

DUE DATE: March 1, 2010

**PERSISTENCE AND GRADUATION RATE REPORT
FOR UNDERGRADUATE STUDENTS
FALL 2009**

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, 2010 to:

Fax: (518) 474-1907
Mail: The New York State Education Department
Office of Research and Information Systems
Room 966, 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

Sections A-D of the 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 Sections A-D. Section E, Persistence, uses a different cohort definition as it looks specifically at associate programs and excludes certificate programs.

1. Sections to complete

The survey has five sections:

- A. Fall 2003 Full-Time Entrants Initially Seeking a Bachelors or Equivalent Degree
- B. Fall 2006 Full-Time Entrants Initially Seeking Other than a Bachelor's or Equivalent Degree
- C. (Optional) Fall 1999 Full-time First-Time Entrants Seeking a Bachelor's or Equivalent Degree
- D. (Optional) Fall 1999 Full-time, First-Time Entrants Initially Seeking Other than a Bachelor's or Equivalent Degree
- E. Persistence, Fall 2008 to Fall 2009

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. Do not include associate's degree-seeking students in column 2.

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 sections A-D 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** in the fall of **2009**. 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," but no earlier than June 1. 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.

Please try to keep counts of first-time students consistent between the NYSED-1, 2.9, 2.4a and 2.4 forms. Use the same methodology and timeframes for all.

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. Ten-Year Graduation Rates for 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 1999 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, 2009.

SECTION D

Line 55. Ten-Year Graduation Rates for 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 1999 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, 2009.

SECTION E

Persistence, Fall of Previous Year to Fall of Collection Year

As with sections A-D, the initial cohorts are degree seeking students (first-time or transfer, depending on the line). However, do not report the certificate program students requested in Sections B and D. Only report students entering associate or bachelor's programs in the fall of 2008. Keep in mind that fall first-time students include those who actually began college during the preceding summer term. Unlike persistence numbers formerly reported on the NYSED-2R Institutional Activity form, these "in-program" numbers should approximate those reported on line 7 of the NYSED-2.4 Final Fall Enrollment form. You may exclude students who fit the definition of exclusions provided for column 15 of sections A and B from the cohort.

In the persists columns, report the number in each cohort who are still enrolled at the institution for the fall term of the collection year, **whether or not they stopped out during part of the preceding year or not and whether or not they are in the same or a different program**. For example, record students who entered associate programs and moved to bachelor's programs as associate program persisters. Record transfer students who moved to graduate programs as bachelor's program persisters. Also include any students not enrolled during the fall but who have 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 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/developmental) coursework taken during the first semester.

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

- a. **Remedial course:** Contains material at a pre-college level that is not creditable toward a degree.
- b. **Developmental course:** Combines pre-college and college level material and results in some credit awarded toward a degree.

(ORIS will check entry year numbers against those reported on line 7 of the NYSED-2.4 Final Fall Enrollment form.)