, ROTC, LEAP, VESID and the NSF, NIH, NIE, and U.S. Department of Education, Health and Human Services, Interior, Defense, Veterans Affairs, Agriculture, etc. Include grants from other states, and other nations that are not excluded, see General Instructions.
- **NON-GOVERNMENT GRANTS:**  
Includes grants known to your institution that are awarded directly to students from such external sources as employers, labor unions, community or religious organizations, foundations, or other educational institutions. Excludes grants from local, state or federal government programs.
- **TOTAL GRANTS and UNDUPLICATED NUMBER OF RECIPIENTS:**  
Report the total amount of aid awarded in the grants category. Report the recipients only as unduplicated recipients. If the same person received two or more grants, count this individual only once.

#### **LOANS:**

Awards made with a formal agreement for repayment.

- **FEDERAL LOANS:**  
Includes federal loans such as Stafford Loans, Federal Parent PLUS Loans, Health Professions, Student Loans, and Nursing Student Loans or Federal Family Education Loans.
- **FEDERAL PERKINS LOANS:**  
Report Federal Perkins Loans only in this section of the form.
- **STUDENT LOANS FROM INSTITUTIONAL FUNDS:**  
Includes loans made from institutional funds. Also includes grants from institutional funds that become repayable loans unless the recipient fulfills an obligation to your institution or an affiliated institution such as a hospital. Excludes loans that are made for short-term contingencies or emergencies and due to be fully repaid within a 6-month period.
- **OTHER LOANS:**  
Includes any other loans which do not fall under the categories outlined above. Include private loans in this category.
- **TOTAL LOANS and UNDUPLICATED NUMBER OF RECIPIENTS:**  
Report the total amount of aid awarded in the loans category. Report the recipients only as unduplicated recipients. If the same person received two or more loans, count this individual only once.

#### **ASSISTANTSHIPS AND WAGES:**

- **ASSISTANTSHIPS:**

Assistantships provide earnings, stipends, or waivers of charges to students in exchange for services. They include graduate assistantships, teaching assistantships, research assistantships, teaching fellowships, internships, resident assistantships and similar awards regardless of their funding source. Stipends with no service obligation should be reported as grants.

➤ **WAGES:**

Includes only institutional work study wages received as part of a student aid award during periods of enrollment. Includes funds provided by external sources to the institution for student aid and used specifically to provide work study wages. Breakout amounts and recipients by unrestricted and restricted funds.

➤ **FEDERAL WORK STUDY PROGRAM:**

Include only federal funds for this particular Federal program on this line of the form.

➤ **TOTAL ASSISTANTSHIPS AND WAGES and UNDUPLICATED NUMBER OF RECIPIENTS:**

Report the total amount of aid awarded in the assistantship and wage category. Report the recipients only as unduplicated recipients. If the same person received two types of assistantships or wages, count this individual only once.

**OTHER STUDENT AID:**

Includes any form of student aid that was not reported elsewhere on the form—or not specifically excluded from the form. (See General Instructions for all aid excluded from this form.) Only include wages earned from a Federal Job Location and Development Program if the wages were part of a financial aid package.

**GRAND TOTAL AND UNDUPLICATED NUMBER OF RECIPIENTS**

Report the grand total amount of funds awarded to undergraduate and graduate students. An edit check is in place to assure that the totals in the other categories add up to the grand total amount entered. In the recipient columns, enter the total (unduplicated) number of students who received any type of award listed. A student who is represented on any line of this report, multiple times, should be reported only once in the Grand Total. That is, if one student is counted in TOTAL GRANTS and in TOTAL LOANS and in TOTAL ASSISTANTSHIPS AND WAGES and in OTHER AID, this student should be counted only once in GRAND TOTAL.

## Definitions

- **Academic Year:** July 1 – June 30.
- **Application:** An application is a written request for admission to an institution that satisfies all requirements and fees prerequisite for acceptance/rejection.
- **Branch Campus:** An instructional location at a place other than the institution's principal center at which the institution offers one or more complete curricula leading to a certificate or degree.
- **Calendar System:** The method by which an institution structures most of its courses for the academic year.
- **CIP code:** The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.
- **College Level/Degree-Credit Courses (Undergraduate):** A course that, if successfully completed, can be applied toward the number of courses required for achieving an associate or bachelor's degree or credit-bearing undergraduate certificate or diploma.
- **Completion Date:** The date on which work required for the degree was completed.
- **Conferral Date:** The date on which the faculty votes (or such equivalent formal institutional action) to confer the degree.
- **Contact Hour:** A unit of measurement that represents an hour (50-70 minutes) of scheduled remedial instruction given to students. Only remedial/pre-college non-degree credit coursework should be (and must be) reported as total classroom contact hours (rather than hours reported in degree-credit format). In general, a remedial class meeting in the equivalent time format as a typical three credit class would meet for 45 contact hours. To compute the total number of remedial contact hours, first determine the total number of hours spent by all students in scheduled remedial activities during a specified period of time. For example, if a course with an enrollment of 20 students meets 3 hours (or 50 minutes) per week for 15 weeks, the number of student-contact hours is  $20 \times 3 \times 15 = 900$ . Similarly, if a course with an enrollment of 20 students meets 8 hours per day for 2 days, the number of student contact hours is  $20 \times 8 \times 2 = 320$ . Sum the student-contact hours for each course to determine the total.
- **Course:** An organized series of instructional and learning activities dealing with a subject.
- **Credit:** Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.
- **Credit Hour (Undergraduate):** A unit of measurement that represents an hour of instruction that can be applied to the total number of hours needed for completing the requirements of an associate or bachelor's degree or an undergraduate certificate or diploma. Use the Carnegie formula for semester credit-hour reporting. The Carnegie formula states that one (1) semester credit hour per 15 week semester equals 15 contact hours plus 30 hours of outside study and preparation.

For calendar systems other-than-semester (quarter, trimester, etc.), you may report alternate-calendar total credits either 1) as Carnegie semester credit-hour-equivalents (using your own conversion formula to first equate your system's credits to semester hours prior to data entry), or 2) as your own alternate-system credit hours (e.g., trimester hours or quarter hours). After selecting a calendar on the "Choose a Calendar System" web page, respond "yes" or "no" to the question "Are the credits you are reporting on this form Carnegie semester credit hours as defined above?" If you respond "No," you must answer the next question, "How many hours of 50-minute instruction equates to one (1) of your system's reported credits?" (Be careful NOT to respond with total hours of 50-minute instruction for a typical 3 credit course, but total hours for one credit, only.)

In either case (reporting with “semester” or “other system” credit hours), to compute total credit hours, multiply the credit hour value of each degree-credit course by the number of students enrolled in the course for credit. The number of students enrolled in a course is the number enrolled as of your institution’s census date of enrollment. That is, the officially designated day after most drop/adds have been completed, when the institution takes official enrollment counts. Sum the credit hours carried in each course (hour value x students) to determine total credit hours attempted.

- **Curriculum or Program:** All the formal educational requirements necessary to qualify for certificates or degrees. A curriculum or program includes general education or specialized study in depth in a particular field, or both.
- **Degree-Credit Enrollment:** Students in a program (degree seeking) or taking courses which are creditable towards a credit-bearing diploma or certificate or an associate, bachelor's, master's, doctoral, or first-professional degree (or credit-equivalent developmental courses eligible for postsecondary financial aid).
- **Degree-Seeking Students:** Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award (matriculated). At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.
- **Distance Education** - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
- **Eligible Earned Degree Programs in Nursing:** Programs leading to an associate degree or bachelor’s degree in nursing and registered by SED pursuant to section 52.12 of the Regulations of the Commissioner of Education. Degrees from external degree programs or on-line nursing programs may not be counted. Enrollments in programs leading to degrees from master’s, doctoral, or first-professional and graduate degree programs are not eligible for this program and cannot be counted. Students in 5- or 6-year programs leading to both a bachelor’s and master’s degree may be counted only for those students having earned less than 120 credits. Certificate programs, such as Licensed Practical Nursing programs (LPN), will not be counted as earned degree programs, since they lead to certificates, not degrees.
- **Extension Center:** An off-campus instructional location at which the institution does not provide a complete curriculum leading to a certificate or degree but does either conduct more than fifteen different courses (not sections) for credit or has more than 350 course registrations for credit in any academic year. If the Regents have approved a location as an Extension Center associated with a specific campus, it should continue to be reported as that type even if it no longer meets the course or course registration requirements for an Extension Center. Please count all credit courses and all registrations for credit courses.
- **Extension Site:** An off-campus instructional location at which the institution does not offer a complete curriculum leading to a certificate or degree and conducts less than 16 courses for credit and less than 351 course registrations for credit in any academic year.
- **Fall Reporting Date:** The date (in the Fall) on which an institution must report Fall enrollment data to either the state, its board of trustees or governing board, or some other external governing body.
- **Fall Term:** The part of the academic year that begins between late August and November 1.
- **First-Professional Students:** A student, usually with a bachelor's or master’s degree, who is enrolled in any of the following first-professional degree programs or taking first-professional level courses for credit: Audiology (Aud.D.), Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (L.L.B., J.D.), Medicine (M.D.), Nursing (D.N.P.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.), Physical Therapy (D.P.T.), Podiatry (D.P.M., D.P., or Pod.D.), Theology (M.Div., M.H.L., B.D., or Ordination), or Veterinary Medicine (D.V.M.).

- **First-Professional Degree Program Students:** Students enrolled in a professional school or program which required at least two academic years of college work for entrance and a total of at least six years for a degree.
  - **Unclassified:** Students who are not candidates for a first-professional degree but are taking degree-credit courses designated by your institution as first-professional level, often referred to as non-matriculated or non-degree seeking students.
- **First-Time Students (Undergraduate):** An entering freshman who has never attended any college (or other postsecondary institution), aside from college credits earned in high school. 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). Do not include non-matriculated high school students taking degree-credit work in counts of first-time freshmen. Also, do not include transfer students. Counts of first-time students must be consistent among the NYSED-1, 2R, 2.9, and 2.4 forms.
- **Foreign Students:** Persons who are not citizens of the United States and who are in this country on a temporary basis and do not have the right to remain indefinitely. Do not consider as foreign students those non-citizens who have been lawfully admitted for permanent residence.
- **Freshman:** A first-year undergraduate student.
- **Full-Time Equivalent (FTE):** is calculated as follows:
- **Undergraduates:** Full-Time + 1/3 Part-Time
  - **Graduates and First-Professionals:** Full-Time + 2/5 Part-Time
- **Full-Time Student:**
- **Full-time Undergraduate Student:** A student whose academic load, coursework, or other required activity constitutes at least 75% of the normal full-time load of 15 credits. Full-time undergraduate students on a semester calendar system carry at least 12 credit hours. A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 contact hours a week each term. For students taking remedial coursework, include equated credits for remedial coursework when determining the full-time/part-time status.
  - **Full-time Graduate Student:** A student enrolled for 9 or more semester credits, or 9 or more quarter credits each term, or a student involved in thesis or dissertation preparation that is considered full-time by the institution.
  - **Full-time First-Professional Student:** As defined by the institution.
- **Graduate Certificate Students:** Students enrolled in graduate level curricula which lead to a certificate, such as a Certificate of Advanced Studies (CAS), School Administrator and Supervisor, School Counselor, and Library Information Studies.
- **Graduate Student:** A student who holds a bachelor's or first-professional degree, or equivalent, and is taking courses at the post-baccalaureate level. These students may or may not be enrolled in graduate programs not to include students in first-professional programs. Include students enrolled for research or dissertation credits whether or not they are taking formal coursework.
- **HEGIS Code:** Higher Education General Information Survey: New York State Taxonomy of Academic Programs schema that supports the accurate tracking and reporting of fields of study.
- **High School Diplomas/Credentials:**

- **New York State High School Diploma:** Persons accepted for admission who hold a New York State high school diploma.
  - **Other U.S. High School Diploma:** Persons accepted for admission who hold high school diplomas from high schools in states other than New York, or American Samoa, the District of Columbia, Guam, the Northern Marianas Islands, Puerto Rico, the U.S. Virgin Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau, that are approved or recognized by the jurisdictions issuing them.
  - **Foreign Secondary Credential:** Persons accepted for admission who were admitted based on their holding high school diplomas from countries other than the United States.
  - **High School Equivalent:** Persons accepted for admission and who hold GED diplomas or letters of equivalency from their school superintendents as specified in Section 3.47 of the Rules of the Board of Regents.
  - **No Secondary Credential:** Persons accepted for admission who do not have secondary credentials or their equivalent as described above and were accepted based on ability to benefit assessments rather than credentials used for the other three categories.
  - **Unknown Credential:** This category should be used when the students high school diploma/credential is not known. Institutions should ensure that they are collecting this information from students and should minimize the use of this category.
- **High School Diploma Equivalent:** GED diplomas or letters of equivalency from their school superintendents, as specified in Section 3.47 of the Rules of the Board of Regents. Section 3.47(a) of the Rules of the Board of Regents identifies the recognized equivalent of a high school diploma for a person beyond compulsory school age:
- having completed [e.g., as a home-schooled student] the substantial equivalent of a four-year high school course, as certified by the superintendent of schools or comparable chief school administrator of the candidate's school district of residence at the time such course was completed; or
  - holding a New York State high school equivalency diploma in accordance with the requirements of Section 100.7 of the Commissioner's Regulations, or a local high school equivalency diploma in accordance with the requirements of Section 100.8 of the Commissioner's Regulations, or a high school equivalency diploma issued by another state of the United States, or an authorized local government of such state, or a high school equivalency diploma based on passing the General Educational Development (GED) test or its successor examination, or a high school equivalency diploma based upon completing requirements that are substantially equivalent to the requirements for a New York State high school equivalency diploma as prescribed in Section 100.7 of the Commissioner's Regulations; or
  - having successfully completed 24 semester hours or the equivalent as a recognized candidate for a college-level degree or certificate at a degree-granting institution as defined in clause (e) of this subparagraph, distributed as follows: six semester hours or the equivalent in English language arts, including writing, speaking and reading (literature); three semester hours or the equivalent in mathematics; three semester hours or the equivalent in natural sciences; three semester hours or the equivalent in social sciences; three semester hours or the equivalent in humanities; and six semester hours or the equivalent in any other courses within the registered degree or certificate program, all as verified by the institution conferring the degree; or
  - having previously earned and been granted a degree from a degree-granting institution accredited by an accrediting agency approved by the United States Department of Education, pursuant to 20 USC 1099b;



or from a postsecondary institution authorized by the Board of Regents to confer degrees; or from a degree-granting institution located in a jurisdiction outside the United States that is approved, authorized, or recognized by the jurisdiction's ministry of education or other governmental agency responsible for higher education;

- or having passed and successfully completed all requirements for the following Regents examinations or the approved alternative assessments for these examinations, pursuant to Section 100.2(f) of the Commissioner's Regulations: the Regents Comprehensive Examination in English, the Regents examination in mathematics, the Regents examination in United States history and government, a Regents examination in science, and the Regents examination in global history and geography. For purposes of this clause, the passing score on the Regents examinations shall be 65 or, where applicable, a score of 55-64 as determined by the school district of residence, pursuant to Section 100.5(a)(5)(i) of the Regulations.
- **High School Student:** A student who has not yet graduated from high school but has not "dropped out" from high school, and is enrolled in credit-bearing courses, either not yet matriculated, or as a matriculated student (in which case the "high school student" may also be considered a "first-time undergraduate" for their first term as a matriculated student).
- **IRP Code:** Inventory of Registered Programs Code (IRP Code) for authorized New York institutions and their registered programs.
- **Main Campus (Principal Center):** The location of the principal administration offices and instructional facilities of a college, university, or other degree-granting institution, as defined by the institution's officers. In exceptional cases, and with the approval of the Commissioner, an institution may designate more than one principal center. For an institution that offers curricula leading to degrees and that are part of a public or independent multi-institution system, principal center means the location of the institution's principal administrative offices and instructional facilities, as defined by the institution's officers, but not the location of the system's central administration.
- **Master's or Doctoral Degree Program Students:** Students who hold a bachelor's or a first-professional degree. Include graduate students enrolled for research or dissertation credits whether they are taking formal coursework or not.
- **Non-Degree-Seeking Student:** A student enrolled in courses for credit who is not recognized by the institution as seeking a degree or formal award.
- **Nonresident 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, rather than included in any of the seven racial and ethnic categories.
- **Occupationally-Specific Program:** An instructional program, below the bachelor's degree level designed to prepare individuals with entry-level skills and training required for employment in a specific trade, occupation, or profession related to the field of study.
- **Other Degree-Credit Enrollment:** Students seeking degrees or credit-bearing certificates/diplomas in areas other than those identified as "occupationally-specific" as well as students taking degree-credit courses but not formally enrolled in any program ("non-matriculated" students).
- **Part-Time:** Students enrolled in courses equal to less than seventy-five percent of the normal full-time load or, on a semester basis, fewer than 12 credits.
- **Part-Time Student:**

- **Part-Time Undergraduate:** A student enrolled for either 11 or fewer semester credits, or 11 or fewer quarter credits, or fewer than 24 contact hours a week each term.
  - **Part-Time Graduate:** A student enrolled for either 8 or fewer semester credits, or 8 or fewer quarter credits, unless involved in thesis preparation (see definition of full-time).
  - **Part-Time First-Professional:** As defined by the institution.
- **Principal Center:** See Main Campus.
- **Program:** See Curriculum
- **Racial and Ethnic Categories:**
- **Hispanic or Latino-** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
  - **American Indian or Alaska Native-** A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
  - **Asian-** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
  - **Black or African American-** A person having origins in any of the black racial groups of Africa.
  - **Native Hawaiian or Other Pacific Islander-** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
  - **White -** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Remedial and Developmental Course:** Instructional activities designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.
- **Remedial study:** Contains material at a pre-college level that is not creditable toward a degree. Measured in contact hours.
  - **Developmental study:** Combines pre-college and college-level material and results in some credit awarded toward a degree. Usually measured by both credit and contact hours. For example: A course that offers pre-college work and awards one credit hour for meeting 3 hours a week for 15 weeks (45 hours) should be reported as one degree-credit hour (accounting for 15 of the 45 contact hours) plus 30 remedial contact hours.
- **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 and ethnic categories along with United States citizens.
- **Retroactive Degrees:** Degrees in which the recipient previously completed the degree requirements, but the degree was conferred during the current reporting period.
- **Student with a Disability:** A student with a physical or mental impairment that substantially limits one or more major life activities (see [ADA definition of disability](http://www.ada.gov/pubs/adastatute08.pdf); <http://www.ada.gov/pubs/adastatute08.pdf>).

- **Transfer:** A student who terminates enrollment (with or without a degree) in one degree-granting institution and subsequently enrolls in another, usually with advanced standing credits.
- **Transfer-in Student:** A student who is entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate).
- **Unclassified:** Students who are not candidates for a degree or other formal award, although taking degree-credit courses designated by your institution as undergraduate level, often referred to as non-matriculated or non-degree-seeking students.
- **Undergraduate:** A student enrolled in, or taking courses creditable toward, a 4- or 5-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate. High School students taking degree-credit work should be included in the counts of all enrolled undergraduates.
- **Undergraduate Degree Program Students:** Students in bachelor's degree programs, associate degree programs and in occupational programs of one, two or three years that result in a credit-bearing certificate or diploma, often referred to as matriculated students.
- **Unduplicated Count:** A numerical count in which each student is counted once in the category in which the student participated during the desired period, regardless of the number of times in which the student was counted in other categories.