

The University of the State of New York
 THE STATE EDUCATION DEPARTMENT
 Office of Research and Information Systems
 Higher Education Data System

DUE DATE: March 1, 2006

**PERSISTENCE AND GRADUATION RATE REPORT
 FOR FULL-TIME UNDERGRADUATE STUDENTS
 FALL 2005**

Institution Name	SED CODE:
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THE INFORMATION PROVIDED ON THIS FORM SHOULD CONTAIN DATA FOR ONLY THE INSTITUTION LISTED ABOVE. If multi-campus institutions have questions concerning which branches to include, please e-mail State Education Department staff at heds@mail.nysed.gov or phone 518-474-5091.

- **Institutions are expected to submit forms electronically using the Microsoft Access forms available from the ORIS web site at <http://www.highered.nysed.gov/oris/>. Most forms are available both as paper forms and as electronic forms (Microsoft Access) with built in edits. Electronic forms must first be downloaded in order to enter data and then returned by e-mail to heds@mail.nysed.gov. Three forms are only available in paper format (Word, PDF): Current College Catalog (CATALOG), Audited Financial Statement (F.AUDIT) and Coordinator’s Survey (NYSED-SUR1).**

- **Return completed paper forms by:**

Mail:	Or Fax:
NYS Education Department	518-474-1907
Office of Research and Information Systems	
Room 960 Education Building Annex	
Albany, NY 12234	

- **With the exception of the Bundy form (NYSED-2) do not make a duplicate paper submission of an electronic data submission. Independent institutions participating in the Bundy program must provide a paper copy printed from their electronic submission in order to affix the required notarized signature and seal.**

- **Retain a copy of the completed form in your files in case there’s a need for clarification.**

- **If you anticipate a delay in returning this form, request an extension in writing by e-mail, fax or mail stating the reason for the delay and the anticipated submission date.**

- **If you have questions regarding completion of the form, please contact the Office of Research and Information Systems at:**

E-Mail: heds@mail.nysed.gov
Fax: (518) 474-1907
Phone: (518) 474-5091

IMPORTANT: FOR PAPER SUBMISSIONS PLEASE RETURN THIS COVER PAGE AND ALL PAGES EXCEPT INSTRUCTIONS EVEN IF THEY CONTAIN NO DATA.

NYSED 2.9 Graduation Rate Report for Full-time Undergraduates

Institution Name:	SEDCODE:	Due Date: March 1, 2006
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Section A: Entrants Initially Seeking a Bachelors or Equivalent Degree ... If your institution has none, check here and go to Section B →

Entry Cohort		Entrants Completing a Degree or Certificate Program as of August 31, 2005										Non-Completers				
Enter in column (1) the number of Fall 1999 entrants for each type of student. ↓ (1)		Prog of less than 2 years: TOTAL (2)	Program of at least 2 but less than 4 years completed within:					Bachelor's Program within :				Still Enrolled as of fall 2005 (13)	as of August 31, 2005			
			<= 2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs	Total	<= 4 Yrs	5 Yrs	6 Yrs		Total	Not Enrolled		
			(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)		(12)	Transfer out	IPEDS Exclusions	Other
Fall Full-time Transfer Entrants																
Transfers In, Total	1															
Fall Full-time First-time Entrants																
First-Time, Total	2															
Students w Disabilities	3															
High School Grade Point Average (GPA) LINES 4 - 8 SHOULD SUM TO LINE 2.																
90-100 (or 3.50-4.00)	4															
80-89.9 (or 2.50-3.49)	5															
70-79.9 (or 1.50-2.49)	6															
<70 (or <1.50)	7															
GPA Unknown	8															
Admission Test Scores. Report SAT (verbal+math) if known, ACT Composite Score if SAT is unknown. LINES 9 - 13 SHOULD SUM TO LINE 2.																
1200-1600 (26.6-36.0)	9															
1000-1199 (21.6-26.5)	10															
800-999 (16.6-21.5)	11															
< 800 (<16.5)	12															
SAT & ACT Unknown	13															

Continued...

NYSED 2.9 Graduation Rate Report for Full-time Undergraduates

Institution Name: _____ SEDCODE: _____ Due Date: **March 1, 2006**

Section A continued: Entrants Initially Seeking a Bachelors or Equivalent Degree

Entry Cohort Enter in column (1) the number of Fall 1999 entrants for each type of student. ↓ (1)	Prog of less than 2 years: TOTAL (2)	Entrants Completing a Degree or Certificate Program as of August 31, 2005										Still Enrolled as of fall 2005 (13)	Non-Completers		
		Program of at least 2 but less than 4 years completed within:						Bachelor's Program within :					as of August 31, 2005		
		<= 2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs	Total	<= 4 Yrs	5 Yrs	6 Yrs	Total		Not Enrolled		
		(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)		Transfer out	IPEDS Exclusions	Other
													(14)	(15)	(16)

Full-time, First-time Entrants continued

Racial/Ethnic Categories as reported on IPEDS-GRS. LINES 14 -20 SHOULD SUM TO LINE 2.

Nonresident Alien	14															
Black, non-Hispanic	15															
Native American	16															
Asian/Pacific Islander	17															
Hispanic	18															
White, non-Hispanic	19															
R/E Unknown	20															

Full-time, First-time Opportunity Program Entrants LINES 23 - 29 SHOULD SUM TO LINE 21. If your institution has no opportunity program, check here and go to Section B →

Total	21															
Students w Disabilities	22															
Nonresident Alien	23															
Black, non-Hispanic	24															
Native American	25															
Asian/Pacific Islander	26															
Hispanic	27															
White, non-Hispanic	28															
R/E Unknown	29															

NYSED 2.9 Graduation Rate Report for Full-time Undergraduates

Institution Name:

SEDCODE:

Due Date: March 1, 2006

Section B: Entrants Initially Seeking Other than a Bachelors or Equivalent Degree ... If your institution has none, check here and go to Section C. **→**

Entry Cohort Enter in column (1) the number of Fall 2002 entering students for each type of student. <input type="checkbox"/>		Entrants completing a Degree or Certificate as of August 31, 2005											Non-Completers			
		Prog of less than 2 years: TOTAL	Program of at least 2 but less than 4 years completed within:						Bachelor's Program within :				Still Enrolled as of fall 2005	as of August 31, 2005		
			<= 2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs	Total	<= 4 Yrs	5 Yrs	6 Yrs	Total		Not Enrolled		
														Transfer out	IPEDS Exclusions	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
Full-time Transfer Entrants																
Transfers In, Total	30															
Full-time, First-time Entrants																
First-Time, Total	31															
Students w Disabilities	32															
High School Grade Point Average (GPA) LINES 33 - 37 SHOULD SUM TO LINE 31.																
90-100 (or 3.50-4.00)	33															
80-89.9 (or 2.50-3.49)	34															
70-79.9 (or 1.50-2.49)	35															
<70 (or <1.50)	36															
GPA Unknown	37															

Continued...

NYSED 2.9 Graduation Rate Report for Full-time Undergraduates.

Institution Name: _____ SEDCODE: _____ Due Date: March 1, 2006

Section B continued: Entrants Initially Seeking Other than a Bachelors or Equivalent Degree

Entry Cohort Enter in column (1) the number of Fall 2002 entering students for type of student (1)	Prog Of less than 2 years: TOTAL (2)	Entrants Completing a Degree or Certificate as of August 31, 2005										Non-Completers				
		Program of at least 2 but less than 4 years completed within:						Bachelor's Program within :				Still Enrolled as of fall 2005 (13)	As of August 31, 2005 Not Enrolled			
		<= 2 Yrs (3)	3 Yrs (4)	4 Yrs (5)	5 Yrs (6)	6 Yrs (7)	Total (8)	<= 4 Yrs (9)	5 Yrs (10)	6 Yrs (11)	Total (12)		Transfer out (14)	IPEDS Exclusions (15)	Other (16)	
		Full-time, First-time Entrants continued...														
Racial/Ethnic Category as reported on IPEDS-GRS. LINES 38 -44 SHOULD SUM TO LINE 31.																
Nonresident Alien	38															
Black, non-Hispanic	39															
Native American	40															
Asian/Pacific Islander	41															
Hispanic	42															
White, non-Hispanic	43															
R/E Unknown	44															
Full-time, First-time Opportunity Program Entrants LINES 47 - 53 SHOULD SUM TO LINE 45. (If your institution has no opportunity program, check here and go to Section C) →																
Total	45															
Students w Disabilities	46															
Nonresident Alien	47															
Black, non-Hispanic	48															
Native American	49															
Asian/Pacific Islander	50															
Hispanic	51															
White, non-Hispanic	52															
R/E Unknown	53															

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DUE DATE: March 1, 2006

Graduation Rate Report for Full-time Undergraduate Students, Fall 2005

Institution Name:

A number of respondents have indicated that a time period that is 150% of the normally scheduled length of time to degree for full-time students does not adequately reflect graduation of students at their institutions. Therefore, we are providing an opportunity for your institution to report for a 10-year period.

Section C (Optional): Fall Full-time First-time Entrants Initially Seeking a Bachelors or Equivalent Degree		
If your institution had no full-time entrants of this type in 1995, check here and go to Section D <input style="float: right;" type="checkbox"/>		
Line No.	Number of Entrants in Fall of 1995: (A)	Number of Entrants in Column (A) receiving ANY certificate or degree by August 31, 2005: (B)
54		
Section D (Optional): Fall Full-time First-time Entrants Initially Seeking Other than a Bachelors or Equivalent Degree		
If your institution had no full-time entrants of this type in 1995, check here. <input style="float: right;" type="checkbox"/>		
Line No.	Number of Entrants in Fall of 1995: (A)	Number of Entrants in Column (A) receiving ANY certificate or degree by August 31, 2005: (B)
55		

NYSED 2.9 Persistence and Graduation Rate Report for Full-time Undergraduates.					
Institution Name:				SEDCODE:	Due Date: March 1, 2006
Section E: Persistence, Fall 2004 to Fall 2005					
		Associate Program		Bachelors Program	
		Initial Cohort Fall 2004	Persisters Fall 2005	Initial Cohort Fall 2004	Persisters Fall 2005
Note: Persisters includes both those still enrolled and those who completed their program prior to fall 2005.					
		(1)	(2)	(3)	(4)
Full-time Transfer Entrants					
Transfers In, Total	1				
Part-time First-time Entrants					
Part-time, first-time Total	2				
Full-time First-time Entrants					
Full-time, first-time Total	3				
with Disabilities	4				
Number of Remedial Courses Taken during first semester Lines 5 – 8 should sum to line 3					
0	5				
1	6				
2	7				
3 or more	8				
Racial/Ethnic Category as reported on IPEDS-GRS. Lines 9 – 15 should sum to line 3.					
Nonresident Alien	9				
Black, non-Hispanic	10				
Native American	11				
Asian/Pacific Islander	12				
Hispanic	13				
White, non-Hispanic	14				
R/E Unknown	15				
Full-time, First-time Opportunity Program Entrants Lines 17-23 should sum to line 16. (If your institution has no opportunity program, check here) →					
Total	16				
Nonresident Alien	17				
Black, non-Hispanic	18				
Native American	19				
Asian/Pacific Islander	20				
Hispanic	21				
White, non-Hispanic	22				
R/E Unknown	23				

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**PERSISTENCE AND GRADUATION RATE REPORT
FOR FULL-TIME UNDERGRADUATE STUDENTS
FALL 2005**

This form is designed to supplement the graduation rate data for full-time, first-time students collected on the IPEDS Graduation Rate Survey (IPED-GRS) with information needed for New York State. Supplementary data is collected for opportunity program entrants, for disabled students, for transfer students, and by race/ethnicity and level of academic preparation. In addition, this form collects fall to fall persistence data by type of student.

If your institution is unable to report on requested data because it is not collected, then steps must be taken to begin collecting that information. The inclusion of data elements in HEDS forms constitutes a request by the Regents for your institution to collect and report on those items for their planning purposes.

The preferred method for submitting this form is electronic using our Access form with built-in edits. To submit electronically, download and complete the Microsoft Access version from the ORIS web site, <http://www.highered.nysed.gov/oris/>, and follow the instructions there for submitting the Access file by e-mail to heds@mail.nysed.gov.

For paper submissions, please return one completed copy (all pages, except instructions) and retain a copy in your files in the event your institution needs to be contacted for clarification. The completed copy should be submitted by March 1, 2006 to:

Fax: (518) 474-1907
Mail: The New York State Education Department
Office of Research and Information Systems
Room 960, Education Building Addition
Albany, New York 12234
E-mail: heds@mail.nysed.gov

If additional copies of the form are required or you have any questions regarding completion of the form, call (518) 474-5091 or e-mail HEDS@mail.nysed.gov. If you anticipate a delay in returning the form, request an extension in writing by fax (518: 474-1907), mail, or e-mail stating the reason for the delay and the anticipated submission date.

GENERAL INSTRUCTIONS

NOTE

This NYSED-2.9 survey relies on data definitions from the IPEDS Graduation Rate Survey submitted by your institution. Please refer to your IPEDS-GRS instructions and data when you complete this survey.

1. Sections to complete

The survey has five sections:

- A. Fall 1999 Full-Time Entrants Initially Seeking a Bachelors or Equivalent Degree
- B. Fall 2002 Full-Time Entrants Initially Seeking Other than a Bachelor's or Equivalent Degree
- C. (Optional) Fall 1995 Full-time First-Time Entrants Seeking a Bachelor's or Equivalent Degree
- D. (Optional) Fall 1995 Full-time, First-Time Entrants Initially Seeking Other than a Bachelor's or Equivalent Degree
- E. Persistence, Fall 2004 to Fall 2005

Complete each section that is appropriate for your institution, and check \surd the pertinent box for all other sections as 'not applicable' and return them with the form.

2. Columns to Complete (for sections A-B)

The columns on the form represent all possible degree or completion outcomes. Some columns may not apply to some institutions. Institutions whose entrants do not receive selected types of degrees or certificates can enter zeroes as needed. Columns 2 through 16 should sum to Column 1 on every row.

On rows 1 and 30, you are not asked to track transfers-in who may have transferred to another institution. Include these students in column (16) as "Other."

3. Students to include in entering cohorts (Column 1, sections A-D)

- Include all fall first-time, full-time entrants that your institution includes on the IPEDS-GRS, except as noted below.
- **Two-year institutions with bachelor's degree programs.** If your institution completes an IPEDS-GRS for 2-year institutions but has entrants who seek bachelor's degrees or the equivalent, you should include bachelor's degree entrants by completing all four sections of the NYSED-2.9.

- **Four-year institutions with credit bearing programs below the bachelor's degree.** If your institution completes an IPEDS-GRS for 4-year institutions but has entrants who seek a degree or certificate below the bachelor's degree, you should include these entrants by completing all four sections of the NYSED-2.9
- **Transfers in.** Include entrants who are transferring to your institution on Line 1 and Line 30 only.

SPECIFIC INSTRUCTIONS AND DEFINITIONS, Sections A and B

Columns (1) to (16). Student Progress Measures

The sixteen columns on NYSED-2.9 are the basic measures of student progression: entrants, their completion status, their persistence status and their transfer-out status. The columns on NYSED-2.9 are comparable to columns on the IPEDS-GRS forms so that you can refer to IPEDS-GRS instructions

Data reported on IPEDS-GRS lines are distinguished by gender. The gender data on form IPEDS-GRS must be combined to get total numbers of students to report on NYSED-2.9.

Data for Columns 2 through 12 and Columns 14 through 16 should be reported as of August 31 of the relevant year to be consistent with IPEDS-GRS.

Include in **Column 13** all students in the cohort **still enrolled** on October 15 of the relevant year or on the official fall reporting date you use for IPEDS-GRS. Report only those who have not received any degree or certificate and record them **only** in the sections pertaining to their initial cohorts.

Column(14). Transfer Out. For all lines except Line 1 and Line 30, if your institution has information on students who transfer out, report the total number of cohort students who transferred out of your institution without a degree/award and enrolled elsewhere. Include students who transferred out of your institution and subsequently re-enrolled. On Lines 1 and 30 you are not asked to track transfers-in who may have transferred to another institution. Include these students in column(16) as “Other.”

Column(15). 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.

SECTION A

1. Section A. Lines 1-29. Entrants seeking a bachelor's degree or the equivalent

Section A is only for entrants seeking a bachelor's degree or the equivalent. Lines 1-29 are for groups of these students.

2. Line 1. Full-time Transfer Entrants Seeking a Bachelor's or Equivalent Degree

Line 1 is for all full-time transfer undergraduate entrants to your institution seeking a bachelor's degree who *do not* fit the IPEDS-GRS 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."

3. Line 2. Full-time First-time Entrants Seeking a Bachelor's or Equivalent Degree

A first-time entrant is "an entering freshman who has never attended any college (or other postsecondary institution) and includes students enrolled in the fall term who attended college for the first time in the prior summer term." It also includes students who entered with advanced standing (college credits earned before graduation from high school)." Include all full-time first-time entrants on Line 2.

Please include students in "long" programs seeking a bachelor's and beyond (typically a bachelor's and a master's in five years). Classify those who complete all baccalaureate requirements within four years as 4-year completers.

4. Line 3. Full-time First-time Entrants Seeking a Bachelor's or Equivalent Degree with Disabilities

Line 3 is for full-time first-time entrants from Line 2 whose educational performance is affected by one or more of the following conditions: mobility impairment, visual impairment, acoustical impairment, learning disability, mental health impairment, speech-impairment, traumatic brain injury, orthopedic impairment, alcohol/substance abuse impairment or other health-impairment. Include all students where there are institution records or student self-identification of a disability whether or not those students are receiving accommodations. Do not include students who 'may' have a disability based on visual observation or other indirect evidence.

- a. Learning disability: A student with a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual impairments, brain injury, neurological impairment, minimal brain dysfunction, dyslexia, developmental aphasia, Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD). The term does not include students who have learning problems that are primarily the result of visual, hearing or motor impairments, of mental

retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.

- b. Mobility impairment: A student who, typically, must use a standard manual or electric wheelchair, or other assistive devices (crutches, braces, etc.) to move from place to place.
- c. Visual impairment: A student with visual acuity of 20/70 or worse in the better eye with best correction, or a total field loss of 140 degrees or more in the field of vision. Vision impairment is functionally defined as difficulty in reading regular newsprint, even with vision corrected by glasses or contact lenses. Legally blind (legal blindness) is defined as visual acuity of 20/200 or worse in the better or stronger eye with the best correction or totally blind.
- d. Acoustical impairment: A student with a hearing impairment, whether permanent or fluctuating, which adversely affects the individual's educational performance. This term includes both hard of hearing and students who are legally deaf. Legal deafness can be defined as for the most part not being able to discern spoken language.
- e. Multiple disability: A student with two or more disabilities both/all of which create substantial impairment in one or more major life activities, e.g., walking, eating, breathing, learning, etc. To avoid double counting, a student reported in this category may not be reported in any other category.
- f. Other Health Impairments:
 - Mental health impairments: This category includes students with mental illnesses or emotional disturbance. For purposes of completing this form, students with autism may be included in this category.
 - Speech-impairment: A student with a communication disorder, such as stuttering, impaired articulation, a language impairment or voice impairment, which adversely affects the student's educational performance.
 - Traumatic brain injury: An injury caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgement, problem solving, sensory, perceptual, or motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or birth related.
 - Orthopedic impairment: A student with a physical disability and severe orthopedic impairment, which adversely affects educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some limb, etc.) impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

- Alcohol/substance abuse and recovery: Individuals who are recovering from drug or alcohol or substance abuse or who are in treatment programs.
- Other: A student who has a physical disability and has limited strength, vitality or alertness due to chronic or acute health problems that adversely affect that individual's educational performance. Examples include a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, AIDS, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or Tourette syndrome, temporary disabilities, repetitive motion syndrome, and carpal tunnel syndrome.

5. Lines 4 - 8. Full-time First-time Entrants Seeking a Bachelor's or Equivalent Degree by High School Grade Point Average (GPA)

Distribute the full-time first-time entrants on Line 2 by high school grade point average on Lines 4 - 8. Use the high school grade point averages available on your institution's records. GPA categories are for both 0.0-100.0 and 0.0-4.0 scales. If you need to re-scale high school GPAs because they do not fit on either of these scales, establish a method that you use consistently over time. The category of "GPA Unknown" includes students whose high school GPAs are unknown, students with a GED, and students with neither a high school diploma nor a GED.

6. Lines 9 - 13. Full-time First-time Entrants Seeking a Bachelor's or Equivalent Degree by Admission Test Score Category

Distribute full-time first-time entrants on Line 2 by admission test scores on Line 9 - 13. 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 on line 13 as "Unknown." When SAT scores are submitted, they should be the re-centered scores.

7. Lines 14 - 20. Full-time First-time Entrants Seeking a Bachelor's or Equivalent Degree by Racial/Ethnic Category

Distribute the first-time full-time entrants from Line 2 by racial/ethnic category on Lines 14 - 20 based on the following racial/ethnic categories.

- A. 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 a temporary basis and does not have the right to remain indefinitely. Nonresident aliens are to be reported separately, rather than in any of the five racial/ethnic categories below.

Note: 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 notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant

Parolee or Cuban-Haitian) are to be considered in the appropriate racial/ethnic categories along with United States citizens.

- B. Black, Non-Hispanic – A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
 - C. American Indian or Alaskan Native – A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
 - D. Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.
 - E. Hispanic – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
 - F. White, Non-Hispanic – A person having origins in any of the original peoples of Europe, North Africa, or in the Middle East (except those of Hispanic origin).
8. **Lines 21 - 29. Full-Time First-Time Entrants Seeking a Bachelor's or Equivalent Degree Who Are Opportunity Program Students by Disability Status and Racial/Ethnic Category**

Include all full-time first-time entrants to the following New York State Opportunity Programs on Line 21: Search for Education, Elevation, and Knowledge (SEEK), College Discovery (CD), the Educational Opportunity Program (EOP) and the Higher Education Opportunity Program (HEOP).

Report on Opportunity Program students who have disabilities on Line 22. Distribute the students reported on Line 21 by racial/ethnic category on Lines 23 - 29.

To be considered full-time, a postsecondary Opportunity Program student must be enrolled for at least 12 semester hours a semester or the equivalent. A semester hour is a credit, point, or other unit granted for satisfactory completion of at least fifteen hours of instruction and at least thirty hours of supplementary assignments. Noncredit or remedial courses may be considered as contributing toward full-time study on an hour-for-hour equivalent basis, if the student effort required is the same as would be required for a credit-bearing course. Full-time students enrolled in Opportunity Programs may be enrolled in a modified program of at least six degree credits a semester and noncredit or remedial coursework necessary for full-time status. Only three degree credits are required in the modified program during the first semester.

SECTION B

1. Section B. Entrants Initially Seeking Other than a Bachelor's or Equivalent Degree

Section B is only for entrants seeking other than a bachelor's degree or the equivalent. Lines 30 - 53 are for groups of these students

2. Line 30. Full-time Transfer Entrants Seeking Other than a Bachelor's or Equivalent Degree

Line 30 is for all full-time transfer undergraduate entrants to your institution seeking other than a bachelor's or equivalent degree who *do not* fit the IPEDS-GRS 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."

3. Line 31. Full-time First-time Entrants Seeking Other than a Bachelor's or Equivalent Degree

Line 31 is for full-time first-time entrants seeking other than a bachelor's degree. A first-time entrant is "an entering freshman who has never attended any college (or other postsecondary institution) and includes students enrolled in the fall term who attended college for the first time in the prior summer term." First-time entrants also include "students who entered with advanced standing (college credits earned before graduation from high school)."

NOTE

The number of entrants reported on NYSED-2.9, Section B, Line 31 may be smaller than the number of entrants reported on IPEDS-GRS. This is because NYSED-2.9 allows all institutions to separate entrants seeking bachelor's degrees from other entrants, while IPEDS-GRS for 2-year institutions do not permit two-year institutions to separate entrants by degree level.

4. Line 32. Full-time First-time Entrants Seeking Other than a Bachelor's or Equivalent Degree with Disabilities

Line 32 is for full-time first-time entrants from Line 2 whose educational performance is affected by one or more of the conditions defined in the instructions for Line 3.

5. Lines 33 - 37. Full-time First-time Entrants Seeking Other than a Bachelor's or Equivalent Degree by High School Grade Point Average

Distribute the full-time first-time entrants on Line 31 by high school grade point average on Lines 33 - 37. Use the high school grade point averages (GPA) available on your institution's records. GPA categories are for both 0.0-100.0 and 0.0-4.0 scales. If you need to re-scale high school GPAs because they do not fit on either of these scales, establish a method that you use consistently over time. The category of "GPA Unknown" includes students whose high school GPAs are unknown, students with a GED, and students with neither a high school diploma nor a GED.

6. Lines 38 - 44. Full-time First-time Entrants Seeking Other than a Bachelor's or Equivalent Degree by Racial/Ethnic Category

Distribute the first-time full-time entrants from Line 31 by racial/ethnic category on Lines 38 - 44 based on the racial/ethnic categories defined for Lines 14- 20.

7. Lines 45 - 53. Full-time First-time Entrants Seeking Other than a Bachelor's or Equivalent Degree Who Are Opportunity Program Students by Disability Status and Racial/Ethnic Category

Include all full-time first-time entrants to the following New York State Opportunity Programs on Line 45: Search for Education, Elevation, and Knowledge (SEEK), College Discovery (CD), the Educational Opportunity Program (EOP) and the Higher Education Opportunity Program (HEOP).

Report on Opportunity Program students who have disabilities on Line 46. Distribute the students reported on Line 45 by racial/ethnic category on Lines 47 - 53.

To be considered full-time, a Postsecondary Opportunity student must be enrolled for at least 12 semester hours a semester or the equivalent. A semester hour is a credit, point, or other unit granted for satisfactory completion of at least fifteen hours of instruction and at least thirty hours of supplementary assignments. Noncredit or remedial courses may be considered as contributing toward full-time study on an hour-for-hour equivalent basis, if the student effort required is the same as would be required for a credit-bearing course. Full-time students enrolled in Opportunity Programs may be enrolled in a modified program of at least six degree credits a semester and noncredit or remedial coursework necessary for full-time status. Only three degree credits are required in the modified program during the first semester.

SECTION C

Line 54. Fall 1995 Full-time First-time Entrants Initially Seeking a Bachelor's or Equivalent Degree

This section obtains graduation rates over a ten-year period. Enter data for the fall 1995 cohort of full-time first-time students in bachelor's degree programs. Enter the number of entrants in Column A and the number who earned any degree or certificate at your institution as of August 31, 2005.

SECTION D

Line 55. Fall 1995 Full-time First-time Entrants Initially Seeking Other than a Bachelor's or Equivalent Degree

This section obtains graduation rates over a ten-year period. Enter data for the fall 1995 cohort of full-time first-time students in undergraduate programs leading to other than a bachelor's or equivalent degree. Enter the number of entrants in Column A and the number who earned any degree or certificate at your institution as of August 31, 2005 .

SECTION E

Persistence, Fall 2004 to Fall 2005

As with sections A_D, the initial cohorts are degree seeking students (first-time or transfer depending on the line). Report students entering associate or bachelors programs in the fall of 2004. Keep in mind that fall first-time students include those who actually began college during the preceding summer term.

In the persisters columns, report the number each cohort who are still enrolled at the institution for the fall term of the current year (2005-06), whether or not they stopped out part of the preceding year or not. Also include any students not enrolled during the fall but who have completed their program. This may occur for first-time students who started during the summer or fall of the preceding year in a certificate program of one year or less.

Complete each line for the type of student specified and as defined above for Sections A-D. In this section also report persistence for students by the amount of Pre-college/remedial coursework taken during the first semester of 2004.

Remedial and developmental course: Instructional activities designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

- a. **Remedial study:** Contains material at a pre-college level that is not creditable toward a degree. Measured in contact hours.
- b. **Developmental study:** Combines pre-college and college level material and results in some credit awarded toward a degree. Usually measured by both credit and clock hours.

(If your institution has first-time undergraduates who are high school students, include them and please report them under Notes and Explanations on the form processing page. These students would not be expected to return the following fall and will help to explain or adjust when calculating persistence rates.)