

DUE DATE: FEBRUARY 1, 2011

**ADMISSIONS AND ACADEMIC PREPARATION FOR FIRST-TIME FRESHMEN (In-Program)
FALL 2010**

This form collects admissions information for first-time freshmen by race/ethnicity and distributions of full-time, first-time freshmen by high school grade point average and SAT or ACT scores.

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 Board of Regents for your institution to collect and report on those items for their planning purposes.

This form should be submitted electronically by downloading and completing the Microsoft Access version from the ORIS web site, <http://www.highered.nysed.gov/oris/>, and following the instructions for submitting the Access file with built-in edits by e-mail.

Or this form can be submitted on hard copy by returning one completed copy to the State Education Department and retain a copy in your files in the event your institution needs to be contacted for clarification. The completed form should be mailed or faxed to:

New York State Education Department
Office of Research and Information Systems
Room 966 EBA
Albany, New York 12234

Fax: 518-474-1907

If you have questions concerning the completion of the form, call (518: 474-5091) or e-mail at 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

1. 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 fall 2010 term.
2. 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.

3. Include under Applications Received, Applicants Accepted, and Applicants Enrolled all students (full-time, Part 2; part-time, Part 3) reported on line 7 of the 2.4A and 2.4 fall enrollment forms, even if they did not pass through the normal application/admissions process. By doing this, the applications received columns will always be as large as or larger than the acceptance columns and the acceptance columns will always be as large or larger than the enrollment columns.
4. Full/Part-Time Status: Report enrolled students according to their enrolled status (full or part-time), not the status for which they applied, under Applications Received, Applicants Accepted, and Applicants Enrolled. In other words, count a student who applied as full-time but enrolled part-time as a part-time applicant, and vice versa. This approach yields the greatest consistency with HEDS enrollment reports.

SPECIFIC INSTRUCTIONS

1. PART 1: ADMISSIONS FOR FULL-TIME STUDY, FIRST-TIME FRESHMEN (**In-Program**)
 - a. Type of Program
 1. Certificate or Diploma Program (columns 1-3): 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 year's length. In this case, a "year" means an academic year of approximately nine months.
 2. Associate Degree programs (columns 4-6): 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.
 3. Baccalaureate Degree Program (columns 7-9): Include first-time freshmen applying for full-time study in a program leading to a three, four or five-year bachelor's degree.
 - b. Applications/Applicants Received, Accepted, and Enrolled
 1. Using the categories as defined above, complete the number of applications received in columns 1, 4 and 7. 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.** In columns 2, 5 and 8, report the number of applicants accepted. In columns 3, 6 and 9, 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.

2. 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.
3. After the total line (line 1) has been completed showing the total number of applications received and applicants accepted and enrolled for full-time study this fall, distribute the total line data into the racial/ethnic categories listed below the total line. Please be sure that line 1 data includes total admissions data, not just the portion of admissions data for which the racial/ethnic distribution may be known.

Again, include under Applications Received, Applicants Accepted, and Applicants Enrolled all students reported on line 7 of the 2.4A and 2.4 fall enrollment forms, even if they did not pass through the normal application/admissions process. By doing this, the applications received columns will always be as large as or larger than the acceptance columns and the acceptance columns will always be as large or larger than the enrollment columns.

Full/Part-Time Status: Again, report enrolled students according to their enrolled status (full or part-time), not the status for which they applied, under Applications Received, Applicants Accepted, and Applicants Enrolled. In other words, count a student who applied as full-time but enrolled part-time as a part-time applicant, and vice versa. This approach yields the greatest consistency with HEDS enrollment reports.

If you notice students increasingly applying for full-time and attending part-time, please note the trend on the form processing section of your report.

c. Reporting of Unknowns (line 8)

This category should be used only if the student did not select a racial/ethnic designation and the postsecondary institution finds it impossible to place the student in one of the racial/ethnic categories using established procedures or in any post-enrollment identification or verification process.

2. PART 2: ACADEMIC PREPARATION MEASURES FOR FULL-TIME, FIRST-TIME FRESHMEN (In-Program), revised January 2010 due to regulatory requirements

a. Students to be Included

The students to be reported in this section are the students reported in the “Number of Applicants Enrolled” columns of Part 1, specifically, the students reported in columns 3, 6 and 9 on line 1 of Part 1.

b. Academic Preparation Measures

1. High School Grade Point Average (lines 1 through 11): 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. Please note, a separate line (line 9) has been provided for reporting students who hold a High School Equivalency diploma; therefore these students should not be included in lines 1 through 8. 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 on line 10, “Unknown.” Sum the data reported on lines 1 through 10 and report the total on line 11.

1. Aptitude/Achievement Test Scores (lines 12 through 21): On lines 12 through 19, distribute the number of new full-time, first-time freshmen by their combined SAT aptitude or ACT scores. **Exclude the new SAT writing test.** 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 or ACT scores for some or all incoming full-time, first-time freshmen, report these students’ scores as “unknown” on line 20. Sum the data reported on lines 12 through 20 and report the total on line 21.

2. Admissions Categories (columns 1, 2 and 3): 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 admissions – 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. See definitions, page 6. For purposes of this report, students who received a conditional acceptance and have been included in Part 1 should be classified in the category that best fits their situation.

3. PART 3: ADMISSIONS FOR PART-TIME STUDY, FIRST-TIME FRESHMEN (**In-Program**)

a. Type of Program

1. Certificate or Diploma Program (columns 1-3): 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 year's length. In this case, a "year" means an academic year of approximately nine months.
2. Associate Degree programs (columns 4-6): 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.
3. Baccalaureate Degree Program (columns 7-9): Include first-time freshmen applying for part-time study in a program leading to a three, four or five-year bachelor's degree.

b. Applications/Applicants Received, Accepted, and Enrolled

1. Using the categories as defined above, complete the number of applications received in columns 1, 4 and 7. Count as applications all written requests for admission that satisfy all requirements and fees prerequisite for acceptance/ rejection. In columns 2, 5 and 8, report the number of applicants accepted. In columns 3, 6 and 9, 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.
2. 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.

4. CELL COMPARISONS

The following data items or sums should be comparable:

- a. Comparison of Part 1 to Part 2 (Full-time, first-time freshmen enrolled in programs)

<u>Part 1</u>	<u>Part 2</u>
Line 1, columns 3 + 6 + 9 =	line 11, columns 1+2+3+4+5+6
Line 1, columns 3 + 6 + 9 =	line 21, columns 1+2+3+4+5+6

- b. Part 2 Comparison

<u>Type of Admit</u>	<u>Line 11</u>	<u>Line 21</u>
U.S. Secondary Credential	Column 1 =	Column 1
Other U.S. Diploma	Column 2 =	Column 2
Foreign Secondary Credential	Column 3 =	Column 3
High School Equivalent	Column 4 =	Column 4
No Credential	Column 5 =	Column 5
Unknown Credential	Column 6 =	Column 6

DEFINITIONS

1. Application: An application is a written request for admission to an institution that satisfies all requirements and fees prerequisite for acceptance/rejection.

First-Time Freshman: An entering freshman who has never attended any college. Includes students enrolled in the fall term who attended college for the first time in the prior summer term, not before June 1. Also includes students who entered with advanced standing (college credits earned before graduation from high school). 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.

2. Freshman: A first year undergraduate student enrolled in a program.
3. Full-Time: Students enrolled in courses equal to at least seventy-five percent of the normal full-time load. For students on a semester calendar system, undergraduate students must carry at least 12 credit hours to be considered full-time.
4. 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.

5. Racial/Ethnic Categories:

Note: IPEDS changes to race/ethnic reporting are required this year:

Changes to Race/Ethnicity Reporting to IPEDS

On October 19, 2007, the U.S. Department of Education posted to the Federal Register the "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education." (See the Federal Register, Volume 72, Number 202, pp. 59266-59279: <http://nces.ed.gov/transfer.asp?location=edocket.access.gpo.gov/2007/pdf/E7-20613.pdf>). The proposed changes are necessary for the Department to implement the Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting and Presenting Federal Data on Race and Ethnicity. IPEDS will adopt new aggregate categories for reporting R/E data in accordance with the final guidance.

The guidance issued by the Department covers two separate issues: (1) the collection of R/E data by institutions and (2) the reporting of aggregate data to the Department. For collecting R/E data, institutions must use a two-question format, and the Department encourages institutions to re-survey students and staff (the two-question format is as follows: The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White). For further details on the guidance for collecting data, please see the full Federal Register notice. For reporting aggregate data to the Department, the guidance identifies nine categories that will be used for IPEDS. The current and new race/ethnicity categories for reporting data to IPEDS are outlined below:

Current IPEDS Reporting Categories	New IPEDS Reporting Categories
1) Non-Resident Alien 2) Race and Ethnicity unknown 3) Black, non-Hispanic 4) American Indian/Alaskan Native 5) Asian/Pacific Islander 6) Hispanic 7) White, non-Hispanic	1) Nonresident Alien 2) Race and Ethnicity unknown 3) Hispanics of any race For non-Hispanics only: 4) American Indian or Alaska Native 5) Asian 6) Black or African American 7) Native Hawaiian or Other Pacific Islander 8) White 9) Two or more races

- 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. For purposes of this survey, nonresident aliens should not be considered as minority students.

Note: Report 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) in the appropriate racial/ethnic categories along with United States citizens.

- b. Black or African American: - A person having origins in any of the black racial groups of Africa.
- c. American Indian or Alaskan Native - A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
- d. 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
- e. Native Hawaiian or Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- f. Hispanic or latino: – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race
- g. White, Non-Hispanic – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

6. Type of Admit :

- a. New York State High School Diploma – Persons accepted for admission who hold a New York State high school diploma.
- b. 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.
- c. Foreign Secondary Credential – Persons accepted for admission who were admitted based on their holding high school diplomas from countries other than the United States.
- d. 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.
- e. 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.
- f. Unknown Credential -- This category will be eliminated when institutions have had sufficient time to adapt their collection systems to assure that high school credential is always collected

High School Diploma Equivalent

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**:

- a. 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**
- b. 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 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**
- c. **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**
- d. **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.

7. Undergraduate: A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

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