

Institutional Effectiveness Plan

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Introduction

Mission

SUNY Fulton-Montgomery Community College's mission is to deliver **higher education** through **accessible** and **equitable learning opportunities** that **empowers** our **diverse student body** to meet their **academic** and **career goals**. FM is committed to fostering **partnerships** that will encourage **stronger community relations** and provide **transformative learning experiences**.

Vision

SUNY Fulton-Montgomery Community College—the **community's college**—works to **improve the lives** of the **various populations** it serves and is devoted to offering **remarkable**, **high-quality learning experiences** that meet the **needs of its students** in an always **transforming world**.

Institutional Learning Outcomes

As an institution of higher education, SUNY FMCC is dedicated to fostering the academic and personal growth of students. The institution's commitment to excellence in education is reflected in its Institutional Learning Outcomes (ILOs). These outcomes represent the core knowledge, skills, and values that SUNY FMCC aims to instill in its students during their enrollment. Through rigorous academic programs, engaging co-curricular activities, and supportive campus resources, SUNY FMCC strives to empower students with the tools they need to succeed in a diverse and rapidly changing world. SUNY FMCC's ILOs serve as a compass that guides its educational efforts and helps the institution evaluate its effectiveness in preparing students for the challenges and opportunities of the 21st century. During their academic career at SUNY FMCC, students will:

- Communicate to develop literacy in multimodal settings.
- Appraise information for qualities including currency, relevance, authority, accuracy, and purpose.
- Analyze qualitative and quantitative information before making decisions, reaching conclusions, or implementing strategies and solutions.
- Apply technology to engage in the learning environment.
- Build global awareness through diverse perspectives and culturally sensitive, ethical points of view.

Institutional Effectiveness Plan Purpose

SUNY FMCC measures the achievement of its mission through its institutional effectiveness efforts by:

- Communicating with stakeholders (including students, parents, taxpayers, employers, etc.).
- Collaborating within the community (students, faculty, staff, administrators, alumni, donors, community leaders).
- Maintaining appropriate focus and aspirations based on the college's past progress and strategic goals and objectives.
- Gauging progress with useful measures communicated to stakeholders.
- Using evidence of progress, quality, and effectiveness to inform decisions and modify plans, goals, and budgets.

Comprehensive campus-wide assessment provides SUNY FMCC with the tools needed to advance these 5 dimensions of quality (relevance, community, focus and aspiration, evidence, and betterment) (Suskie 2015). The Assessment Committee must:

- Review and monitor assessment activities, provide feedback about assessment activities and make recommendations for improvement.
- Monitor changes in assessment standards from external agencies and recommend changes to SUNY FMCC's policies and practices.
- Coordinate communication of assessment activities across campus.

This Institutional Effectiveness Plan closely aligns with the 2021-2026 Strategic Plan guiding SUNY FMCC to maintain a culture of quality. In doing so, the plan provides detailed guidelines and a timetable that ensures:

- Clear and important goals established across all levels (institution, department, program, course) and those goals are integrated with each other across the levels.
- Assessment uses evidence that is readily available, is of reasonable quality and is multidimensional.
- Active participation occurs for those with a stake in decisions stemming from the results.
- Assessment promotes the improvement of programs and services.
- Assessment results result in timely decision making on a recurring basis.
- Results are communicated to stakeholders.
- The process is supported by the appropriate investment of institutional resources.
- The process is sufficiently simple to be sustainable.
- The process is periodically evaluated for both effectiveness and comprehensiveness.

Institutional Effectiveness Overview

Process

The Leadership Team (the President, Vice President for Administration and Finance, Chief Advancement Officer, Dean of Academic Affairs, and Dean of Student Affairs) oversees institutional effectiveness planning. The Associate Dean for Academic Affairs leads institutional effectiveness planning efforts and works with the Assessment Committee to monitor, collect, and compile the data.

The Leadership Team currently reviews the work of the Assessment Committed and delegates recommendations for action plans to the responsible departments or divisions. These departments and/or divisions can make budget requests to meet the action plans. The Program Effectiveness Report is also disseminated to the campus community through the institutional assessment web page (link), and all campus presentations. Annually, in January, the Chair of the Assessment Committee and the Associate Dean of Academic Affairs share the Program Effectiveness Report with the Board of Trustees (BoT).

Based on their analyses, reviews, and findings, the Leadership Team makes suggestions for implementing solutions or informing strategic initiatives to be included in the next round of strategic planning. These initiatives focus on addressing identified challenges, enhancing institutional performance, and aligning with the long-term goals and mission of SUNY FMCC. By integrating these recommendations into the strategic planning process, SUNY FMCC can proactively address issues and capitalize on opportunities for growth and improvement. KPI and daily rolling data are reviewed by the Leadership Team and used as a rationale to allocate resources in various lines.

A newly identified goal for the Leadership Team (the President, Vice President for Administration and Finance, Chief Advancement Officer, Dean of Academic Affairs, and Dean of Student Affairs) focuses on reviewing KPI data points for Program Effectiveness annually in November or triennially, depending on the measurement tool. The President provides an annual report on progress toward each Strategic Plan objective/outcome. Additionally, daily enrollment reports continue to be made readily available to the Leadership Team to support informed decision-making and continuous improvement.

The Leadership Team then reviews the Program Effectiveness Report and meets to discuss the findings, trends, and any emerging patterns. The Leadership Team uses these reports to identify any systemic problems or challenges. This comprehensive review ensures FMCC continuously improves and adapts to meet the needs of its students and relevant stakeholders.

Assessment Calendar

This Institutional Effectiveness Plan outlines assessment activities for all departments and academic divisions on campus. The individual plans follow this common outline:

- Assessment is conducted on an academic year cycle (September 1 August 31).
- Each academic division and non-academic department/office completes an assessment report for its program, courses and/or goals by October 1. This report assesses the activity for the previous academic year(s).

- The assessment report(s) for a division/department are reviewed by that division/department in October.
- Final assessment reports are delivered to the Assessment Committee by November 1.
- The assessment information is passed to the budget cycle that begins in late December.
- Assessment results are shared with appropriate stakeholders.
- The Assessment Committee compiles annual assessment results and uses them to improve the assessment process

Institutional and Academic Assessment

SUNY FMCC conducts institutional assessment and academic assessment as a part of the institutional effectiveness process.

Institutional Assessment

Strategic Goals Assessment (OIR)

Governance Assessment (BOT)

College Assembly Assessment

Unit Assessment (Department Assessment Reports)

Institutional Learning Outcomes (ILOs)

Co-Curricular Assessment of Student Learning Outcomes (SLOs) Academic Assessment

Institutional Learning Outcomes (ILOs)

Progam Learning Outcomes (PLOs)

Program Review (SUNY)

Student Learning Outcomes (Course-Level)

General Education Course Assessment (GELOs)

Ongoing Communication

SUNY Fulton-Montgomery Community College (FMCC) employs a systematic approach to ensure transparency and accessibility in communicating assessment results and plans. These processes align with the institution's commitment to fostering institutional effectiveness and continuous improvement in student learning. The communication framework targets various stakeholders, including FMCC leadership, faculty, staff, and the public.

Communication with Leadership

Leadership Team and Board of Trustees (BoT)

- o The College aggregates data from Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs).
- Reports summarizing key findings from assessments are shared with FMCC's Leadership Team and the Board of Trustees.
 - Reports include insights from third-party surveys (e.g., Community College Survey of Student Engagement, ACT Student Opinion Survey) and programspecific evaluations.
- Leadership uses this data to make informed decisions, guide resource allocation, and set institutional priorities.

Advisory Boards

- Each program's advisory board, particularly for Associate of Applied Science (AAS) degrees, receives annual program assessment results.
- Advisory Boards provide critical feedback and guidance, especially during program reviews and SUNY-mandated campus-based assessments.

Communication with Faculty and Staff

• Assessment Committee

- As a standing committee, the Assessment Committee plays a central role in facilitating communication across campus.
- o This committee compiles annual assessment results, provides feedback, and shares these results with relevant academic and administrative units.
- o Recommendations for improvements and changes in assessment processes are communicated to faculty and staff during College Assembly meetings.

Curriculum Committee and College Assembly

- Changes to curriculum maps, assessment practices, and program requirements are communicated to faculty and staff through these committees.
- Faculty validate curriculum maps annually and align their courses with updated institutional goals and SUNY General Education requirements.

Faculty Forums

- Faculty members engage in discussions on assessment results during division or program meetings.
- o Course-level and program-level assessments, including action plans, are shared to foster collaboration and align teaching strategies with institutional goals.

• Academic Affairs

- o The Office of Academic Affairs coordinates with program faculty to document and share assessment results through annual reports and program reviews.
- Faculty are provided with tools like the curriculum map template and programspecific KPIs to integrate assessment data into actionable plans.

Communication with the Public

Public Transparency

- o SUNY FMCC publishes Program Learning Outcomes (PLOs) in accessible formats such as course syllabi, the College Catalog, and program web pages.
- These documents highlight the institution's commitment to transparency and accountability in student learning outcomes.

• Community Engagement

- o The College communicates key assessment findings and updates to community stakeholders through advisory boards, newsletters, and events.
- Third-party survey data and institutional performance metrics are shared during community outreach initiatives, showcasing FMCC's commitment to quality education and continuous improvement.

• Website and Reports

- Assessment reports and program reviews, including action plans, are summarized and made available on the College's website.
- The site serves as a repository for public-facing documents, reinforcing FMCC's commitment to open communication.

By integrating communication into every stage of the assessment cycle, SUNY FMCC ensures that results and plans are effectively shared with all stakeholders. This approach not only drives institutional improvements but also fosters a culture of trust and engagement within the College community and beyond.

Student Characteristics

Target Student Population

SUNY FMCC serves a diverse student body characterized by variations in age, ability, accessibility, and socio-economic status rather than racial or ethnic diversity. Reflecting the community it serves, two-thirds of FMCC students identify as white (67%), while more than one in five belong to underrepresented minority groups (12% Hispanic, 5% Black, 4% Two or more races, 1% Asian), and 4% are international students. As a rural community college, FMCC prioritizes addressing students' supplemental educational needs, recognizing these as critical foundations for effective learning. While maintaining its open-enrollment policy, FMCC increasingly focuses on creating an equitable learning experience that extends beyond academics by providing essential support services. Many students face significant barriers, including financial insecurity, transportation challenges, unreliable internet and technology, and the demands of balancing home, work, and childcare responsibilities. Over half (53%) of students are low-income Pell recipients, and 78% receive some form of grant aid. Nearly 45% are first-generation students from families lacking higher education experience, often resulting in limited prioritization of degree attainment. Additionally, FMCC supports a significant number of students with registered disabilities, with nearly 20% of the student body falling into this category, 40% of whom are also low-income. Challenges such as academic under-preparedness, basic needs insecurity, and financial strain create substantial barriers to academic success for FMCC's students, underscoring the college's commitment to holistic support.

Student Trends

Enrollment at SUNY FMCC has declined over the last several years. The number of high school graduates in the service community is expected to decrease by -13% between 2021 and 2025. This is not epected to rebound in the future, however, unlike New York State, data shows it will plateau for SUNY FMCC's service area. The decline in enrollment is not unique to FMCC, SUNY peers and non-peers have experienced similar declines in enrollment.

The demographics of FMCC's students have realized some changes due in part to no longer offering on-campus housing. The residence halls were mainly used by students from out of the local service area. SUNY FMCC has experienned an increase in Hispanic students, which mirrors the increase in the Hispanic population for one of the major surrounding cities.

Program Offerings

SUNY FMCC offers 25 associate degree programs and 7 certificate programs.

Associate Degree Programs

- Associate of Science in Fine Arts
- Associate of Science in Business: Business Administration
- Associate of Science in Physical Education and Sport Management
- Associate of Science in Computer Networking & Cybersecurity
- Associate of Science in Computer Science
- Associate of Science in Physical Education and Sport Management
- Associate of Science in Health Science
- Associate of Science in Criminal Justice
- Associate of Science in Human Services
- Associate of Applied Science in Entertainment Technology
- Associate of Applied Science in Media Arts and Digital Technology
- Associate of Applied Science in Electrical Technology
- Associate of Applied Science in Business: Accounting
- Associate of Applied Science in Business: Business Marketing & Management
- Associate of Applied Science in Computer Information Systems
- Associate of Applied Science in Early Childhood
- Associate of Applied Science in Health Information Records Management
- Associate of Applied Science in Health Studies
- Associate of Applied Science in Nursing
- Associate of Applied Science in Radiologic Technology
- Associate of Applied Science in Addiction Services (CASAC)
- Associate of Applied Science in Criminal Justice
- Associate of Applied Science in Human Services
- Associate of Arts in -General Studies
 - o Transfer Path in English
 - o Transfer Path in Psychology
- Associate of Occupational Studies in Individual Studies (Create your own degree)

Non-Degree Level

- Heating, Ventilation, Air Conditioning, and Refrigeration Technology (HVAC/R) Certificate
- Business Applications Specialist Certificate
- Early Childhood Certificate
- Teaching Assistant Certificate
- Addiction Services Certificate
- Individual Studies Certificate
- General Education Certificate

Key Performance Indicators, Data, and Benchmarks

FMCC tracks a variety of key performance indicators (KPIs) to assess the effectiveness of its strategies in meeting student achievement, educational effectiveness, and operational goals. Metrics such as monthly engagement and click-through rates offer insights into the digital marketing campaign's ability to connect with prospective students, with benchmarks set at a 5% engagement rate and a 2% click-through rate to measure the resonance and actionable student requests and applications. Similarly, indicators like enrollment growth from newly partnered schools and graduation rates evaluate institutional performance in expanding access and achieving academic success, reflecting year-over-year progress toward enrollment and completion benchmarks.

Operational and support-focused KPIs, such as faculty adoption of early alert systems and utilization of mental health and wellness resources, underscore the institution's commitment to fostering a supportive environment for both students and staff. For example, achieving an 80% adoption rate of early alert systems by Fall 2024 ensures proactive interventions for at-risk students, while benchmarks for mental health engagement aim to provide accessible, scalable services. By analyzing these metrics against clearly defined benchmarks, the institution demonstrates a strategic and data-driven approach to aligning its efforts with its mission to enhance student outcomes and institutional growth.

Although these KPIs reflect historical data, they have been aligned with the current Strategic Plan categories to guide and enhance the measurement of future performance indicators.

Strategic Goal 1: Partnerships

- 1. Adapt by establishing creative relationships with stakeholders.
- 2. Connect the community to FM through collaboration and innovation.
- 3. Leverage internal talents and external opportunities to meet the Mission and Vision.

Industry Partnerships

This KPI focuses on strengthening ties with high-demand industries to align academic programs with workforce needs. Progress is tracked through research to identify and finalize a list of high-demand industries, establishing partnerships with at least three local companies and defining program needs and a curriculum framework based on industry input. Data is collected through market analysis, partnership agreements, and curriculum development documentation.

Benchmark

The benchmark includes completing the research and finalizing a list of **high-demand industries**, forming partnerships with **three local companies**, and clearly defining program needs and a curriculum framework to support workforce readiness. These steps ensure alignment between academic offerings and industry requirements, fostering stronger connections between students and potential employers. Achieving these benchmarks demonstrates the institution's commitment to providing relevant education and enhancing job placement opportunities for graduates.

Enrollment Growth from Newly Partnered Schools

This KPI measures the increase in enrollment of students from newly partnered schools participating in advanced pathway college credit programs. Data will be collected by tracking enrollment applications and registrations from these schools and comparing them year over year. The enrollment figures are calculated as a percentage increase in students participating in these programs compared to the previous academic year.

Benchmark

The benchmark for this metric is to achieve a 10% year-over-year increase in enrollment from newly partnered schools. This specific benchmark reflects the goal of expanding advanced pathway college credit programs and ensuring these partnerships translate into tangible growth in enrollment. Meeting this benchmark demonstrates the effectiveness of partnerships in encouraging high school students to pursue college credit opportunities and transition into full-time enrollment at FMCC.

High-Demand Industry Initiatives

This KPI measures the expansion of academic offerings into high-demand industries and the success of these programs in attracting students. Progress is tracked through the launch of programs in two additional high-demand industries and achieving a combined enrollment goal of 50 students across these programs. Data is collected through program implementation records and enrollment statistics.

Benchmark

The benchmark includes successfully launching programs in **two more industries** and achieving an **enrollment goal of 50 students** across these programs. These benchmarks ensure that the institution remains responsive to labor market trends and provides

students with relevant career pathways. Meeting these goals reflects the institution's commitment to aligning academic offerings with workforce demands and supporting student success in high-demand fields.

Key Performance Indicators	Benchmark (annual)	2021 Results (baseline)	2022 Results (trends)	2023 Results (trends)	2024 Results (trends)	2025 Results (trends)
Industry Partnerships	3 local companies	1	4	1	2	
Enrollment Growth from New Partner Schools	10% YoY increase	3 (0%)	25 (733%)	54 (116%)	44 (-38%)	
High-Demand Industry Initiatives	5 1 50+ STUGENT I		39	67	57	

Strategic Goal 2: Equitable Student Experience

- 1. Adapt by establishing creative relationships with stakeholders.
- 2. Connect and foster meaningful relationships to build a sense of belonging for all students.
- 3. Leverage individual pathways and experiences to maximize opportunities in the workforce and/or further education.

Mental Health Support Services

This KPI measures the expansion of services to meet the mental health needs of students. Progress will be tracked by monitoring the number of student sessions completed each month. Data is collected through session logs maintained by-staff and analyzed to ensure targets are being met. Once data is collected the results are shared with the College community through a PowerPoint presentation.

Benchmark

The benchmark is to achieve 30 sessions per month by the end of Fall 2025, with an increase to 50 sessions per month by Fall 2026. These milestones ensure a steady scale-up of services, providing more students with access to critical mental health resources. Achieving this benchmark demonstrates the institution's commitment to addressing student mental health needs by increasing the availability and capacity of counseling and support services.

On-Demand Mental Health and Wellness Resources

This KPI measures the accessibility and utilization of on-demand mental health and wellness resources by tracking student engagement with these services. Data will be collected through user analytics that monitor the number of unique users accessing resources each month. Engagement is calculated as the total number of active users compared to the monthly goal.

Benchmark

The benchmark is to reach 200 student appointments engaging with the services each year. This metric ensures that the mental health and wellness resources are reaching a significant portion of the student population. Meeting this benchmark demonstrates the effectiveness of on-demand resources in supporting student well-being and addressing mental health needs in a timely and accessible manner.

DEI Training to Faculty and Staff

This KPI measures the successful implementation of Diversity, Equity, and Inclusion (DEI) training for faculty and staff, tracking participation, feedback, and program effectiveness. Data is collected through attendance records, pre- and post-training surveys, and pilot feedback forms. Effectiveness is evaluated based on participant feedback, improvements in DEI-related knowledge and practices, and overall campus engagement with DEI initiatives.

Benchmark

Full campus participation is expected, with 100% of faculty and staff completing the training. This ensures that the DEI training program is widely implemented, and impactful in fostering an inclusive campus culture.

Academic Success Coaching Integration

This KPI evaluates the expansion and impact of Academic Success Coaching and embedded tutoring, initiatives supported by the Title III grant awarded to SUNY FMCC. These programs proactively engage students through The Commons platform and in high-failure-rate courses, including ENG 103 (a gateway course) and BIO 181 (Anatomy and Physiology). Academic Success Coaches are also embedded in courses with a high concentration of adult learners, such as HUS 101 (Intervention Skills and Practice for the Helping Professions). These efforts aim to enhance student engagement, academic success, and persistence.

Benchmark

The program is measured through the Academic Coach survey, and success is determined by achieving at least 85% satisfaction. Satisfaction surveys assess the quality of coaching and tutoring services, as well as their perceived impact on student learning and success. Additionally, coaching services will be tracked annually with a focus on improving key student success metrics, including course completion rates, GPA, and persistence. By scaling this proactive outreach model and embedding tutors in critical courses, SUNY FMCC demonstrates its commitment to addressing student needs and fostering a supportive academic environment that promotes long-term educational success.

Collegiate Science and Technology Entry Program (CSTEP)

This KPI measures the effectiveness of the Collegiate Science and Technology Entry Program (CSTEP) in supporting underrepresented students pursuing careers in science, technology, engineering, mathematics (STEM), health, or licensed professions. The program fosters academic success and professional development by providing a robust support system, including tutoring, mentoring, advising, and access to enrichment opportunities.

Benchmark

To ensure CSTEP achieves its objectives, a benchmark of 35 student activity offerings per academic year has been established. These activities include professional development workshops, academic enrichment sessions, research opportunities, internships, and scholarship guidance. Additionally, the program will schedule offerings consistently throughout the academic year to maximize accessibility and student engagement. CSTEP's effectiveness will be further evaluated through the quality and impact of its programming, such as field trips to four-year colleges, science sites, and workplaces, as well as student participation in professional conferences. By meeting these benchmarks, CSTEP will provide a supportive and resource-rich community that empowers underrepresented students to thrive in STEM and licensed professions, contributing to increased diversity in these critical fields.

CSTEP Assessment and Retention Success

This KPI evaluates the effectiveness of the Collegiate Science and Technology Entry Program (CSTEP) in providing comprehensive support services to its students, ensuring high persistence rates from Fall to Spring. CSTEP delivers wraparound services, including academic advising, mentoring, tutoring, and enrichment opportunities, to empower underrepresented students pursuing STEM and licensed professions.

Benchmark

Aligned with the Strategic Enrollment Management (SEM) Plan retention goals, the program aims to achieve and sustain an 80% Fall-to-Spring persistence rate. CSTEP students have already surpassed this benchmark, demonstrating the program's success in fostering academic continuity and student success. The assessment includes tracking persistence rates, analyzing the effectiveness of support services, and preparing an Academic and Student Affairs Assessment Report to inform continuous improvements. Additionally, the program's success will strengthen its case in the Request for Proposal (RFP) process for renewed funding from the New York State Education Department.

TRIO Program Assessment and Outcomes

This KPI measures the effectiveness of SUNY FMCC's TRIO programs, which include the regular Student Support Services (SSS) project and the specialized QUEST program for students with disabilities. These federally funded grants aim to enhance student persistence, completion, and transfer rates for low-income, first-generation, and disabled students through direct support services such as academic advising, tutoring, mentoring, and career guidance.

Benchmark

Benchmarks for each TRIO grant were established at the time of application and are evaluated annually through the Annual Performance Review (APR). These benchmarks include specific targets for persistence, graduation, and transfer rates among participating students. The programs' performance is assessed through SUNY FMCC's Academic and Student Affairs Annual Assessment Report and APR submissions, which document progress toward these goals and identify areas for improvement. Key indicators include year-over-year increases in persistence and completion rates, as well as successful student transitions to four-year institutions or career pathways. By meeting or exceeding these benchmarks, the TRIO programs demonstrate their critical role in supporting at-risk student populations, fostering equity, and contributing to SUNY FMCC's mission of promoting academic and personal success for all students.

Commons Survey and Service Effectiveness

This KPI evaluates the effectiveness of student support and success services provided in The Commons, located in Evans Library at SUNY FMCC. The Commons houses key services including TRIO, EOP, Accessibility Services, Academic Tutoring/Coaching, and Retention Services, all designed to enhance student success. A survey is distributed to students each semester to gather feedback on their experiences and the impact of these services.

Benchmark

The survey is distributed to all students, with data analysis focused on responses from those who have utilized services offered in The Commons. The benchmark for success is achieving at least 75% satisfaction among respondents regarding their experiences and the perceived impact of the services. Survey results will be used to refine current programs and introduce additional support services as needed to address student feedback. Continuous improvement efforts based on survey outcomes ensure that The Commons remains a vital and effective resource for fostering retention, accessibility, and academic achievement.

Peer Mentor Program

This KPI evaluates the effectiveness and growth of SUNY FMCC's Peer Mentor Program, which provides peer-to-peer mentorship to support student success and foster a sense of community. Program data is tracked and analyzed using the Mentor Collective dashboard to monitor engagement and outcomes for both mentors and mentees.

Benchmark

The Peer Mentor Program aims to grow annually by increasing the number of students participating as mentors and mentees, fostering a wider sense of community and support across the campus. A key focus is enhancing the quality and frequency of interactions between mentors and mentees, as tracked through the Peer Mentor Data, to ensure meaningful engagement that supports personal and academic development. Additionally, the program is committed to improving college persistence rates among both mentors and mentees, contributing to their continued enrollment, academic progress, and overall success at SUNY FMCC.

Family Empowerment Program

This KPI evaluates the impact of the Family Empowerment Program, a grant-funded initiative aimed at providing equitable college experience for single-parent families. The program offers tailored support services to help single parents balance their academic, personal, and family responsibilities while pursuing higher education at SUNY FMCC.

Benchmark

The program aims to support at least 30 single-parent students each year, ensuring they have access to resources and services designed to enhance their academic success and personal well-being. Progress is tracked through participation metrics, student feedback, and outcomes such as persistence and course completion rates.

Basic Needs Support

This KPI assesses the impact of Basic Needs support initiatives in ensuring student well-being and academic success at SUNY FMCC. Basic needs encompass essential resources such as safety, food, housing, financial health, and overall wellness (physical, psychological, and spiritual). Meeting these needs is crucial for fostering active and engaged learners.

Benchmark

By Fall 2024, FMCC will provide information on Basic Needs support to 100% of the student body through multiple channels. The benchmark ensures that all students have access to essential resources, with progress measured by outreach efforts, student engagement, and awareness levels.

Key Performance Indicators	Benchmark (annual)	2021 Results (baseline)	2022 Results (trends)	2023 Results (trends)	2024 Results (trends)	2025 Results (trends)
Mental Health Support Services	30 student sessions per month	No data available	18 appointments	55 appointments	73 appointments	

On-Demand Mental Health and Wellness Resources	200 or more student appointments	N/A	6 on-demand appointments	36 on-demand appointments	49 on- demand appointments	
DEI Training to Faculty and Staff	100% faculty and staff completion	No data available	No data available	No data available	100% Faculty, Staff and Student Employees participated	
Academic Success Coaching	85% of participants indicate satisfaction	No data available	88 %	100%	2/4 metrics met 2/4 metrics need data	
Collegiate Science and Technology Entry Program (CSTEP	35 student activity offerings	vity Program not Program not 21 events (Ian-May)		44 events		
CSTEP Assessment and Retention Success	Achieve and sustain 80%	Program not in place	Program not in place Services initiated; no data available		90.22%	
TRIO Program and Assessment Outcomes	meeting 8/8 metrics 7/8 metrics nt Grant exceeded exceeded		8/8 metrics exceeded	N/A		
Commons Survey and Service Effectiveness	ons 75% of Commons did not exist in current 99% felt welcoming atmosphere 5/5 metrics 88% satisfied exceeded			5/5 metrics exceeded		
Peer Mentor Program	Increase in number of participating students	Program not yet implemented	Program not yet implemented	2/3 metrics met or exceeded	2/3 metrics met or exceeded	
Family Empowerment Program	Serve 30 single-parent students	35 students	30 students	Grant ended	No data available	
100% of student body will have Basic Needs access to information to		Food Pantry- some exposure; Daycare info to parents; Interfaith room	Food Pantry & Toast a Bagel – weekly communication sent to all students	Increased communication to all students adding Mental Health resources via direct emails	Incorporated Basic Needs area on website; added Reggie's Closet,	

	from Student	incorporated	
	Affairs	a survey to all	
		accepted	
		students on	
		needs (Raider	
		Ready survey)	
		and added	
		information	
		to every	
		course	
		syllabus	
		reaching	
		100% of all	
		students in	
		multiple ways	

Strategic Goal 3: Enrollment Management and Retention

- 1. Adapt, modify, and adjust practices to attract.
- 2. Connect with students throughout their time at FM and beyond.
- 3. Leverage new internal and external strategies for enrollment, retention, and completion.

Maintain or Increase Unduplicated Enrollment

This KPI focuses on maintaining or increasing unduplicated enrollment by enhancing outreach, improving student engagement, and expanding access to academic and support services. The goal is to sustain current enrollment levels while identifying opportunities for growth, particularly among first-generation, adult, and underrepresented students. Efforts will center on strengthening recruitment strategies, streamlining enrollment processes, and fostering a welcoming and inclusive campus environment.

Benchmark

To achieve this goal, SUNY FMCC will implement targeted initiatives designed to attract and retain a diverse student population. Expanded recruitment efforts will focus on strengthening partnerships with local high schools, community organizations, and employers to reach prospective students, particularly those from underserved communities. Enhanced marketing and outreach strategies will leverage digital campaigns, social media engagement, and community events to increase awareness of academic programs, financial aid opportunities, and career pathways. Simplified enrollment processes will streamline admissions, registration, and financial aid procedures to reduce barriers and ensure a seamless transition from inquiry to enrollment. Additionally, SUNY FMCC will expand flexible course offerings, including online, evening, and accelerated programs, to accommodate working adults and career changers. Retention and engagement initiatives will be strengthened through first-year experience programs, peer mentoring, and student support services to foster a sense of belonging and encourage persistence. By implementing these strategies, SUNY FMCC aims to maintain or gradually increase unduplicated enrollment, ensuring that more students have access to quality education and the resources needed to achieve their academic and career goals.

Increase Enrollment from Service Community High Schools

This KPI tracks efforts to double the enrollment capture rate of recent high school graduates from the service community, increasing from 13% in Fall 2021 to 26% by Fall 2025. The initiative emphasizes creating a distinctive brand identity, streamlining recruitment processes, and fostering strong partnerships to attract and enroll more students from local high schools. Success will be measured through improvements in enrollment rates, enhanced partnerships, and the effectiveness of targeted communication strategies.

Benchmark

The benchmark for this initiative involves achieving key milestones to ensure progress toward the enrollment goal. First, the development of a distinctive brand identity and comprehensive marketing strategy will provide a unified and appealing image of SUNY FMCC. Simplifying the admissions, financial aid, and scholarship application processes is expected to remove common barriers to enrollment. Partnerships with service community high schools, local businesses, and transfer institutions will be strengthened to create a supportive network that encourages student enrollment. Tailored communication plans aligned with the new brand identity will deliver consistent and engaging messaging to

prospective students and their families. By Fall 2025, the successful implementation of these strategies will result in a 100% increase in the enrollment capture rate from local high schools, doubling the number of students choosing SUNY FMCC for their higher education.

Attract New Students from Outside the Service Community

This KPI focuses on increasing the enrollment of students from outside the service community, with a goal to grow out-of-area student numbers from 81 in Fall 2021 to 155 by Fall 2025. The initiative leverages strategic branding, marketing, and partnership-building to attract prospective students beyond the immediate region, while also enhancing internal capacities to support recruitment efforts effectively.

Benchmark

Achieving this goal begins with expanding the college's brand identity and marketing efforts to reach prospective students in adjacent counties and beyond. A distinctive and compelling brand will serve as the foundation for targeted outreach campaigns that emphasize the unique offerings and opportunities available at SUNY FMCC. Prioritizing the adoption of strategic enrollment management principles and improving staff skills will ensure that recruitment processes are efficient, data-driven, and student-centered. By enhancing the expertise and capabilities of staff, SUNY FMCC will be better positioned to engage with prospective students and address their needs effectively. These efforts aim to nearly double the number of out-of-area students enrolling at SUNY FMCC, contributing to a more diverse and vibrant student body while supporting the institution's long-term growth and sustainability goals.

Expand Enrollment of Adult Learners (25+ Years Old)

This KPI aims to increase enrollment among adult learners aged 25 and older, with a goal of growing their numbers from 244 in Fall 2021 to 400 by Fall 2025. The initiative focuses on creating accessible and practical educational opportunities tailored to the unique needs of working adults, enabling them to achieve career-relevant credentials while balancing their personal and professional responsibilities.

Benchmark

To achieve this goal, SUNY FMCC will design specialized learning pathways that align with the requirements of high-demand industries, providing adults with the skills and credentials needed to secure meaningful employment. These pathways will emphasize flexibility and practicality, ensuring they address the time constraints and career aspirations of adult learners. Innovative program formats and schedules will be introduced, including evening, weekend, and online classes to accommodate diverse student needs. Additionally, flexible financial options, such as installment plans and targeted scholarships, will help reduce financial barriers and encourage enrollment. These strategies aim to achieve a 64% increase in adult learner enrollment, supporting the institution's mission to provide inclusive and accessible education while addressing workforce demands within the community.

Increase Fall-to-Spring Retention Rate

This KPI focuses on improving the persistence rates of new matriculated students from 70% for the Fall 2020 cohort to 80% by Fall 2025. The initiative emphasizes building a supportive and data-

informed environment to ensure students successfully transition from their first to second semester.

Benchmark

By fostering a data-driven culture that prioritizes student success, FMCC will leverage data analytics to identify challenges, track progress, and implement targeted interventions to address student needs effectively. Preparation for new students will be enhanced through pre-semester programs and first-year support initiatives designed to equip them with the tools and confidence necessary to thrive academically and socially. These efforts will focus on easing the transition into college life and creating a strong foundation for success. Faculty engagement in persistence and retention efforts will be prioritized, recognizing their pivotal role in supporting student success. Faculty will be encouraged to participate in initiatives that promote early intervention, mentoring, and academic support. By Fall 2025, these strategies aim to achieve a 10% increase in persistence rates, ensuring a higher proportion of students remain enrolled and progress toward their educational goals, thereby strengthening the institution's overall retention and success metrics.

Improve Overall Retention Rates

This KPI focuses on increasing overall retention rates from 43% for the Fall 2020 cohort to 53% by Fall 2024, with an emphasis on achieving annual 1% improvements for first-generation, Pell Grant, and underrepresented students. The initiative aims to create a supportive and inclusive campus environment that fosters student success and reduces barriers to retention.

Benchmark

To meet this goal to raise retention rates by 2% annually, SUNY FMCC will promote campus engagement by cultivating a welcoming and inclusive environment that fosters a sense of community among students. Initiatives will focus on creating consistent opportunities for connection, collaboration, and support to enhance students' college experience. Educational and career pathways will be expanded to align with community needs, providing students with clear and achievable goals for their future. Efforts to address equity gaps will prioritize support for financially underprivileged students, ensuring they have access to resources and opportunities that enable their success. Proactive support systems for academically underprepared students will also be implemented, offering tailored resources such as tutoring, mentoring, and academic coaching to help them overcome challenges and achieve their goals. These strategies will help to reach a 10% improvement in retention rates, ensuring that a larger proportion of students remain engaged, supported, and on track to complete their education.

Graduation Rates (IPEDs)

This KPI focuses on increasing overall graduation rates by ensuring students have the necessary support to persist through completion. Based on annual IPEDs data, the goal is to achieve a **steady or increasing graduation rate**, with targeted interventions aimed at reducing time to completion, improving academic support, and addressing barriers that impact student success. Efforts will prioritize key student populations, including first-generation, Pell Grant recipients, and underrepresented students, to ensure equitable outcomes across all demographics.

Benchmark

To meet this goal, SUNY FMCC will implement data-driven strategies to enhance student persistence and degree completion by strengthening student support services, expanding access to tutoring, mentoring, and career counseling, and providing students with the guidance needed to stay on track academically and professionally. Equity-focused initiatives will address graduation gaps through targeted financial aid awareness, emergency funding options, and wraparound support for financially underprivileged students. Additionally, career pathway integration will align academic programs with workforce demands, ensuring students have a clear trajectory from enrollment to career success while reducing uncertainty that can lead to dropout. By implementing these strategies, SUNY FMCC aims to maintain or improve graduation rates annually, ensuring that more students successfully complete their degrees and transition into meaningful careers.

Utilization of Alert System Among Faculty

This KPI measures the adoption rate of the early alert system by faculty to identify and support students at risk of low performance. Once the system is implemented, faculty utilization will be tracked through system logs. These logs will demonstrate the frequency of alerts raised, follow-up actions initiated, and overall engagement with the system. The utilization rate will be calculated by dividing the number of faculty members actively using the system by the total number of faculty expected to participate.

Benchmark

The benchmark is set at **80% utilization among faculty** by the end of Fall 2024. This metric was chosen to ensure widespread adoption of the early alert system, enabling early intervention and consistent support for at-risk students. Reaching this benchmark ensures the system is effectively integrated into faculty workflows and maximizes its potential to improve student outcomes.

Monthly Digital Performance

Monthly digital performance rates measure the effectiveness of the digital and social media campaigns targeting prospective students. Engagement metrics, such as likes, comments, and shares, indicate how well the content resonates with the target audience, while click-through rates show the percentage of users who act by clicking links to learn more, apply, or register. These metrics will be collected using analytics tools embedded in digital platforms (e.g., social media insights, website analytics) and are calculated by dividing the number of clicks or interactions by the total impressions or reach for a given period.

Benchmark

The benchmark for this metric is an average monthly engagement rate of 5% and a click-through rate of 2%, based on industry standards for higher education marketing campaigns. These targets were chosen to ensure the campaign is driving sufficient interest and action among prospective students, aligning with institutional enrollment goals. Achieving these benchmarks indicates the campaign is effectively capturing the attention of the target audience and guiding them toward application and enrollment processes.

Prospective Student Communication Schedule

This KPI evaluates the effectiveness of SUNY FMCC's automated communication plan for prospective students, designed to engage inquiries through a drip campaign and personalized outreach. Inquiries include prospective students who request information via the college's online form, travel inquiry card, or direct contact with the Office of Admissions, excluding purchased names. The campaign is managed through the college's SLATE CRM, tracking metrics such as open rates, unique open rates, and link clicks to measure engagement.

Benchmark

The initial benchmark was the successful implementation of an automated drip campaign, marking a significant improvement in communication processes. The campaign includes four automated emails sent at intervals of 2 days, 8 days, 14 days, and 28 days after the initial inquiry. In addition to automated messaging, inquiries receive personalized follow-ups via text, email, or phone from an admissions counselor within 24 hours during the workweek and 48 hours for weekend submissions. Beyond the initial drip campaign, continued messaging targets announcements of on-campus events such as information sessions, open houses, instant admit weeks, and program-specific updates. This dual approach of automation and personalization ensures timely engagement with prospective students, driving higher interaction rates and increasing the likelihood of completed applications.

Application Communication Schedule

This KPI evaluates the effectiveness of SUNY FMCC's automated communication schedule for applicants, managed through the SLATE CRM. This campaign is designed to engage applicants at various stages of the application process and includes both automated messaging and personalized outreach from admissions counselors. Metrics such as open rates, unique open rates, link clicks, and annual application completion rates are tracked to assess the campaign's impact on application yield and enrollment success.

Benchmark

The application communication schedule aims to increase the overall completion and yield percentage of the applicant pool through targeted campaigns and personalized follow-ups. The first campaign focuses on students who have started but have not completed an application, using two automated emails as reminders sent 10 days and 30 days after the application is initiated. The second campaign addresses students with incomplete applications and includes four automated emails sent 6 days, 14 days, 30 days, and 60 days. These automated efforts are reinforced by personalized communications from admissions counselors, who engage applicants via phone, email, and text to provide support and answer questions. This outreach continues until students are successfully advised and enrolled. Together, automation and one-on-one interactions ensure a comprehensive approach to guiding applicants through the admissions process, increasing application completion rates, and supporting overall enrollment goals.

Monthly Website Traffic Reports

This KPI evaluates the effectiveness of the college's newly launched website, introduced on April 7, 2024, as part of the institution's rebranding efforts. The website serves as a central hub for prospective and current students, faculty, and community members, providing essential

resources, academic information, and updates about campus life. A well-optimized website enhances user experience, strengthens recruitment efforts, and supports student engagement. To measure its impact, data is collected through Google Analytics, tracking key performance indicators such as overall visitor traffic, average engagement time per visitor, and the most frequently visited pages. These insights help the college understand user behavior, assess content effectiveness, and refine digital outreach strategies.

Benchmark

The college aims for a year-over-year increase in key Google Analytics metrics, including website traffic, engagement duration, and interaction with critical pages. By analyzing this data, the institution can identify high-traffic periods during the recruitment cycle and adjust marketing strategies accordingly. Additionally, tracking user behavior helps determine which pages may require content updates, search engine optimization, or promotional efforts to enhance visibility and effectiveness. These insights also inform efforts to improve website functionality, ensuring an accessible and user-friendly experience for all visitors. Progress is monitored through monthly and annual data reviews, allowing for continuous optimization to maximize engagement and support institutional goals.

Yearly Printed Promotional Materials

This KPI assesses the effectiveness of the college's printed promotional materials in supporting marketing, brand awareness, and communication with prospective students and their families. These materials serve as valuable tools for promoting both on-campus and off-campus events, providing key information about academic programs, and reinforcing the college's brand identity. Print materials are particularly effective for reaching parents, as mailed notifications help keep families informed about upcoming events and enrollment opportunities.

Benchmark

The effectiveness of printed promotional materials is measured through event attendance and direct feedback from prospective students. For larger events, such as Open House, the college tracks how attendees learned about the event via registration forms. Between Fall 2023 and Fall 2024, 10% of attendees at three Open House events reported learning about the event through a mailed postcard. Additionally, at the start of each academic year, the college receives names and addresses of juniors and seniors from local high schools. Since email addresses are not provided, direct mail campaigns are a critical method for notifying students about key programs, including Open House, College in the High School, and the Early Admissions Program.

In 2022, new promotional materials were created to align with the college's rebranding efforts, ensuring consistency across all marketing channels. Further updates were made in the summer of 2024 with the release of a new viewbook highlighting community and transfer partnerships. Another key benchmark justifying the continued investment in printed promotional materials is the decline in email open rates among traditional students, emphasizing the need for alternative outreach methods to ensure messages reach both students and their families effectively.

Yearly Event Schedule

The Office of Admissions has two primary event schedules that it finalizes in August prior to the year's fall semester that runs for all admissions events from September 1st – August 31st. These

include an internal travel recruitment calendar for off-campus recruitment events. This calendar is primarily internal within the Admissions Office but shared with the Board of Trustees. There is also a campus-wide event calendar that is shared with the department directors prior to the start of the semester at the first Department Head meeting. Data is collected for these events via the event module in SLATE.

Benchmark

A combination of the total number of events combined with an assessment on the effectiveness of the events is utilized to determine our benchmarks. These benchmarks include the number of attendees, inquiries, applications, and enrollment from the event. In addition, satisfaction surveys are sent out to assist in the planning of future events. The yearly event schedule that is shared with the college includes our fall and spring open houses, on campus community college fair, Instant Admit Weeks, new student orientation, scheduled field trips with local high schools and appropriate groups, and program information sessions. The calendar is updated throughout the year as additional events are added.

Key Performance Indicators	Benchmark (annual)	2021 Results (baseline)	2022 Results (trends)	2023 Results (trends)	2024 Results (trends)	2025 Results (trends)
Unduplicated Enrollment	5% annual increase	2771	2597	2224	2029	2058
Increase Enrollment from Service Area high schools	3.25% increase	N/A	171	133	159	
Increase Enrollment from Outside of Service Area	91% increase	70	74	63	81	
Expand Enrollment of Adult Learners	64% increase	39 (new) 244 (total	45 (new) 241 (total)	52 (new) 259 (total)	72 (new) 304 (total)	
Increase Fall to Spring Retention	10% increase in previous measureme nt	70% 2% ea yr (goal 80% by FA 25)	75.30 %	73.00 %	81%	
Retention Rate	2% increase annually	43% 2%/yr for new students 1%/yr for sub- groups (goal 53% for F 24)	60.1%	60.1%	N/A	
Graduation Rates	Increase by 20% by spring 2026	33%	33%	31%	34%	

Utilization of Early Alert System	80% of Faculty utilize	100% of faculty participated in some form even if just to say all is well-23 utilized SAGE system to report issues	100% - 23 utilized SAGE system	100% - 28 utilized SAGE system	100% - 30 utilized SAGE system	
Monthly Digital Performance	5% engagement 2% Click- through	N/A	N/A	Facebook Views: 275,966 YouTube Views: 9,502 Instagra m Views: 5,569	Facebook Views: 489,706 YouTube Views: 19,451 Instagram Views: 27,331	
Prospective Student Communicati on Schedule	Identified timelines met	Office utilized Basic version of Salesforce -limited CRM capabilities- data is not currently available	Slate CRM initiated	Drip campaign initiated	Drip campaign on target	
Application Communicati on Schedule	Identified timelines met	Process done manually and/ or via Salesforcedata not currently available	Slate CRM initiated	Commun ication campaign s initiated	On target- Campaigns being utilized and evaluated	
Yearly Event Schedule	Stable or increase in event offerings	Was done manually – info not available	N/A	Off- campus Events: 115 On- Campus Events: 21	Off-campus Events: 102 On- Campus: Events: 21	

Strategic Goal 4: Transform

- 1. Adapt and position ourselves for new opportunities in Higher Education.
- 2. Connect with stakeholders to reimagine and rebrand FM to purposefully maximize student experiences while also meeting the needs of the community.
- 3. Leverage communication and assessment to meet the Mission, Vision, Equitable Student Experience, Core Values, and Strategic Goals.

HyFlex Faculty Training

This KPI focuses on equipping faculty with the necessary training to implement and support HyFlex learning models effectively, while monitoring the impact on student outcomes. Progress is tracked by calculating the percentage of faculty trained by the end of FY 2026 and analyzing course completion rates. Data is collected through training attendance records and student performance metrics, allowing for adjustments to the HyFlex strategy as needed.

Benchmark

The benchmark includes training **25**% **of faculty** by the end of FY 2026 to ensure a foundational group is prepared to adopt HyFlex methodologies. Additionally, course completion rates will be monitored, and the HyFlex strategy will be adjusted and finalized based on observed trends and outcomes. These benchmarks ensure a phased and data-informed approach to implementing HyFlex learning, prioritizing both faculty readiness and student success.

HyFlex Strategy

This KPI measures the implementation and effectiveness of the HyFlex learning model by tracking its expansion into new programs and gathering satisfaction data from participants. Progress will be monitored through the annual launch of HyFlex courses in at least two new programs and by collecting feedback from students and faculty via end-of-semester surveys. Survey results are analyzed to determine the percentage of positive feedback, ensuring the approach meets the needs of its users.

Benchmark

The benchmark includes launching HyFlex courses in **two new programs each year**. This benchmark ensures steady growth of HyFlex adoption across programs and confirms the model's effectiveness in providing flexible, student-centered learning experiences. Meeting these goals demonstrates a commitment to enhancing academic delivery and ensuring stakeholder satisfaction.

Grant Funding

This KPI measures the institution's ability to secure external funding through targeted grant applications and strategic partnerships. Progress is tracked by monitoring the number of grant applications submitted, the establishment of new collaborative partnerships, and the total awarded grant funds. Data is collected from grant submission records, partnership agreements, and financial reports detailing grant funding.

Benchmark

The benchmark includes submitting at least three grant applications annually, starting in FY 2023, to ensure a consistent pipeline of opportunities. Additionally, the institution aims to

establish partnerships with three new organizations to support collaborative grant applications, fostering a broader network of resources and expertise. These milestones collectively demonstrate a commitment to leveraging external funding to enhance institutional programs and initiatives.

SUNY FMCC Cyber Range and Cybersecurity Program

This KPI measures the success of the SUNY FMCC Cyber Range, a state-of-the-art facility developed in collaboration with IBM and Amazon Web Services (AWS). The Cyber Range provides immersive simulations to train students and professionals in effectively managing cyber threats. The program supports the Networking and Cybersecurity curriculum, blending computer information systems, liberal arts, and criminal justice coursework to prepare students for transfer to bachelor's degree programs in Network Forensics, Information Assurance, Cybercrime Investigation, and related fields.

Benchmark

The program aims to increase the number of applications and expand its graduates' influence in the cybersecurity professional community. Activities and goals include hosting industry-aligned training sessions, enhancing student preparedness for bachelor's programs, and fostering connections with local employers in the Mohawk Valley. The program will also actively promote career pathways in cybersecurity and computer networking, fields with competitive salaries and high regional demand. By meeting these benchmarks, SUNY FMCC will enhance its impact on the cybersecurity workforce, providing skilled graduates who contribute to the safety and security of digital systems locally and nationally while advancing their educational and professional careers.

Key Performance Indicators	Benchmark (annual)	2021 Results (baseline)	2022 Results (trends)	2023 Results (trends)	2024 Results (trends)	2025 Results (trends)
HyFlex Faculty Training	25% of faculty trained	3 8%	3 8%	3 10%	6 20%	
HyFlex Strategy	2 new programs launched	2	1	2	2	
Grant Funding	3 new grants secured	5	9	8	9	
Cyber Range and Cybersecurity Program	Increase in program applications	30	21	63	61	

Summary

SUNY Fulton-Montgomery Community College (FMCC) is committed to assessing its progress in achieving its mission and strategic goals through a structured, data-driven approach. The **Institutional Effectiveness Plan (IEP)** serves as a comprehensive evaluation of the college's ability to foster student success, strengthen institutional partnerships, manage enrollment, and drive transformation. By systematically analyzing key performance indicators (KPIs), FMCC ensures that its initiatives align with its overarching commitment to accessible and equitable higher education.

Institutional Effectiveness and Mission Alignment

FMCC has demonstrated measurable progress in fulfilling its mission by expanding educational access and promoting student achievement. Institutional data, including student enrollment trends, retention rates, and partnerships with local businesses and community organizations, highlight the college's dedication to student success and workforce readiness. As demographic shifts, industry demands, and student support needs evolve, FMCC continues to adapt its strategies to remain responsive and effective.

Ensuring Data Integrity and Reliability

To maintain the accuracy and reliability of institutional assessment, FMCC has developed a robust evaluation framework. The Leadership Team, Assessment Committee, and external stakeholders regularly review data collection methods to validate their effectiveness. However, certain challenges persist, such as inconsistencies in baseline data, changes in reporting tools, and external factors influencing student behavior. These areas require ongoing refinement to enhance data consistency and improve institutional planning.

Interconnected Areas of Institutional Effectiveness

FMCC's institutional priorities—partnerships, student equity, enrollment management, and transformation—are closely interconnected. Strengthening industry and educational partnerships has contributed to increased student enrollment, career readiness, and engagement. Equitable student experiences, including expanded mental health services and academic support, have led to improvements in retention and graduation rates. Furthermore, effective enrollment management remains central to ensuring financial health and operational sustainability, making it a critical component of institutional strategy.

Key Trends and Observations

An analysis of institutional data has revealed several emerging patterns:

- **Enrollment Challenges & Opportunities:** Enrollment from local high schools has fluctuated, yet there has been notable growth in Hispanic student enrollment, reflecting regional demographic shifts.
- Retention & Student Support: FMCC has improved student persistence rates through initiatives such as academic success coaching, early alert systems, and expanded student services.
- Industry Partnerships & Workforce Alignment: Collaboration with high-demand sectors like cybersecurity and advanced manufacturing continues to enhance the alignment between academic programs and workforce needs.

- **Technology-Driven Transformation:** The adoption of HyFlex learning models, CRM integration, and digital engagement strategies has modernized learning experiences and recruitment efforts.
- Equitable Access to Student Services: Increased investment in mental health counseling, DEI training, and basic needs support initiatives underscores FMCC's commitment to student well-being and inclusivity.

Impact of External Factors

FMCC's enrollment and operational strategies have been shaped by external forces such as the COVID-19 pandemic, economic fluctuations, and declining high school graduation rates in the service area. These challenges necessitate a proactive approach to recruitment, including diversifying outreach efforts, expanding online and workforce-oriented programming, and strengthening retention initiatives to support long-term institutional stability.

Critical Areas Requiring Immediate Action

While FMCC has made significant strides in institutional effectiveness, several key areas require continued focus:

- **Enrollment & Recruitment:** Efforts must be expanded to attract students from both local and non-local regions through enhanced outreach and branding strategies.
- **Student Retention & Success:** Strengthening early intervention programs and increasing faculty engagement in student persistence efforts will be critical to sustaining retention gains.
- Resource Allocation & Institutional Sustainability: Ensuring that financial resources, including grants and external funding, are strategically aligned with student success initiatives will support FMCC's long-term sustainability.

Strategic Implications for Future Planning

As FMCC looks ahead to its next strategic planning cycle, several emerging priorities will shape its direction:

- Expanding partnerships with businesses to develop workforce-aligned academic programs.
- Enhancing digital marketing and recruitment strategies to reach prospective students.
- Scaling HyFlex learning models and technology-driven student support initiatives.
- Strengthening data-driven decision-making to optimize institutional resources and student success outcomes.

Through continuous assessment, strategic adaptation, and a student-centered approach, FMCC remains committed to institutional excellence. By leveraging data insights and responding to emerging challenges, the college continues to advance its mission and provide transformative educational opportunities to its students.

Sample Daily Enrollment Report

Daily Headcount & FTE Comparison

CATECORY	SPRING 2025		SPRING 2024		2025 VS. 2024		PERCENT CHANGE	
CATEGORY	#	FTE	#	FTE	#	FTE	# %	FTE %
New	95	70.33	94	66.00	1	4.33	1.06	6.56
Continuing	738	551.47	727	553.13	11	-1.66	1.51	-0.30
Transfer	50	36.07	38	22.20	12	13.87	31.58	62.48
High School	273	104.27	170	88.00	103	16.27	60.59	18.49
Other	0	0.00	0	0.00	0	0.00	0.00	0.00
Unknown	0	0.00	1	0.20	-1	-0.20	-100.00	-100.00
Total	1156	762.13	1030	729.53	126	32.60	12.23	4.47

CATECORY			SPRING 2024		2025 VS. 2024		PERCENT CHANGE	
CATEGORY	#	FTE	#	FTE	#	FTE	# %	FTE %
Full Time	547	517.00	553	514.73	-6	2.27	-1.08	0.44
Part Time	609	245.13	477	214.80	132	30.33	27.67	14.12
Total	1156	762.13	1030	729.53	126	32.60	12.23	4.47



FMCC Spring Semester 2024 Mental Health Services Review

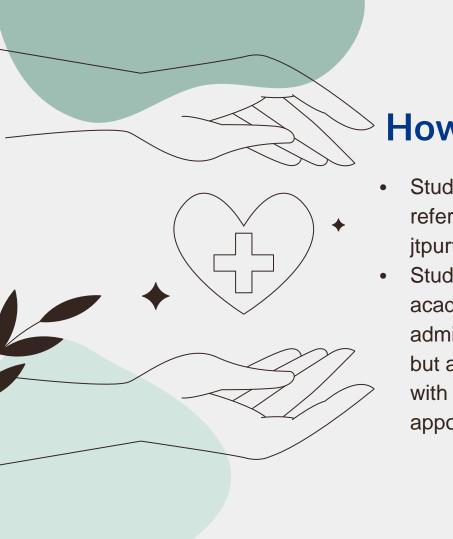


Spring 2024

213 appointments 164 scheduled

Generalized anxiety 56 %
PTSD 8%
Depression 31%
BPD 5%





How were students referred?

- Students were referred, and self referred most frequently through email at jtpurtel@fmcc.edu
 - Students were also referred in person by academic advisors, professors, school administration. These situations include but are not limited to a meet and greet with counselor, setting up future appointments, and "on the spot" sessions.

Service Delivery Methods

Most appointments were one on one in the Counselor's office in the student development center.

TEAMS: Has been used for 9 appointments, and is offered as a "welcome convenience" while students budget their travel

Clients have engaged in "walk and talk" appointments around campus for students "needing a change of scenery". The goal is to combine physical well-being with mental health.

Disorders

- Major Depressive Disorder
- Generalized Anxiety Disorder
 - Social Anxiety Disorder
 - Bipolar Disorder
- Attention Deficient Hyperactive Disorder
 - Attention Deficient Disorder
 - Borderline Personality Disorder
 - Dependent Personality Disorder
 - Histrionic Personality Disorder
 - Alcohol Use Disorder
 - Marijuana Use Disorder
 - Post Traumatic Stress Disorder





Psychological Wellness
Stress & Anxiety Management
Tolerance
Motivation
Self-identify
Empowerment

Emotional Intelligence

Self-awareness
Environmental-awareness
Setting boundaries
Advocacy for individual needs
Balancing multiple responsibilities

Signs of Mental Health Problems

When mental health is compromised, it isn't always apparent to the individual or those around them. However, there are certain warning signs to look out for, that may signify negative changes for the well-being.

A switch in eating habits, whether over or undereating

A noticeable reduction in energy levels

Being more reclusive and shying away from others

Feeling persistent despair

Indulging in alcohol, tobacco, or other substances more than usual

Experiencing unexplained confusion, anger, guilt, or worry

Severe mood swings

Picking fights with family and friends

Hearing voices with no identifiable source

Thinking of self-harm or causing harm to others

Being unable to perform daily tasks with ease



Mental Health and School Performance

Significant grade decline

Overly dependent

Infrequent attendance

Procrastination and/or concentration - (increase)

Repeated requests for special considerations

Behaviors that interfere with class - (increase)



- *Setting Boundaries
- *Practice Self-Care
- *Build a Support System



Benefits of Good Mental Health

Whether young or old, the importance of mental health for total well-being cannot be overstated. When psychological wellness is affected, it can cause negative behaviors that may not only affect personal health but can also compromise relationships with others.

Below are some of the benefits of good mental health.

A Stronger Ability to Cope With Life's Stressors
A Positive Self-Image
Healthier Relationships
Better Productivity
Higher Quality of Life

Reflection

Help the individual become more aware of what they are saying. Communicate to the individual that *you are aware* of how they are feeling.

Sharon: I feel like I am losing my old "support system", but I also feel like things have gotten better since then. It feels weird.

You

Sharon, you seem to be feeling that making this change is both an exciting and a scary experience for you at this point.

Thank You,

Jeremy Purtell, Counselor/Liaison; The Family Counseling Center & FMCC Mental health Services Location: Academic Advising Center in Office N107f

Email: jtpurtel@fmcc.edu

Phone: 518-736-3622 Ext: 8148



Which Class are y Are you aware th Are you aware the you awar		· · ·	•	· · · · · · · · · · · · · · · · · · ·		lobile Pass Payment Due Payment Receive Payment URL Pending	Record GUID	Referrer Share URL URL UTM Campaign UTM Content UTM Medium
HUS101 (Intervention Skills and Practice for the helping professions- Julie Yes	Mostly in class 5-10 hours	Strongly agree	Registered	5/3/2024 21:34		ttps://apply.fmcc.edu/register/mobile?id=cc88066d-d42a-485e-9e4b-202	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=cc88066d-d42a-485e-9e4b-201b180
SOC235 (Prof Ethics in Diverse Socie Yes	Mostly in class 0-5 hours	Agree	Registered	5/9/2024 22:42	1 // 11 /	ttps://apply.fmcc.edu/register/mobile?id=6aa297ab-9ac2-45e2-8560-4b	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=6aa297ab-9ac2-45e2-8560-4b238cc
SOC235 (Prof Ethics in Diverse Socie Yes	Both in class and (More than 15 h	ou Strongly agree	Registered	5/6/2024 11:20		ttps://apply.fmcc.edu/register/mobile?id=27437ed6-2658-4cd0-a104-3e	0	https://apply.fmcc.https://apply.fmcc.https://apply.fmcc.edu/register/?k=27437ed6-2658-4cd0-a104-3e817c7
PSY235 (Counseling the group and the family- Julie Linc Yes	Mostly in class 5-10 hours	Agree	Registered	5/7/2024 11:45	0 4748d96d-ebf4-43 https://apply.fmcc136.223.33.32 ht	ttps://apply.fmcc.edu/register/mobile?id=4748d96d-ebf4-431e-ab7e-2f5	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=4748d96d-ebf4-431e-ab7e-2f598e0
HUS101 (Intervention Skills and Practice for the helping professions- Julie Yes	Mostly in class 0-5 hours	Agree	Registered	5/7/2024 11:45	0 5cb194ec-60d1-48 https://apply.fmcc136.223.33.32 ht	ttps://apply.fmcc.edu/register/mobile?id=5cb194ec-60d1-48c9-a8d7-2e2	0	https://mylearninghttps://apply.fmcc.https://apply.fmcc.edu/register/?k=5cb194ec-60d1-48c9-a8d7-2e27854
SOC235 (Prof Ethics in Diverse Socie Yes	Both in class and (0-5 hours	Strongly agree	Registered	5/10/2024 13:02 5/10/2024 13:02 5/10/2024 13 02	0 07b050d4-6612-4: https://apply.fmcc146.75.245.99 ht	ttps://apply.fmcc.edu/register/mobile?id=07b050d4-6612-4333-97c4-23	0	https://mylearninghttps://apply.fmcc.https://apply.fmcc.edu/register/?k=07b050d4-6612-4333-97c4-230ba64
SOC235 (Prof Ethics in Diverse Socie Yes	Mostly in class 0-5 hours	Strongly agree	Registered	5/10/2024 10:57 5/10/2024 10:57 5/10/2024 10 57	0 05272dae-0f97-4c https://apply.fmcc 174.231.50.83 ht	ttps://apply.fmcc.edu/register/mobile?id=05272dae-0f97-4ca2-8bde-19k	0	https://apply.fmcc https://apply.fmcc https://apply.fmcc.edu/register/?k=05272dae-0f97-4ca2-8bde-19bbfc7
HUS101 (Intervention Skills and Practice for the helping professions- Julie Yes	Mostly out of clas: 0-5 hours	Agree	Is excellent, don't Registered	5/2/2024 9:38	0 3162410d-6954-4! https://apply.fmcc 24.29.80.50 ht	ttps://apply.fmcc.edu/register/mobile?id=3162410d-6954-49b1-9abc-f99	0	https://apply.fmcc https://apply.fmcc https://apply.fmcc.edu/register/?k=3162410d-6954-49b1-9abc-f991a22
PSY235 (Counseling the group and the family- Julie Linc Yes	Both in class and (More than 15 h	ouiStrongly agree	I think more classe Registered	5/2/2024 9:41	0 f65fd1a0-73d9-4f6 https://apply.fmcc136.223.33.32 ht	ttps://apply.fmcc.edu/register/mobile?id=f65fd1a0-73d9-4f6c-9292-f6d2	0	https://apply.fmcc https://apply.fmcc https://apply.fmcc.edu/register/?k=f65fd1a0-73d9-4f6c-9292-f6d2e823
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PSY235 (Counseling the group and the family- Julie Linc Yes	Mostly in class 5-10 hours	Strongly agree	Students in class t Registered	5/3/2024 23:08	0 e8b9942d-f462-45 https://apply.fmcc69.204.201.161 ht	ttps://apply.fmcc.edu/register/mobile?id=e8b9942d-f462-4551-bf71-e4b	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=e8b9942d-f462-4551-bf71-e4b112e
HUS101 (Intervention Skills and Practice for the helping professions- Julie Yes	Mostly in class 0-5 hours	Agree	Registered	5/2/2024 8:38	0 f2cc194b-8fab-4c9 https://apply.fmcc172.59.176.220 ht	ttps://apply.fmcc.edu/register/mobile?id=f2cc194b-8fab-4c95-b2e2-e0d-	0	https://apply.fmcc https://apply.fmcc https://apply.fmcc.edu/register/?k=f2cc194b-8fab-4c95-b2e2-e0d4bcbl
SOC235 (Prof Ethics in Diverse Socie Yes	Mostly in class 0-5 hours	Strongly agree	Jack's a pretty coc Registered	5/10/2024 10:57 5/10/2024 10:57 5/10/2024 10 57	0 60676bf0-cfd7-421 https://apply.fmcc 172.59.177.50 ht	ttps://apply.fmcc.edu/register/mobile?id=60676bf0-cfd7-420a-b4fd-db0:	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=60676bf0-cfd7-420a-b4fd-db01bf36
OC235 (Prof Ethics in Diverse Socie Yes	Mostly in class 0-5 hours	Strongly agree	He was awesome!Registered	5/10/2024 12:12	0 8eaa9a68-e521-4 https://apply.fmcc67.247.217.45 ht	ttps://apply.fmcc.edu/register/mobile?id=8eaa9a68-e521-4e7e-9bd0-c4	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=8eaa9a68-e521-4e7e-9bd0-c4dd3e
SOC235 (Prof Ethics in Diverse Socie Yes	Both in class and (5-10 hours	Agree	Registered	5/7/2024 11:46	0 7ea5dbd1-016b-4{https://apply.fmcc136.223.33.32 ht	ttps://apply.fmcc.edu/register/mobile?id=7ea5dbd1-016b-4803-9b1b-bf2	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=7ea5dbd1-016b-4803-9b1b-bf2683
SOC235 (Prof Ethics in Diverse Socie Yes	Both in class and (5-10 hours	Strongly agree	Registered	5/10/2024 11:15	0 38f90139-cf3e-4erhttps://apply.fmcc166.194.188.43 ht	ttps://apply.fmcc.edu/register/mobile?id=38f90139-cf3e-4e64-b95f-bcdc	0	https://apply.fmcchttps://apply.fmcchttps://apply.fmcc.edu/register/?k=38f90139-cf3e-4e64-b95f-bcdd2d8
SOC235 (Prof Ethics in Diverse Socie Yes	Mostly in class 5-10 hours	Strongly agree	Jack was amazing. Registered	5/10/2024 12:16	0 8a377ce4-8184-4e https://apply.fmcc136.223.33.32 ht	ttps://apply.fmcc.edu/register/mobile?id=8a377ce4-8184-4eab-968d-b5a	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=8a377ce4-8184-4eab-968d-b5a953
PSY235 (Counseling the group and the family- Julie Linc Yes	Mostly in class 0-5 hours	Neutral	I personally have r Registered	5/3/2024 18:17	0 4ad39d90-b1e2-4(https://apply.fmcc100.4.192.21 ht	ttps://apply.fmcc.edu/register/mobile?id=4ad39d90-b1e2-40a9-97be-a6	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=4ad39d90-b1e2-40a9-97be-a6f84d
PSY235 (Counseling the group and the family- Julie Linc Yes	Mostly in class 0-5 hours	Strongly agree	They were excelle Registered	5/3/2024 21:33	0 87bb581f-296a-4e https://apply.fmcc 67.240.1.7 ht	ttps://apply.fmcc.edu/register/mobile?id=87bb581f-296a-4e73-8e62-995	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=87bb581f-296a-4e73-8e62-995c3f-
SOC235 (Prof Ethics in Diverse Socie Yes	Mostly in class 0-5 hours	Strongly agree	Registered	5/8/2024 10:21	0 d2a74917-ffb2-42 https://apply.fmcc174.197.204.138 ht	ttps://apply.fmcc.edu/register/mobile?id=d2a74917-ffb2-420d-9698-7cf(0	https://apply.fmcchttps://apply.fmcchttps://apply.fmcc.edu/register/?k=d2a74917-ffb2-420d-9698-7cf01c5
HUS101 (Intervention Skills and Practice for the helping professions- Julie Yes	Both in class and (5-10 hours	Strongly agree	Registered	5/5/2024 17:19	0 15e25ae6-1c08-42 https://apply.fmcc72.0.142.198 ht	ttps://apply.fmcc.edu/register/mobile?id=15e25ae6-1c08-42d0-b436-75.	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=15e25ae6-1c08-42d0-b436-752bd7
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SOC235 (Prof Ethics in Diverse Socie Yes	Mostly in class 0-5 hours	Strongly agree	Jack was a big hel Registered	5/10/2024 11:57	0 7776e7f5-cf9e-401 https://apply.fmcc174.197.207.208 ht	https://apply.fmcc.edu/register/mobile?id=7776e7f5-cf9e-40fe-8330-6a44	0	https://apply.fmcc.https://apply.fmcc.https://apply.fmcc.edu/register/?k=7776e7f5-cf9e-40fe-8330-6a44422
PSY235 (Counseling the group and the family- Julie Linc Yes	Mostly in class 5-10 hours	Strongly agree	Registered	5/10/2024 11:17	0 7f9ca87e-32f0-4fa https://apply.fmcc 166.194.188.43 ht	https://apply.fmcc.edu/register/mobile?id=7f9ca87e-32f0-4fa0-ab34-64e9	0	https://apply.fmcchttps://apply.fmcchttps://apply.fmcc.edu/register/?k=7f9ca87e-32f0-4fa0-ab34-64e9144
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ENG103 (English) Louis Fagan	Mostly in class 0-5 hours Agree Registered	12/6/2024 13:15 12/6/2024 13:15 12/6/2024 13:15	0 d168951b-e8fe-4e https://apply.fmcc136.223.37.110 https://apply.fmcc.edu/register/mobile?id=d168951b-e8fe-4ee7-9ad0-19a	0	https://mylearninghttps://apply.fmcc.https://apply.fmcc.edu/register/?k=d168951b-e8fe-4ee7-9ad0-19a3df0620ec
ENG103 (English) Louis Fagan	Mostly in class 0-5 hours Agree Registered	12/6/2024 13:14 12/6/2024 13:14 12/6/2024 13:14	0 907d533f-4be0-4e https://apply.fmcc136.223.33.32 https://apply.fmcc.edu/register/mobile?id=907d533f-4be0-4ee8-b190-a91	0	https://mylearninghttps://apply.fmcc.https://apply.fmcc.edu/register/?k=907d533f-4be0-4ee8-b190-a910b9d86806
ENG103 (English) Lena Andersson	Mostly out of clast 0-5 hours Neutral Registered	12/6/2024 12:08 12/6/2024 12 08 12/6/2024 12:08	0 6da5a79d-0160-4chttps://apply.fmcc104.28.57.61 https://apply.fmcc.edu/register/mobile?id=6da5a79d-0160-4c08-a25f-bffl	0	https://apply.fmcchttps://apply.fmcchttps://apply.fmcc.edu/register/?k=6da5a79d-0160-4c08-a25f-bffba015a505
HUS120 (Foundations in Addiction Services- Bill Doran)	Both in class and 0-5 hours Strongly agree Registered	12/9/2024 13:38 12/9/2024 13:38 12/9/2024 13:38	0 fdbf06d3-a276-42 https://apply.fmcc136.223.33.32 https://apply.fmcc.edu/register/mobile?id=fdbf06d3-a276-4256-b83d-e4b	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=fdbf06d3-a276-4256-b83d-e4b810bf6dc8
HUS120 (Foundations in Addiction Services- Bill Doran)	Both in class and (0-5 hours Strongly agree Registered	Jack showed both 12/5/2024 16:26 12/5/2024 16:26 12/5/2024 16:26	0 b1287c62-fa42-40 https://apply.fmcc208.125.42.138 https://apply.fmcc.edu/register/mobile?id=b1287c62-fa42-4007-a7fa-b92	0	https://mylearninghttps://apply.fmcc.https://apply.fmcc.edu/register/?k=b1287c62-fa42-4007-a7fa-b92144dd66a7
HUS120 (Foundations in Addiction Services- Bill Doran)	Mostly in class 0-5 hours Strongly agree Registered	#######################################	0 e32d2add-5eb3-4l https://apply.fmcc45.46.122.158 https://apply.fmcc.edu/register/mobile?id=e32d2add-5eb3-4b54-b171-a5	0	https://mylearninghttps://apply.fmcc.https://apply.fmcc.edu/register/?k=e32d2add-5eb3-4b54-b171-a5f7702cafc5
HUS120 (Foundations in Addiction Services- Bill Doran)	Mostly in class 0-5 hours Neutral Registered	Was helpful when 12/5/2024 15:50 12/5/2024 15 50 12/5/2024 15:50	0 e29a89c9-4770-47https://apply.fmcc76.37.67.128 https://apply.fmcc.edu/register/mobile?id=e29a89c9-4770-47b1-a37d-a2l	0	https://apply.fmcchttps://apply.fmcchttps://apply.fmcc.edu/register/?k=e29a89c9-4770-47b1-a37d-a2b4f2933602
ENG103 (English) Lena Andersson	Mostly in class 0-5 hours Neutral Registered	12/6/2024 11:05 12/6/2024 11 05 12/6/2024 11:05	0 2c5d46b1-ac78-46 https://apply.fmcc136.223.33.32 https://apply.fmcc.edu/register/mobile?id=2c5d46b1-ac78-46ec-bed6-a23	0	https://apply.fmcchttps://apply.fmcchttps://apply.fmcc.edu/register/?k=2c5d46b1-ac78-46ec-bed6-a23c43984daf
ENG103 (English) Lena Andersson	Mostly out of clas: 0-5 hours Strongly agree Registered	12/5/2024 20:01 12/5/2024 20 01 12/5/2024 20:01	0 075b94c0-2b97-4(https://apply.fmcc67.240.39.130 https://apply.fmcc.edu/register/mobile?id=075b94c0-2b97-4098-8bed-820	0	https://apply.fmcchttps://apply.fmcchttps://apply.fmcc.edu/register/?k=075b94c0-2b97-4098-8bed-8209a5e597a6
ENG103 (English) Michael Youngs	Mostly in class 0-5 hours Agree Registered	N/A 12/6/2024 8:47 12/6/2024 8:47 12/6/2024 8:47	0 fb14197e-782b-4c https://apply.fmcc136.223.33.32 https://apply.fmcc.edu/register/mobile?id=fb14197e-782b-4cd2-b550-80k	0	https://mylearninghttps://apply.fmcc.https://apply.fmcc.edu/register/?k=fb14197e-782b-4cd2-b550-80b73592c190
ENG103 (English) Louis Fagan	Mostly in class 0-5 hours Agree Registered	its helpful 12/6/2024 13:15 12/6/2024 13:15 12/6/2024 13:15	0 6741840e-db16-41https://apply.fmcc136.223.33.32 https://apply.fmcc.edu/register/mobile?id=6741840e-db16-4126-b423-7cl	0	https://mylearninghttps://apply.fmcc.https://apply.fmcc.edu/register/?k=6741840e-db16-4126-b423-7c03773615f9
HUS212 (Mental Health Services- Julie Lindh)	Both in class and (More than 15 hour Strongly agree Registered	12/9/2024 13:06 12/9/2024 13 06 12/9/2024 13:06	0 391896ff-e609-4d https://apply.fmcc136.223.33.32 https://apply.fmcc.edu/register/mobile?id=391896ff-e609-4df4-96b2-73a-	0	https://mylearninghttps://apply.fmcc.https://apply.fmcc.edu/register/?k=391896ff-e609-4df4-96b2-73a45d322d47
ENG103 (English) Lena Andersson	Mostly in class 0-5 hours Neutral Registered	I did not request h 12/5/2024 20:16 12/5/2024 20:16 12/5/2024 20:16	0 f2161b88-3fd5-40 https://apply.fmcc172.59.177.62 https://apply.fmcc.edu/register/mobile?id=f2161b88-3fd5-4069-a18a-705	0	https://apply.fmcchttps://apply.fmcchttps://apply.fmcc.edu/register/?k=f2161b88-3fd5-4069-a18a-7059d213e61c
HUS120 (Foundations in Addiction Services- Bill Doran)	Mostly in class More than 15 hour Strongly agree Registered	#######################################	0 50cf006b-3240-48 https://apply.fmcc75.246.76.186 https://apply.fmcc.edu/register/mobile?id=50cf006b-3240-48d9-8ed6-6c4	0	https://apply.fmcchttps://apply.fmcchttps://apply.fmcc.edu/register/?k=50cf006b-3240-48d9-8ed6-6c4be0f2a363
ENG103 (English) Louis Fagan	Mostly in class 0-5 hours Strongly agree Registered	12/6/2024 13:15 12/6/2024 13:15 12/6/2024 13:15	0 896432fd-05c7-44 https://apply.fmcc136.223.37.119 https://apply.fmcc.edu/register/mobile?id=896432fd-05c7-44f0-b479-603	0	https://mylearninghttps://apply.fmcc.https://apply.fmcc.edu/register/?k=896432fd-05c7-44f0-b479-60341faf1d7c
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ENG103 (English) Michael Youngs	Mostly in class 0-5 hours Neutral Registered	12/6/2024 8:48	0 73bd43da-0cb8-4a https://apply.fmcc136.223.33.32 https://apply.fmcc.edu/register/mobile?id=73bd43da-0cb8-4a4c-887b-5c5	0	https://mylearninghttps://apply.fmcc.https://apply.fmcc.edu/register/?k=73bd43da-0cb8-4a4c-887b-5c524170b014
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ENG103 (English) Louis Fagan	Both in class and (0-5 hours Agree Registered	12/6/2024 13:19 12/6/2024 13:19 12/6/2024 13:19	0 ea85c9f4-d087-4a https://apply.fmcc136.223.37.110 https://apply.fmcc.edu/register/mobile?id=ea85c9f4-d087-4a75-875d-551	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=ea85c9f4-d087-4a75-875d-551bb49a156c
NG103 (English) Michael Youngs	Mostly in class 0-5 hours Strongly Disagree Registered	12/6/2024 8:47	0 c94b9add-0b7a-4a https://apply.fmcc136.223.37.119 https://apply.fmcc.edu/register/mobile?id=c94b9add-0b7a-4af6-8dc1-467	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=c94b9add-0b7a-4af6-8dc1-467384936374
HUS212 (Mental Health Services- Julie Lindh)	Both in class and (More than 15 hour Strongly agree Registered	Jack, While being 12/5/2024 15:32 12/5/2024 15:32 12/5/2024 15:32	0 28f9327c-16f9-45{https://apply.fmcc184.52.39.101 https://apply.fmcc.edu/register/mobile?id=28f9327c-16f9-4585-9a52-3a2	0	https://apply.fmcchttps://apply.fmcchttps://apply.fmcc.edu/register/?k=28f9327c-16f9-4585-9a52-3a21ec231bd1
HUS212 (Mental Health Services- Julie Lindh)	Mostly in class More than 15 hour Strongly agree Registered	Great asset to clas 12/5/2024 16:28 12/5/2024 16:28 12/5/2024 16:28	0 55f30442-e2aa-41 https://apply.fmcc67.247.219.248 https://apply.fmcc.edu/register/mobile?id=55f30442-e2aa-41b2-a1cb-36c	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=55f30442-e2aa-41b2-a1cb-36ce53ac7e0e
ENG103 (English) Louis Fagan	Mostly in class 0-5 hours Strongly agree Registered	12/6/2024 13:14 12/6/2024 13:14 12/6/2024 13:14	0 229329f5-ea74-47 https://apply.fmcc136.223.37.110 https://apply.fmcc.edu/register/mobile?id=229329f5-ea74-47af-af0d-35ca	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=229329f5-ea74-47af-af0d-35ca5cd7774a
HUS120 (Foundations in Addiction Services- Bill Doran)	Both in class and (More than 15 hour Strongly agree Registered	Jack was great an: ###################################	0 e8341cc5-53b7-48 https://apply.fmcc136.223.33.32 https://apply.fmcc.edu/register/mobile?id=e8341cc5-53b7-4891-8319-137	0	https://apply.fmcchttps://apply.fmcchttps://apply.fmcc.edu/register/?k=e8341cc5-53b7-4891-8319-137cad8124dd
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ENG103 (English) Louis Fagan	Both in class and (0-5 hours Strongly agree Registered	12/6/2024 13:14 12/6/2024 13:14 12/6/2024 13:14	0 64a76d26-9a26-4; https://apply.fmcc136.223.33.32 https://apply.fmcc.edu/register/mobile?id=64a76d26-9a26-43c5-9511-01	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=64a76d26-9a26-43c5-9511-01e251939f23
HUS120 (Foundations in Addiction Services- Bill Doran)	Both in class and (More than 15 hour Strongly agree Registered	I think it was extre 12/6/2024 16:15 12/6/2024 16:15 12/6/2024 16:15	0 e8bfe61f-bbda-4b https://apply.fmcc74.76.45.172 https://apply.fmcc.edu/register/mobile?id=e8bfe61f-bbda-4bc8-8b5c-014	0	https://apply.fmcc.https://apply.fmcc.https://apply.fmcc.edu/register/?k=e8bfe61f-bbda-4bc8-8b5c-014cb382a29a
NG103 (English) Louis Fagan	Mostly in class 0-5 hours Agree Registered	12/6/2024 13:16 12/6/2024 13:16 12/6/2024 13:16	0 1aa22c59-5f92-45 https://apply.fmcc136.223.37.110 https://apply.fmcc.edu/register/mobile?id=1aa22c59-5f92-45d8-adff-feb8	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=1aa22c59-5f92-45d8-adff-feb840d6b1cd
ENG103 (English) Louis Fagan	Mostly in class 0-5 hours Neutral Registered	12/6/2024 13:14 12/6/2024 13:14 12/6/2024 13:14	0 2848c762-f748-4d https://apply.fmcc136.223.37.110 https://apply.fmcc.edu/register/mobile?id=2848c762-f748-4d8d-8928-fda	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=2848c762-f748-4d8d-8928-fda52eff4f32
ENG103 (English) Louis Fagan	Both in class and (0-5 hours Strongly agree Registered	12/6/2024 13:14 12/6/2024 13:14 12/6/2024 13:14	0 123c367d-8d54-4chttps://apply.fmcc136.223.37.110 https://apply.fmcc.edu/register/mobile?id=123c367d-8d54-4de5-b42e-fac	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=123c367d-8d54-4de5-b42e-fac251c608db
ENG103 (English) Louis Fagan	Both in class and (5-10 hours Strongly agree Registered	12/6/2024 13:17 12/6/2024 13:17 12/6/2024 13:17	0 291b8139-6ccd-44https://apply.fmcc136.223.33.32 https://apply.fmcc.edu/register/mobile?id=291b8139-6ccd-4470-85a2-fa6	0	https://mylearninghttps://apply.fmcchttps://apply.fmcc.edu/register/?k=291b8139-6ccd-4470-85a2-fa6dee15a0b3
HUS120 (Foundations in Addiction Services- Bill Doran)	Mostly in class 0-5 hours Strongly agree Registered	12/5/2024 18:00 12/5/2024 18:00 12/5/2024 18:00	0 5fce6e93-c4ae-47 https://apply.fmcc38.74.66.84 https://apply.fmcc.edu/register/mobile?id=5fce6e93-c4ae-476f-a28d-ec3	0	https://apply.fmcc.https://apply.fmcc.https://apply.fmcc.edu/register/?k=5fce6e93-c4ae-476f-a28d-ec39bdf5b02f
ENG103 (English) Michael Youngs	Both in class and (0-5 hours Strongly agree Registered	12/5/2024 20:01 12/5/2024 20 01 12/5/2024 20:01	0 69ef54bd-dc6c-4a https://apply.fmcc24.29.82.63 https://apply.fmcc.edu/register/mobile?id=69ef54bd-dc6c-4a51-883a-ead	0	https://apply.fmcc.https://apply.fmcc.https://apply.fmcc.edu/register/?k=69ef54bd-dc6c-4a51-883a-ead1ee104d37
ENG103 (English) Michael Youngs	Mostly in class 0-5 hours Agree Registered	12/6/2024 8:48 12/6/2024 8:48 12/6/2024 8:48	0 9cf35df3-c974-41chttps://apply.fmcc136.223.33.32 https://apply.fmcc.edu/register/mobile?id=9cf35df3-c974-41c4-b50d-e67	0	https://mylearning.https://apply.fmcc.https://apply.fmcc.edu/register/?k=9cf35df3-c974-41c4-b50d-e673dedea309
HUS212 (Mental Health Services- Julie Lindh)	Both in class and (More than 15 hour Strongly agree Registered	#######################################	0 25c63c47-d8e8-46 https://apply.fmcc69.204.200.169 https://apply.fmcc.edu/register/mobile?id=25c63c47-d8e8-4666-95d1-e3	0	https://mylearning.https://apply.fmcc.https://apply.fmcc.edu/register/?k=25c63c47-d8e8-4666-95d1-e33b24ff553f
ENG103 (English) Lena Andersson	Mostly in class 0-5 hours Neutral Registered	12/9/2024 9:51 12/9/2024 9 51 12/9/2024 9:51	0 a3347019-9a9f-44 https://apply.fmcc104.28.55.62 https://apply.fmcc.edu/register/mobile?id=a3347019-9a9f-444e-be42-e1c	0	https://apply.fmcc.https://apply.fmcc.https://apply.fmcc.edu/register/?k=a3347019-9a9f-444e-be42-e1d80413d6dd
ENG103 (English) Lena Andersson	Mostly out of clas: 0-5 hours Strongly agree Registered	Getting to know th 12/5/2024 20:00 12/5/2024 20 00 12/5/2024 20:00	0 47fcecf5-f04d-464 https://apply.fmcc45.47.151.22 https://apply.fmcc.edu/register/mobile?id=47fcecf5-f04d-4640-85bd-d819	0	https://apply.fmcc.https://apply.fmcc.https://apply.fmcc.edu/register/?k=47fcecf5-f04d-4640-85bd-d8198a05dd44
ENG103 (English) Lena Andersson	Mostly in class 0-5 hours Strongly Disagree Registered	12/5/2024 20:39 12/5/2024 20:39 12/5/2024 20:39	0 3f73b18f-0841-43. https://apply.fmcc 72.45.232.198 https://apply.fmcc.edu/register/mobile?id=3f73b18f-0841-4355-9402-cf2	0	https://apply.fmcc.https://apply.fmcc.https://apply.fmcc.edu/register/?k=3f73b18f-0841-4355-9402-cf21f3c68a3e
HUS212 (Mental Health Services- Julie Lindh)	Both in class and (0-5 hours Strongly agree Registered	no notes: Lapprec 12/9/2024 13:40 12/9/2024 13:40 12/9/2024 13:40	0 3d3b0918-e798-4! https://apply.fmcc136.223.33.32 https://apply.fmcc.edu/register/mobile?id=3d3b0918-e798-4913-9bb9-c70	0	https://mylearning.https://apply.fmcc.https://apply.fmcc.edu/register/?k=3d3b0918-e798-4913-9bb9-c76e5dc7ee40

CSTEP 2022-23 Final Expenditures

[Final Report]

Co	mplete all applicable Blue Box	es	ROUND CENTS TO THE NEAREST DOLLAR						
Line No.	Expenditure Category	Code	CSTEP Award	Institution	Other Sources	TOTAL			
1	Salaries for Professional Personnel	15	\$82,129	\$73,207	\$15,300	\$170,636			
2	Salaries for Non- Professional Personnel	16	\$18,223			\$18,223			
	a. Clerical/Secretarial								
	b. Student Assistants								
	c. Other								
3	Purchased Services	40	\$18,244		\$18,359	\$36,603			
4	Supplies & Materials	45	\$10,110			\$10,110			
	a. Instructional								
	b. Other								
5	Travel Expenses	46	\$8,229			\$8,229			
	a. Student/Programmatic								
	b. Staff/Administrative								
6	Employee Benefits	80	\$50,416	\$36,779	\$7,687	\$94,882			
	a. Professional%								
	b. Clerical/Secretarial%								
	c. Student Assistants%								
	d. Other%	_							
7	SUBTOTAL of Lines 1-6		\$187,351	\$109,986	\$41,346	\$338,68			
8	Indirect Cost*	90	\$14,988	\$21,997	\$3,308	\$40,293			
9	BOCES Services	49	\$0			\$0			
10	Minor Remodeling	30	\$0			\$0			
11	Equipment**	20	\$0			\$0			
12	GRAND TOTAL (Lines 7 - 9)		\$202,339	\$131,983	\$44,654	\$378,97			

^{*}CSTEP Indirect Cost (col. 1, line 8) may not exceed 8% of SUBTOTAL (col. 1, line 7).

^{*}Institutional Indirect Cost (col. 2, line 8) may not exceed 20% of SUBTOTAL (col. 2, line 7). Equipment,

^{**}If equipment has been purchased, please complete the equipment inventory form.



Collegiate Science and Technology Entry Program 2022 – 2023 Report



Interim Report Due March 15, 2023

Final Report Due September 15, 2023

Please upload the completed report workbook to your program's GoAnywhere folder.

If your program does not currently have access to the GoAnywhere Secured Server web client, please contact your SED liaison for further assistance. For the Final Report, please also upload to GoAnywhere the fully completed and <u>signed</u> cover page.

If you need assistance in getting the fully signed cover page uploaded, please contact your SED liaison.

12-Digit BEDS Code, Project Number, Contract Number and Institution name: 170600590765 0537-23-2001 C404039 Fulton-Montgomery Community College

Project Name: Fulton-Montgomery Community College
Address 1:
Address 2:
City, State and Zip Code: Johnstown, NY 12095

Please select your Report Submission:

Final Report

CSTEP Director/PI Name:

Gregory Young

CSTEP Director email :

gyoung@fmcc.edu CSTEP Director/PI Telephone:

518.736.3622 CSTEP Director/PI Fax: Data Contact Name:

Data Contact email:

Data Contact telephone:

Data Contact fax:

Other Contact (optional):

Other contact email :

Other Contact telephone:

Other Contact fax:

Other Contact (optional):

Other contact email:

Other Contact telephone:

Other Contact fax:

Attestation and Print Name and Sign

By signing below, I certify that the information contained in this final report is true, correct and complete and that the institution has verified that each CSTEP participant has met the minimum requirements needed to participate in the CSTEP program as described in the RFP and any applicable statutes. I further understand that information contained in these reports may be shared at the individual student level or aggregate level with internal stakeholders and at the aggregate level only with external stakeholders.

Gregory Young	Print name:
Sign & date:	Sign & date:
CSTEP Director/Date [Interim & Final Report]	Institution President or Representative/Date [Final Report]
For NYSED use only	date received:

	Required for	Required for	
Tab	Interim Report	Final Report	What is Being Collected on Spreadsheet
Cover Sheet	Yes	Yes	The Interim Report completed cover sheet must include the program director signature and date. The Final Report completed cover sheet must be signed and dated by the program director and the institution president or representative. Preferred: Upload to GoAnywhere the report cover sheet that has digital signature(s) or scanned wet ink signed signature(s). OR Mail the original blue ink signed cover sheet to the attention of your Program Officer at: NYS Department of Education Office of Postsecondary Access, Support and Success Collegiate Science and Technology Entry Program Report 89 Washington Ave / EBA, Room 960 Albany, NY 12234
Project Highlights	No	Yes	A brief and concise description of your program's accomplishments, student awards and/or unique strengths and characteristics referencing the 2022-23 program year. (minimum of 150 words to a maximum of 250 words)
Testing Summary	No	Yes	Number of CSTEP Students Taking the Assessments
Support Service Activities	No	Yes	Types of Student Support Activities offered by this CSTEP program
Master Record (Student)	Yes (All but Graduation Data)	Yes, all fields	Unit record data for each current CSTEP participant in this program
Activity Worksheet	No	Yes	List of program activities and interventions completed during the reporting period
Alumni/Alumnae Data	No	Yes	Follow-Up data on accomplishments after graduation for CSTEP Alumni/Alumnae
Final Expenditures	No	Yes	REQUIRED - Final expense report must include 25% institutional matching funds

Exam	Number of CSTEP Students Taking Assessment during 22-23
GRE - Graduate Record Examination	0
LSAT Law School Admission Test	0
MCAT Medical College Admission Test	0
DAT Dental Admission Test	0
OAT Optometry Admission Test	0
GMAT Graduate Management Admission Test	0
VCAT Veterinary College Admission Test	0
PCAT Pharmacy College Admission Test	0
ACCUPLACER	0
Compass	0

2022-23 CSTEP Project Highlights

Did your institution provide a Summer Program?

Yes

If "Yes," how many weeks was program?

1

How many days per week?

1

Write a brief and concise description of your program's accomplishments, student awards and/or unique strengths and characteristics referencing the 2022-23 program year. (minimum of 150 words to a maximum of 250 words)

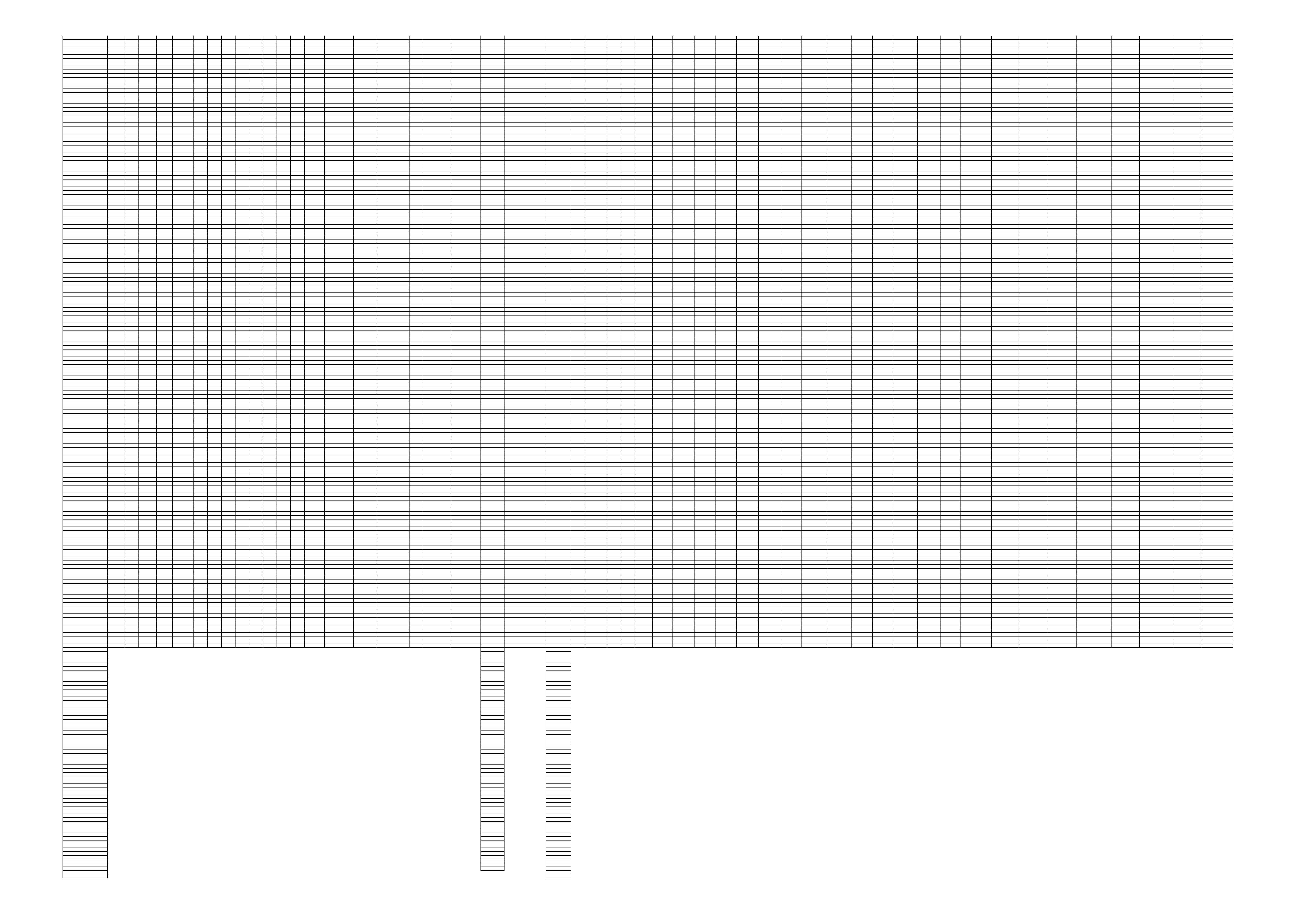
FMCC CSTEP has hit the ground running since being re-established this year. We hired a C/STEP Director and CSTEP Specialist who created an application and onboarding process and launched an ambitious marketing and outreach program to recruit students to CSTEP. Our staff recruited peer (student) and professional tutors and built a calendar of professional development, academic enrichment, and career planning workshops to assist students. We conducted workshops on personal finance, test-taking skills, natural stress relief, biophilia, using library resources, the process of transferring to four-year schools, and mental health and wellness, among other topics. Though it was our first year since re-establishing CSTEP at FMCC attending the Statewide Conference at the Sagamore, one of our students took home second place honors. We also conducted two trips to showcase professional opportunities, one to the Wild Center in Tupper Lake and one to the Schoharie Creek Animal Sanctuary in Amsterdam. At the end of the semester, we presented five students with awards for outstanding academic achievement and personal growth and awarded scholarships for summer courses to eight additional students.

2022-23 CSTEP Support Service Activities

STUDENT SUPPORT			
Estimated total # of students served	34		
Estimated total # of hours	62		
Types of Student Support Pr	ovided		
Personal	Yes		
Financial	Yes		
Career	Yes		
Academic	Yes		
TUTORING			
Estimated total # of students served	14		
Estimated total # of hours	134		
Types of Tutoring Provid	led		
Mathematics	Yes		
Science & Science Laboratory	Yes		
English and Other Languages	Yes		
Social Sciences	Yes		
Humanities	Yes		
Engineering or Other STEM-Related	No		

		Mas	ster Record (Stud	dent) Field Descriptions
Tab Section Student	Field name Institution and Project Number	Field Type dropdown menu	Dropdown menu options (Select from List)	Field description Select the name of your institution and Project Number from the dropdown menu
Demographics	First Name	text	(Select from List)	Enter the student's first name
	MI Last Name	text text		Enter the student's middle initial Enter the student's last name
	Gender	dropdown menu	male, female, non-binary, unknown	Select the student's gender from the dropdown menu
	Permanent Residence ZIP Code	numeric; 5 digits		Enter the 5-digit ZIP code for the participant's permanent residence (home)
	Hispanic or Latino	dropdown menu	Yes, No	Student identifies as a person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race
	American Indian or Native	dropdown menu	Yes, No	Student identifies as a person having origins in any of the original people of North, Central or South America and
	Alaskan Asian	dropdown menu	Yes, No	who maintains tribal affiliation or community attachment Student identifies as a person having origins in any of the original peoples of the Far East, Southeast Asia or the
	Black or African American	dropdown menu	Yes, No	Indian subcontinent Student identifies as a person having origins in any of the black racial groups of Africa
	Native Hawaiian or other Pacific Islander	dropdown menu	Yes, No	Student identifies as a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands
	White	dropdown menu	Yes, No	Student identifies as a person having origins in any of the original peoples of Europe, the Middle East or North Africa
	Household Size*	numeric		Enter that total number of persons living in student's household at the time of the student's entry into the CTEP Program; documentation of initial eligibility on file at the program site (*applies to economically-disadvantaged
	Household Income*	currency, rounded		eligibility) Enter the total household adjusted gross income, as indicated on IRS forms 1040, 1040A, 1040EZ, rounded, at the
	First Congration Student	to the nearest whole dollar	Vec No	time of the student's entry into the CSTEP Program; documentation of initial eligibility on file at the program site (*applies to economically-disadvantaged eligibility)
	First Generation Student	dropdown menu	Yes, No	Is student a first generation college student? 'A first-generation college student is defined as a student whose parent(s)/legal guardian(s) have not completed a bachelor's degree".
	Current or Previous Enrollment in another New York State	restricted text		If student was a current or previous participant in one or more New York State Opportunity Programs, enter the Name(s) of the Program(s). Enter a comma between program names.
Program Details	Opportunity Programs (Name of	date;		First day of enrollment by student in their current program. Note that this date should not be updated every year
rrogram Details	bate of Littly (current program)	MM/DD/YYYY		but would be required if the student previously exited the program or is transferring from a CSTEP program at another institution.
	Current Class Level	dropdown menu	2-year institutions select from freshman or senior; 4-year	2-year institutions select from freshman or senior; 4-year institutions select from freshman, sophomore, junior, senior, or graduate/professional.
	GPA	restricted numeric;	instit tions select from freshman	Please provide the participant's cumulative grade point average to the nearest hundredth's place
		0.00 to 4.00		
	Program of Study	restricted text	Engineering & Applied Sciences, Life Scineces, Medical & Health	Select from the list provided
			Sceinces, Physical Sciences, Mathematics, NON_STEM	
	Type of Degree Currently Being	dropdown menu	discipline Certificate, Associate, Bachelor,	please select which degree the participant is currently pursuing
	Pursued	и ориони пени	Master, Doctorate	predict which degree the paracipaness currently parsaning
	Date of Exit from CSTEP program	date; MM/DD/YYYY		Last date of active participation in CSTEP program. Dates must fall between July 1, 2022 (07/01/22) and June 30, 2023 (06/30/23).
	Reason for Exit	dropdown menu	graduated, having transferred, fulfilled program component(s), or	Select the primary reason for exit from the CSTEP program from the dropdown menu
Graduation	2023 Graduate (22-23 academic	dropdown menu	Yes, No	Date CSTEP Student Graduated. (Applies only to students with a graduation date between 7/01/22 and 6/30/23,
Information (Submit this	year graduate) Degree Obtained	dropdown menu	Certificate, Associate, Bachelor,	when exiting program) Please select which degree the participant completed from the dropdown menu
section of the report for the	Post-Graduate Enrollment	dropdown menu	Master, Doctorate Yes. No	Did CSTEP graduate reenroll in college?
Final Report Only)	Name of Post-Graduate	text		Full legal name of post-secondary institution (please leave blank if not applicable to participant)
	Institution	lext		
	Next Major Pursued	text		Provide name of major or subject being pursued for next degree (please leave blank if not applicable to participant)
	Next Degree Level Sought	dropdown menu	Certificate, Associate, Bachelor, Master, Doctorate	Please select which degree the participant will be pursuing next from the dropdown menu
	Student Seeking Employment	restricted numeric;	Yes. No	Is student seeking employment while enrolled after graduation from the CSTEP program?
	What is CSTEP students primary employment field choice.	text	(Select from List)	What is CSTEP students primary employment field choice
Research	Research Placement Site - First	text		Please indicate the location where this first research experience occurred (business, school etc.) this reporting
Experience One	Experience	dropdown menu	Francisco O Applied Sciences	period Please indicate what knowledge or skills were learned from the first research experience or demonstrated during
	Research Field - First Experience	aropaown menu	Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences,	the first internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired
	Brief Description of First	text	Mathematics Non-STEM discipline	Please provide a brief summary of activities performed during this first research experience this reporting perio
	Research Experience / Duties			
Research	Total Hours (First Research Experience) Second Research Placement Site	numeric text		Total of hours spent in this first experience (per each section) this reporting period Please indicate the location where this second research experience occurred (business, school etc.) this reporting
	Second Experience Research Field - Second	dropdown menu	Engineering & Applied Sciences,	period Please choose from the following research fields which best represents this second experience this reporting
,	Experience (if applicable)	игориомп тепи	Life Sciences, Medical and Health Sciences, Physical Sciences,	
			Mathematics, Non-STEM discipline	
	Brief Description of Second	text		Please indicate what knowledge or skills were learned from the second research experience or demonstrated
	Research Experience / Duties	m,,,,,,,,,,,		during the third internship experience (ex. use a machine, perform an experiment) and the types of activities
Internship	Total Hours (Second Research Experience) Internship Placement Site One	numeric text		Total of hours spent in this second experience (per each section) this reporting period Please indicate the location where this second internship occurred (business, school etc.)
Experience One	Internship Field One	dropdown menu	Engineering & Applied Sciences,	Please choose from the following internship fields for the second internship experience this reporting period
			Life Sciences, Medical and Health Sciences, Physical Sciences,	
			Mathematics, Non-STEM discipline	
	Brief Description of First Internship Experience / Duties	text		Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities
				which transpired
	Total Hours (First Internship)	numeric		Total of hours spent in this second experience (per each section) this reporting period
Internship	Internship Placement Site Two	text		Please indicate the location where this second internship occurred (business, school etc.)
Experience Two (if applicable)	Internship Field Two	dropdown menu	Engineering & Applied Sciences, Life Sciences, Medical and Health	Please choose from the following internship fields for the second internship experience this reporting period
			Sciences, Physical Sciences, Mathematics, Non-STEM	
	Brief Description of Second	text	discipline	Please indicate what knowledge or skills were learned from the second internship experience or demonstrated
	Internship Experience / Duties			during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired
	Total Hours (Second Internship)	numeric		Total of hours spent in this second experience (per each section) this reporting period
Internship Experience Three	Internship Placement Site Three	text		Please indicate the location where this third internship occurred (business, school etc.)
(if applicable)		dranda	Engineeric - P. A. P. L.	Please choose from the following intermedia fields for all all in the
	Internship Field Three	dropdown menu	Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences,	Please choose from the following internship fields for the third internship experience this reporting period
			Sciences, Physical Sciences, Mathematics, Non-STEM discipline	
	Brief Description of Third	text	шзарше	Please indicate what knowledge or skills were learned from the third internship experience or demonstrated
				during the third internship experience (ex. use a machine, perform an experiment) and the types of activities
	Internship Experience / Duties			which transpired
Fyrention Sight	Total Hours (Third Internship)	numeric		Total of hours spent in this third experience (per each section) this reporting period
Exception Field		numeric text		

Permanent Hispan Inst tut on and Project Number First Name MI Last Name Gender Residence ZIP Code Latir	American Indian or Cor Nat ve Alaskan As an American Alaskan No No No No No	or f c	Current or Previous Enro Iment in another New York State Opportunity Programs (Name of Program) (Name of Program) (MM/DD/YYYY) (Must Enter /) PTECH,TRIO 2/9/2023 2-yea sen o 2 84 NON-STEM D sc pl ne	Date of Exit from CSTEP program (MM/DD/YYYY) Being Pursued (Must Enter /) Reason for Exit	2023 Graduate (22-23 academic year graduate) (MM/DD/YYYY) (Must Enter /)	Graduation Information (Submit this section of the report for the F nal Report Only) Name of Post-Graduate Graduate Obtained Enrollment Inst tution Pursued Level Sought Employment Choice. Name of Post-Graduate Graduate Inst tution Pursued Level Sought Employment Choice.	Research Experience One Research Experience Two (if applicable) Research Experience Two (if applicable) Second Research Placement S te-First Experience First Experience Research Field - Second Research Experience (fapplicable) First Experience Research First Research Experience Research Field - Second Research Experience (fapplicable) Experience (fapplicable) Research First Research Experience (fapplicable) Research First Research Experience (fapplicable) Research First Experience (fapplicable) Research First Experience (fapplicable) Research Field - Second Research Experience (fapplicable) Research First Experience (fapplicable)	st Internsh p Placement Site	Brief Description of Second Internship Exper ence Total Hours (Second Internship) Internship Exper ence Internship Exper ence Internship Exper ence Internship Exper ence Internship Experience Duties Internship Internship Experience Duties Internship Except on Field Except on Field Except on Field Internship Experience Duties Internship Experience Duties Internship Except on Field Except on Field
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Montgome y Commun ty College 0537-23-2001 Fu ton- Montgome y Commun ty College Female 12010 Yes		Yes	6/26/2023 2-yea sen o Med cal & Health Sc ences STEP, LPP 6/28/2023 2-yea f eshman Med cal & Health Sc ences	Associate Associate					



22-23 CSTEP Field Descriptions

Activity Worksheet

Field name	Field Type	Dropdown menu options	Field description
Activity Description	text		Briefly describe this activity
Requirement #			Which requirement or requirements did this activity (intervention) strive to address as noted above. (Enter comma between numbers)
Activity Dates	mm/dd/yyyy		Enter Begin Date and End Date for this activity (mm/dd/yyyy - mm/dd/yyyy)
Class levels	dropdown menu	2-year institutions select from freshman or senior or both; 4-year institutions select from freshman, sophomore, junior, senior, or all Grades 4-Year, or graduate/professional and 4-Year, or graduate / professional.	Select the class level that this activity was intended to impact from the dropdown menu
Total # of students	numeric		Total number of CSTEP students participating in this activity
Total # of hours	numeric		Enter the total number of hours for this activity
Measurable results	text		Describe the method used by the school to measure how successful this activity was at achieving the stated objectives. (ex. Math Pre-Test, Math Training Intervention, Math Post-Test). Describe how it was measured (ex. 10% increase in math scores)

	Requirement #1 - Provide instructional supplemental instruction in biology, chen courses) at the freshman and sophomore senior levels.	nistry, physics, calculus	s, and pre-professiona	Requirement #5 - Day of Service: planning, implementation and assessment of participation by CSTEP students in their local community or the local community of the institution.	
2022-23 CSTEP Program	Requirement #2 - Provide services to e internship opportunities, including, but n experience for each student prior to grad summary of internship.	ot limited to, a CSTEP	coordinated research	/internship	Requirement #6-Develop and implement a CSTEP Advisory Committee with membership representatives from various stakeholder groups, such as students, administrators, faculty/staff, and other relevant stakeholders.
Activities Summary	Requirement #3 - Provide student professional presentations, publications in professional science, technology, health related fields,	/research journals that	t promote access to c		Requirement #7-Participation in statewide and regional networks
	Requirement #4 - Provide program ser remedial and special summer courses, sugenrichment, career planning, and review scientific and technical fields and the lices	oplemental financial ass for licensing examination	sistance, recruitment,	academic	
			Total #	Total #	

		cal fields and the licer	I Professions.			
Activity Description	Requirement #	Activity Dates	Class levels	Total # of students	Total # of hours	Measurable results
CSTEP Advisory Board Meeting	6	3/2/2023	2-year senior	3	2	100% of students reported learning something new about both STEP and CSTEP according to student survey.
CSTEP Commons Meeting & Transfer Advisement Discussion with Andrew Courtrea, CSTEP Coordinator at SUNY Poly	4, 7	3/3/2023	2-year senior	3	2	100% of students reported learning something about CSTEP at other schools and the process of transferring to a four year university, according to a student post-survey.
C/STEP Advocacy Day	7	2/14/2023	2-year senior	0	6	CSTEP Director participated in advocacy day with students and staff from SUNY Poly, SUNY Schenectady, SUNY Orange, Albany Medical Center, and UAlbany
CSTEP Commons Meeting & Financial Literacy discussion / Money Smart Program	4	17-Mar	2-year senior	5	1	100% of students reported learning something new in Financial Literacy. 2 students signed up for the Money Smart Program
FMCC Commons & Library Scavenger Hunt	4	4/26/2023	2-year senior	2	1	100% of students reported learning something new about the library
Career Skills Self-Study	3,4	4/20/2023	2-year senior	1	1	100% Students discovered something about themself in the career self-study
CSTEP Ststewide Conference	3,7	04/14/2023 - 04/16/2023	2-year freshman	4	24	100% of students reported self discovery. Students reported being inspired to pursue their education and career goals. All students made connections with four year institutions and felt inspired to transfer when finished at FMCC. All students
CSTEP Commons Meeting & Test Prep Workshop	4	4/20/2023	2-year freshman	6		reported experiencing valuable networking. All students reported learning at least one new strategy for test taking.
Stress Busters Workshop	3,4	4/27/2023	2-year senior	5	1	80% of students learned something new, and where to receive necessary services
Attended Union College Career Panel	3,4,7	4/29/2023	2-year senior	1	4	100% of students learned new and valuable information and insight to various health professions.
CSTEP Commons Meeting and workshop on Biophilia and why connecting with nature is important for your health.	3,4	5/1/2023	2-year senior	5	1	Students reported learning new information on the connection and affect nature has on one's health.
Summer Tuition Scholarship	4	5/19/2023	2-year senior	6		Students reported funds helped them to complete necessary courses to graduate on time; Funds allowed students to have room and board money since tuition was covered; Students reported that funds have reduced the amount of loans that will be
Financial Assistance Program	4	4/5/23,4/10/23,4/5/2	·	5		necessary to lower their financial debt Students reported that the financial assistance for items received has allowed them to put more money towards their tuition; Students reported that funds for materials helped hem to pass their classes
Student Scholarship for dedication in CSTEP and Academic Achievement	4	3, 4/26/23		5		Students were able to use funds for future tuition to help further their education.
Wild Center Trip		5/10/2023	2-year senior	3		Students reported learning new and specific animal & insect behaviors, as well as plant biology, animal habitats, species of fish,
Scholars Bowl (Day of Service)	4	5/4/2023	2-year freshman	9		earthquake characteristics Students reported gaining greater awreness of STEP, as well as aspects of a scholars competition. They learned the usefulness
Advisory Board Meeting consisting of 18 professionals - Administrators from 4 local	5,4	5/6/2023	2-year freshman	8		of Scolars Bowl in education & practice for HS regents; 80% of students rated the program as 4 or better (5 being highest) 100 % of students reported details learned about C/STEP and suggested possible future topics. 85% of Administrators and
high schools, FMCC faculty, 4 healthcare providers from local hospitals, CSTEP & STEP student and parent. Field Trip to Animal Sanctuary	6	5/30/2023	2-year freshman	1	2	community stakeholders provided advise for future programs, workshops and field trips, as well as feedback for our self review process. Internship contacts were also made 100% of students reported the event as informaive; students claimed learning new facts about different animal species, such as
C/STEP Capital Region Administrators Meeting	1,4	6/24/2023	2-year senior	2	3	llamas, and highlanders; 100% of students rated the trip as either 4 or 5 out of 5; 100% of staff reported increased awareness of upcoming regional activities and best practices.
	7	12/8/2022, 2/9/2023, 3/9/2023, 4/13/2023, 5/11/2023		0	5	

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22-23 CSTEP Field Descriptions

Alumni/Alumnae Data

Field name	Field Type	Dropdown menu options	Field description								
First Name	text		Enter the CSTEP alumni/alumnae first name								
MI	text		Enter the CSTEP alumni/alumnae middle initial								
Last Name	text		Enter the CSTEP alumni/alumnae last name								
Gender	text	male, female, non-	Select the CSTEP alumni/alumnae gender from the dropdown menu								
Currently Residing in New York	dropdown menu	Yes, No	Is CSTEP alumni/alumnae currently residing in New York State?								
Currently Employed in New	dropdown menu	Yes, No	Is CSTEP alumni/alumnae currently employed in New York State?								
Graduation Date	date; MM/DD/YYYY		Enter the month and year of the alumni/alumnae graduation, along with day if available. (Note: The "Day" field will populate as XX/ <u>01</u> /XX if not manually entered)								
CSTEP Degree Obtained	text	certificate,	Please select which CSTEP college degree the alumni/alumnae completed from the								
Employed in STEM-related or Licensed Profession field	dropdown menu	licensed profession, as a STEM teacher	Please indicate whether CSTEPalumni/alumnae is currently employed in the following professional fields from the dropdown menu								
If "Other STEM or Health Related Career" or Not Previously Listed, Please Specify*	text		*applies to participants who select "Other STEM/Health Related Career" in the previous field or are not employed in a STEM-related of Licensed Profession field								
Licensure or Certification	dropdown menu	Yes. No	Did CSTEP alumni/alumnae successfully obtained licensure or certification?								
Research	text		Please share comments regarding CSTEP alumni/alumnae research achievements, if applicable.								
Publication	text		Please share comments regarding CSTEP alumni/alumnae publications, if applicable.								
Additional Comments*	text		Please share comments regarding further education, academic and career achievements or additional goals completed by the participant, which may not have								

							Alumni/	Alumnae Da	ta				
First Name	MI	Last Name	Gender	Currently Residing in New York State	Currently Employed in New York State	Graduation Date (MM/DD/YYYY) (Must Enter /)	CSTEP Degree Obtained	Employed in STEM- related or Licensed Profession field		Licensure or Certification	Research	Publication	Additional Comments*
			male	Yes	Yes	5/15/2019	associate		TANF Coordinator, Oneida County				UAlbany MA in Political Communication Class of 2025
			female	Yes	Yes	5/15/2019	associate		Assistant Dean of Graduate Admission, Hofstra University				
			female			5/19/2023	associate						
			male			5/19/2023	associate						
			male			5/19/2023	associate						
			male			5/19/2023	associate						
			female	Yes		5/19/2023	associate						
			female			5/19/2023	associate						
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	supplemental instr	- Provide instructional suction in biology, chemshman and sophomore	nistry, physics, calculu	us, and pre-profession	al pre-requisite	Requirement #5 - Day of Service: planning, implementation and assessment of participation by CSTEP students in their local community or the local community of the institution.				
2023-24 CSTEP Program	internship opportu	- Provide services to er anities, including, but no h student prior to grad ship.	ot limited to, a CSTE	EP coordinated research	ch/internship	Requirement #6-Develop and implement a CSTEP Advisory Committee with membership representatives from various stakeholder groups, such as students, administrators, faculty/staff, and other relevant stakeholders.				
Activities Summary	presentations, pub	- Provide student professional lications in professional y, health related fields,	l/research journals th	nat promote access to	* *	Requirement #7-Participation in statewide and regional networks				
	remedial and speci enrichment, career	- Provide program servial summer courses, sup r planning, and review f nical fields and the licer	plemental financial a for licensing examina	ssistance, recruitment	, academic					
Activity Description	Requirement #	Activity Dates	Class levels	Total # of students	Total # of hours	Measurable results				
Regional Meetings - Received NYSED info/updates, program discussions discussions about programming and possible collaborations, student conference discussion	#7	9///2023, 10/5/2023, 11/2/2023, 12/7/2023, 1/11/2023, 2/8/24,		0	8	Plans made at meetings resulted in collaborative events such as RPI Black Families Technology Awareness Day, our SunThru tour at Union College, and the Albany Med Health Panel				
Provided tutoring in "gateway courses" at various levels levels	#1	9/6/2023 - 05/10/2023	2-year freshman	41	999	Based on verbal conversations and student GPA's, students gained a deeper understanding of course content after attending tutoring sessions. 1264 peer mentor hours and 2364 professional tutor hours were logged for a total of 3628 hours of tutoring made available.				
Provided academic counseling, career planning, including discussions about goals, strengths, weaknesses.	#4	9/6/2023 - 5/10/2023	2-year freshman	120	60	Based on verbal conversations, students further developed academic and career plans, gained a deeper understanding of personal strengths and weeknesses, developed short and long term goals, and worked through financial difficulties				
Monthly Commons Meeting / Meet the Tutors event - A panel of tutors were available for students to meet and gain awareness of where to find them & what subjects they each specialize in.	#1,#4	9/19/2023	2-year freshman	18	1.5	Each student that attended the meeting filled out a survey to evaluate this event. !00% of CSTEP reported meeting at least 1 tutor or learned about tutoring at FMCC. 89% of students rated the event as a 5 out of 5. 78% of students gave at least one exapmple of something new thay learned.				
Personal Finance/Money Smart Workshop- Students learned personal finance strategies, including the personal finance program on campus and signed up for one on one coaching	#3, #4	9/20/2023	2-year senior	5	1	On a survey given to students, 100% of students rated the program as either 4 or 5 out of 5. 100% of students reported a specific piece of knowledge learned from the program. 40% of students signed up for a personal finance coach before they left the event.				
Test Taking Skills Workshop - Students learned how to study effectively and reduce stress surrounding exams	#4	9/27/2023	2-year freshman	0	1	No students attended. The timing of the event conflicted with others on campus.				
Field Trip to Landis Arboretum- Arborist, Fred Breglia, led an educational discussion on opportunities and careers in Arborism. Students observed native plants and learned about invasive species	#1, #4	9/29/2023	2-year freshman	2	2	On a survey, 100% of students rated the event as 5 out of 5. All students reported new information learned on the trip. Students mentioned new career opportunites they discovered in relation to their current major.				
Monthly Meeting / Purpose & Intentionality Speaker - Sociology professor presentation on mindfulness, purpose & intentionality and compassionate communication as student success	#3, #4	10/12/2023	2-year freshman	5	1.5	100% of students rated the program as 5 out of 5. All students stated something specific they learned from the workshop. When asked how it could be improved - all said does not need improvement. Students seemed generally engaged and enlightened by the information.				
strategies Transfer Fair Scavenger Hunt - Students were tasked with talking to representatives at each college's table at the transfer fair in order to determine which colleges had CSTEP programs.	#4, #7	10/16/2023, 3/18/2024	2-year senior	2	1	Students reported colleges that offer their major. 100% of students rated the activity as 5 /5. Students identified colleges with CSTEP. The event did not affect students' transfer plans - perhaps they already had a plan, or do not plan to go to four year after graduation				
Trauma Informed Care Workshop- Students learned how professionals in a variety of fields can improve outcomes through understanding a client s past and present and aim to support	#3	10/17/2023	2-year senior	6	1.5	83% of students rated the event as 5/5. All students expressed at least one new piece of onformation learned. 50% of students were at least aware of this tiopic previously				
healing and recovery Advisory Board Meeting - dinner meeting with stakeholders, including area school administrators, businesses, FM faculty and students to advise on programming and the self-	#6	10/17/2023	2-year freshman	0	1.5	Collaboration efforts from stakeholders resulted in the following programs: A health career panel from local hospital, suggestion of floating classroom was implemented in our summer program. and one faculty memebr will be reaching out to connect us with				
review process New Administrator Training with NYSED STEP/CSTEP	#7	10/26/2023 - 10/27/2023		0	8	manufacturing facilities CSTEP staff reported learning more of the details of the FS10 form, CSTEP Requirements, and CSTEP budget, and of the collaborations that could take place regionally and statewide.				
Beaversprite Field Trip- Visit to the site of Dorothy Richards, satellite location of Utica Zoo. Students learned of conservation, ecology, hiking, study of beavers including active beaver	#1, #4	10/27/2023	2-year freshman	4	4	On surveys completed by students, 100% rated the field trip as 5/5. All students shared new pieces of information obtained during this trip. Every student stated they would not change anything, that the trip was perfect.				
pond Current Student Check in / Tabling Recruitment - event for CSTEP students to stop by and receive individualized supports, while also recruiting for new students.	#4	10/31/2023	2-year freshman	14	5	14 students stopped by the event for a brief discussion about how the semester is going. 2 students came back to the office for bigger conversations. 3 new applications came in after the event.				
November Monthly Meeting / Research & internship Promotion. The meeting also included a professional development portion on applying for a job and interview skills	#2,#3	11/8/2023	2-year senior	11	1	10/11 students shared that they are potentially interested in participating in an internship or conducting research. 73% of students rated the event 5/5, while 27% rated the event 4/5. 7 Students reported learning something new about internships.				
Field Trip to Howe Caverns / SUNY Cobleskill -Geology of Limestone cave formations and processes of the stalagmite and stalactite formations. Visited greenhouses, hatchery,	#4	11/18/2024	2-year senior	4	7	100% of students reportes that the field trip was informative and rated it as 5/5. 75% of students reoprted a specific fact that they learned. 50 % of students gave suggestions on how to improve the trip, including splitting it into 2 separate events.				
classrooms, campus dining December Monthly Meeting - Team Building Challenges-Hands on engineering challenges, constructing towers and bridges -completed in teams - piloting challenges for STEP Scholars	#3,	12/5/2023	2-year freshman	0	1.5	On a written survey, 100% of students reported learning something new form the team-building STEM challenge; 75% of students offered a specific detail of new information that they learned from the meeting/challenge				
Bowl Field Trip to MiSci Science museum and planetarium show in Schenectady, followed by a	#3,		,	2	1.5	On a written survey, 100% of students rated the event 5/5. 50% reported a specific fact learned on the trip. All students provided				
Morroccan lunch experience "Stressed Backwards" - Students came to this event to de-stress, have some sweet treats, and		12/9/2023	2-year freshman	2	0	feedback on their favorite exhibit, and suggested ideas for future programs. On a written surbey, 100% of students claimed that they learned something about stress management. 80% rated the event as 5/5,				
talk about methods for combatting the stress of finals Field Trip to Utica Zoo and Utica University visit. Students gained some knowledge in wildlife	#4	12/14/2023	2-year freshman	4	1	while 20% rated the event 4/5. 100% of students gave insight as to which CSTEP event was the best this semester. On a student survey, 75% of students rated the trip 5/5, while 25% rated it as 4/5. 75% of students stated specific biology facts learned				
biology and zoologist careers, followed by a visit to a possible transfer school. Financial Assistance- provided students funds, such as educational software programs, Test	#4	1/6/2023	2-year senior	4	8	from the zoo. 25% of students experienced a positive elevation in mood/ feelings from beginning to end of trip. Students reported that funds would help them get to school, and also to pay for materials that may have prohibited them from				
fees, Prof development opportunities, course materials, transportation costs, grocery cards, caps & gowns Students attended NYSSRST Radiologic Technology professional development conference	#4	7/1/24 - 6/30/24	2-year freshman	51	0	succeeding in their courses. Providing funds for other materials allowed for them to devote their personal funds towards tuition costs. 100% of students gained deeper knowledge of trends and technologies pertaining to Radiologic Technology				
TEAS Test Study session - Students reviewed content for the TEAS test required for admission	#3	11/2-4/23	2-year freshman	2	8	Both students were more prepared for to take and pass the TEAS test in order to get into the nursing program at FMCC.				
to Nursing Program Corning / Ithaca trip. Students learned about the science of glass formation at The Museum	#1	1/17/24 - 1/18/24	2-year freshman	2	12	100% of students rated the trip 5/5. 100% of students reported specific facts they leanned about glass formation. 50% of students				
of Glass. Students met with Ithaca College and Cornell University CSTEP students and staff Advisory Board Meeting: 21 attendees, including community healthcare stakeholders, school	#4	1/18/24 - 1/19/24	2-year senior	4	20	prefered Ithaca campus; 50% of studnets prefered Cornell University campus 57% of attendees reported something new they learned about C/STEP. 52% of attendees gave suggestions for future programming. 2				
administrators, STEP students and Parents, and CSTEP students RPI Black Families Technology Awareness Day. Students and their children/families had the	#6	1/30/2024	2-year senior	5	1.5	attendiees gave a suggestion on something to improve on. 67% gave feedback on future programs they are most excited about. 75% of students rated the event as 5/5, while 25% rated it as 4/5. All students in attendance recorded a different specific piece of				
opportunity to participate in various levels of STEM related academic enrichment activities. February Monthly Meeting: Welcome and introductions for new and potential students; past	#4	2/3/2024	2-year freshman	4	6	information they learned. One student gave feedback on how it could be improved. One student reported an elevated mood level after attaending this event. 15 students gave feedback o future programming. 100% of students reported on a written survey that they learned what mental health				
and upcoming events review; introduction and discussion with the new Mental Health counselor on campus.	#4	2/1/2024	2-year freshman	15	1.5	counseling is now provided on campus. One student gave feedback for imroving the meeting.				
miSci StarLab - viewing and presentation of constellations in a portable planetarium that was brought to the FMCC campus	#4	2/7/2024	2-year freshman	3	2.25	On a written survey, 67% of students rated this event 5/5, while 33% rated it as 4/5. 2 students reported an elevated mood level after attending this event. 100% of students reported something they learned, and 2 students said they would maybe consider a career in Astronomy after this event.				
Trip to Livingston Energy, specializing in manufacturing, installation, and management of EV charging stations. Careers in Electrical Technology, IT, Computer Science, business, finance, and marketing	#2 #4	2/21/2024	2-year freshman	4	3	1 Student discussed an internship opportunity with the company. On a survey, 100% of students rated the trip 5/5. 100% of students stated something they learnined. One student stated the activity could be improved with more hands-on activity.				
Foe Leap Day, the Utica Zoomobile came for a presentation of African bullfrogs and other amphibians. Studetns learned about the biology of these creatures including a hands-on experience	#1, #4	2/29/2024	2-year freshman	2	1.5	100% of students learned somethig new in the life scinece of frogs and amphibians				
Science Jeopardy - Our version of the TV show put on in the campus theatre, showcasing STEM and licensed professions topics for CSTEP students as well as the rest of FMCC campus	#4	3/7/2024	2-year freshman	3	1	100% of students gained knew knowledge in various STEM topics. Perhaps a better incentive for CSTEP students to come, as there was only 3 CSTEP students in a much larger audience.				
Trip to Union College for a collab day with Union STEP and SunThru lab on campus that manufactures aerogel, a substance made for high pressure window manufacturing. Built bottle Rockets & Campus tour	#4	3/9/2024	2-year freshman	4	5	75 % of students rated the trip as 5/5. One student would now consider a career in manufacturing aerogels. 75% of students gave feedback about the college campus; one student suggested a system that we should take back to our our college as a suggestion to implement for library noise reduction.				
Monthly Meeting / Pi DAY. Students enjoyed pizza pie and dessert pies, learned the mathematical application of Pi, and had pi trivia and math challenges involving Pi	#4	3/14/2024	2-year freshman	7	1.5	100% of students stated something they learned about pi and its mathematical applications. 100% of students rated the event 5/5. All students gave a positive testimonial for the question "What does CSTEP mean to you?"				
NYC Trip - Attended Neil deGrasse Tyson live show at Beacon Theater, visited NYS Natural History Museum	#4	3/20/2024 - 3/21/2024	2-year freshman	9	20	88 % of students stated something learned form Neil deGrasse Tyson, each student with a different fact/topic. The trip did not seems to help students in determining a career goal. 38% of Students gave feedback on how to improve the trip in the future. 25 % rated it as 4/5, 75% rated 5/5				
CSTEP staff attended NYSED Report Forms Training	#7	1/9/2024		0	3	After completing the training, 100% of CSTEP staff gained a much greater undersatnding of the requirements of the NYS CSTEP reporting Form				
Monthly Meeting - discussed upcoming evnts, summer scholarships, internships, volunteers for Scholars Bowl; Lunch was provided	#4	4/11/2024	2-year freshman	6	1.5	On a written survey, 100% of students reported learning something about internships & stipends. 100% of students reported a specific example of a positive impact that CSTEP has had om their college experience.				
Purchase of caps and gowns for all CSTEP students to remove the financial barrier from their accomplishment of graduation	#4	4/15/2024	2-year senior	14	0	All students gained financial assistance to remove a possible barrier to recognizing their academic accomplishments; students also reported what their plans were after graduation				
Students attended CNY Conference, where they heard professional workshop topics, motivational speakers, networking with other colleges, observed and interracted with	#7,#2,#3	4/12/2024	2-year freshman	4	12	On a written survey, 100% of students reported gaining a clearer understanding of how to present research. All students also rported something specific thtey learned form the presented research topics. 100% of students rated the trip as 5/5. 75% said it helped with				
research poster presentaitons. Field trip to Dinos Alive immersive experience - an immersive experience into the field of paleontology and the physiology of dinosaurs	#4	4/13/2024	2-year freshman	4	3	determining career goals, and 100% reported that they were truly inspired 100 % of students said the trip was informative and stated a sepcific fact that was learned. 100% rated the trip as 5/5. 100% of students reported that they would now possibly consider a career in paleantology, 50% said they would not consider a field in				
STEP Scholar s Bowl: CSTEP students volunteered as judges, scorekeepers, for quiz competition using regents questions & hands-on STEM challenges with FMCC, Union, RPI and	#5	5/4/2024	2-year freshman	8	8	anamatronics. On a written survey, 86% of studenta rated the event as 5/5. 86% of students gave feedback for this program in the future. 3 Students showed increased mood levels after completing this event.				
UAlbany teams Massage Therapy-students learned requirements of obtaining and maintaining a massage therapy license while at the same time receiving a chair massage to relax from the stress of	#4	5/7/2024	2-year freshman	7	1.5	On a written survey, 3 students said they would possibly consider a career in the massage therapy field. 100% of students rated the workshop 5/5. 4 students staed increased mood levels after attending this workshop.				
finals. Student completed a semester long IT Internship in the Healthcare field	#2	1/26/24 - 5/10/24	2-year senior	1	60	On a written summary, the student expressed that she gained a great deal of knowledge and experience in the field of IT. She gained insight to a possible career in the field of healthcare using an Information Technology degree.				
Advisory Board Meeting - Dinner meeting held for stakeholders, including area school administrators, businesses, FMCC faculty, parents/guardians and students to advise on	#6	6/11/2024	2-year senior	2	2	Survey: 76% attendees gave program feedback. 67% attendees reported something new they learned about C/STEP. 62% attendees gave suggestions for future programming. 5 attendees gave a suggestion for C/STEP to improve on. 67% attendees gave feedback on				
programming and the self-review process for both STEP and CSTEP programs at FMCC. There Aviation Day at Fulton County Airport- Students took flight in R44 helicopter, explored the LifeNet Aeromedical Transport Service, and observed NYS Police Drone Unit demos on	#4	6/19/2024	2-year senior	4	3	future programs they're most excited about. On a written survey, 100% of studetns rated the event as 5/5. 50% of students said they would now consider a career in aviation science. 50% of studetns stated their mood improved from before the event to after the event (the other 50% were already at the top				
aviation sciences.	#4	0/13/2024	2 year semor	4	3	of their mood before it began).				

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Collegiate Science and Technology Entry Program 2023 – 2024 Report



Interim Report Due March 15, 2024

Final Report Due September 15, 2024

Please upload the completed report workbook to your program's GoAnywhere folder.

If your program does not currently have access to the GoAnywhere Secured Server web client, please contact your SED liaison for further assistance. For the Final Report, please also upload to GoAnywhere the fully completed and <u>signed</u> cover page.

If you need assistance in getting the fully signed cover page uploaded, please contact your SED liaison.

12-Digit BEDS Code, Project Number, Contract Number and Institution name:

170600590765 0537-24-2001 C404039 Fulton-Montgomery Community College

Project Name: Fulton-Montgomery Community College CSTEP

Address 1: 2805 State Highway 67

City, State and Zip Code: Johnstown, NY 12095

Address 2

Please select your Report Submission:

Final Report

CSTEP Director/PI Name:
Gregory Young

CSTEP Director email:

gyoung@fmcc.edu

CSTEP Director/PI Telephone:

518.736.3622 x.8158

CSTEP Director/PI Fax:

n/a

Data Contact Name:	J
Data Contact email:	
Data Contact telephone:	
Data Contact fax:	

Other contact email :
Other Contact telephone:

Other Contact fax:

Other Contact (optional):

Other Contact (optional):

Other contact email:

Other Contact telephone:

Other Contact fax:

Attestation and Print Name and Sign

By signing below, I certify that the information contained in this final report is true, correct and complete and that the institution has verified that each CSTEP participant has met the minimum requirements needed to participate in the CSTEP program as described in the RFP and any applicable statutes. I further understand that information contained in these reports may be shared at the individual student level or aggregate level with internal stakeholders and at the aggregate level only with external stakeholders.

Print name: Gregory Young	Print name:
Sign & date: 9/12/2024	Sign & date:
CSTEP Director/Date [Interim & Final Report]	Institution President or Representative/Date [Final Report]
For NYSED use only	date received:

	Required for	Required for	
Tab	Interim Report	Final Report	What is Being Collected on Spreadsheet
Cover Sheet	Yes	Yes	The Interim Report completed cover sheet must include the program director signature and date. The Final Report completed cover sheet must be signed and dated by the program director and the institution president or representative. Preferred: Upload to GoAnywhere the report cover sheet that has digital signature(s) or scanned wet ink signed signature(s). OR Mail the original blue ink signed cover sheet to the attention of your Program Officer at: NYS Department of Education Office of Postsecondary Access, Support and Success Collegiate Science and Technology Entry Program Report 89 Washington Ave / EBA, Room 960 Albany, NY 12234
Project Highlights	No	Yes	A brief and concise description of your program's accomplishments, student awards and/or unique strengths and characteristics referencing the 2022-23 program year. (minimum of 150 words to a maximum of 250 words)
Testing Summary	No	Yes	Number of CSTEP Students Taking the Assessments
Support Service Activities	No	Yes	Types of Student Support Activities offered by this CSTEP program
Master Record (Student)	Yes (All but Graduation Data)	Yes, all fields	Unit record data for each current CSTEP participant in this program
Activity Worksheet	No	Yes	List of program activities and interventions completed during the reporting period
Alumni/Alumnae Data	No	Yes	Follow-Up data on accomplishments after graduation for CSTEP Alumni/Alumnae
Final Expenditures	No	Yes	REQUIRED - Final expense report must include 25% institutional matching funds

2023-24 CSTEP Project Highlights

Did your institution provide a Summer Program?

No

If "Yes," how many weeks was program?

How many days per week?

Write a brief and concise description of your program's accomplishments, student awards and/or unique strengths and characteristics referencing the 2022-23 program year. (minimum of 150 words to a maximum of 250 words)

The 2022-23 school year was the first academic year as a newly relaunched program and the first full year under the CSTEP Director and Specialist. During this year, our director and specialist recruited to and beyond fully-funded enrollment and carried out a full year of regular workshops, mentoring, academic advisement, and other academic support programming. Between professional tutors, academic success coaches, and peer tutors, we offered more than 3600 hours of tutoring to students. We also provided significant financial assistance to students, including gas and grocery cards in response to emergencies, purchasing required software packages, covering test and application fees, and providing scholarships towards summer tuition to all students who applied. One of our students completed an internship in information technology for the Family Counseling Center and four students attended the Central New York Regional CSTEP conference at Onondaga Community College. Six students regularly volunteered to serve as mentors for STEP, assisting students at weekly after-school workshops and monthly Saturday academic trips and eight students served as question readers, scorekeepers, and judges at the STEP Scholars Bowl as a day of service. CSTEP students also assumed several leadership roles within the institution, including the president of the Student Senate Association and the student representative to the college's Board of Trustees.

Exam	Number of CSTEP Students Taking Assessment during 23-24
GRE - Graduate Record Examination	0
LSAT Law School Admission Test	0
MCAT Medical College Admission Test	0
DAT Dental Admission Test	0
OAT Optometry Admission Test	0
GMAT Graduate Management Admission Test	0
VCAT Veterinary College Admission Test	0
PCAT Pharmacy College Admission Test	0
ACCUPLACER	0
Compass	0

2023-24 CSTEP Support Service Activities

STUDENT SUPPOR	T			
Estimated total # of students served	120			
Estimated total # of hours	85			
Types of Student Support Pr	rovided			
Personal	Yes			
Financial	Yes			
Career	Yes			
Academic	Yes			
TUTORING				
Estimated total # of students served	41			
Estimated total # of hours	3628			
Types of Tutoring Providence	ded			
Mathematics	Yes			
Science & Science Laboratory	Yes			
English and Other Languages	Yes			
Social Sciences	Yes			
Humanities	Yes			
Engineering or Other STEM-Related	No			

		IVIAS	ster Record (Stut	lent) Field Descriptions
Tab Section	Field name	Field Type	Dropdown menu options	Field description
Student Demographics	Institution and Project Number First Name	dropdown menu text	(Select from List)	Select the name of your institution and Project Number from the dropdown menu Enter the student's first name
	MI	text		Enter the student's middle initial
	Last Name Gender	dropdown menu	male, female, non-binary, unknown	Enter the student's last name Select the student's gender from the dropdown menu
	Permanent Residence ZIP Code Hispanic or Latino	numeric; 5 digits dropdown menu	Yes, No	Enter the 5-digit ZIP code for the participant's permanent residence (home) Student identifies as a person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race
	American Indian or Native Alaskan	dropdown menu	Yes, No	Student identifies as a person having origins in any of the original people of North, Central or South America and who maintains tribal affiliation or community attachment
	Asian	dropdown menu	Yes, No	Student identifies as a person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent
	Black or African American	dropdown menu	Yes, No	Student identifies as a person having origins in any of the black racial groups of Africa
	Native Hawaiian or other Pacific Islander	dropdown menu	Yes, No	Student identifies as a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands
	White	dropdown menu	Yes, No	Student identifies as a person having origins in any of the original peoples of Europe, the Middle East or North Africa
	Household Size*	numeric		Enter that total number of persons living in student's household at the time of the student's entry into the CTEP Program; documentation of initial eligibility on file at the program site (*applies to economically-disadvantaged eligibility)
	Household Income*	currency, rounded to the nearest whole dollar		Enter the total household adjusted gross income, as indicated on IRS forms 1040, 1040A, 1040EZ, rounded, at the time of the student's entry into the CSTEP Program; documentation of initial eligibility on file at the program site (*applies to economically-disadvantaged eligibility)
	First Generation Student Current or Previous Enrollment in	·	Yes, No	Is student a first generation college student? 'A first-generation college student is defined as a student whose parent(s)/legal guardian(s) have not completed a bachelor's degree". If student was a current or previous participant in one or more New York State Opportunity Programs, enter the
	another New York State Opportunity Programs (Name of	date;		Name(s) of the Program(s). Enter a comma between program names. First day of enrollment by student in their current program. Note that this date should not be updated every yea
-	Current Class Level	MM/DD/YYYY dropdown menu	2-year institutions select from	but would be required if the student previously exited the program or is transferring from a CSTEP program at another institution. 2-year institutions select from freshman or senior; 4-year institutions select from freshman, sophomore, junior,
	GPA	restricted numeric; 0.00 to 4.00	freshman or senior; 4-year instit_tions select from freshman	senior, or graduate/professional. Please provide the participant's cumulative grade point average to the nearest hundredth's place
	Program of Study	restricted text	Engineering & Applied Sciences, Life Scineces, Medical & Health Sceinces, Physical Sciences, Mathematics, NON_STEM discipline	Select from the list provided
	Type of Degree Currently Being Pursued	dropdown menu	Certificate, Associate, Bachelor, Master, Doctorate	please select which degree the participant is currently pursuing
	Date of Exit from CSTEP program Reason for Exit	date; MM/DD/YYYY dropdown menu	graduated, having transferred,	Last date of active participation in CSTEP program. Dates must fall between July 1, 2023 (07/01/23) and June 30, 2024 (06/30/24). Select the primary reason for exit from the CSTEP program from the dropdown menu
Graduation	2024 Graduate (23-24 academic	dropdown menu	fulfilled program component(s), or Yes, No	Date CSTEP Student Graduated. (Applies only to students with a graduation date between 7/01/23 and 6/30/24,
Information (Submit this	year graduate) Degree Obtained	dropdown menu	Certificate, Associate, Bachelor,	when exiting program) Please select which degree the participant completed from the dropdown menu
section of the report for the			Master, Doctorate	
Final Report Only)	Post-Graduate Enrollment	dropdown menu	Yes. No	Did CSTEP graduate reenroll in college?
	Name of Post-Graduate Institution	text		Full legal name of post-secondary institution (please leave blank if not applicable to participant)
	Next Major Pursued	text		Provide name of major or subject being pursued for next degree (please leave blank if not applicable to participant)
	Next Degree Level Sought	dropdown menu		Please select which degree the participant will be pursuing next from the dropdown menu
	Student Seeking Employment	restricted numeric;	Master, Doctorate Yes. No	Is student seeking employment while enrolled after graduation from the CSTEP program?
	What is CSTEP students primary	1 or 0 text		What is CSTEP students primary employment field choice
Research	employment field choice. Research Placement Site - First Experience	text		Please indicate the location where this first research experience occurred (business, school etc.) this reporting period
	•	dropdown menu	Engineering & Applied Sciences, Life Sciences, Medical and Health	Please indicate what knowledge or skills were learned from the first research experience or demonstrated during the first internship experience (ex. use a machine, perform an experiment) and the types of activities which
	Brief Description of First Research Experience / Duties	text	Sciences, Physical Sciences, Mathematics Non-STEM discipline	transpired Please provide a brief summary of activities performed during this first research experience this reporting perior
	Total Hours (First Research	numeric		Total of hours spent in this first experience (per each section) this reporting period
Research	Experience Second Research Placement Site -			Please indicate the location where this second research experience occurred (business, school etc.) this reporting
Experience Two	Second Experience Research Field - Second Experience (if applicable)	dropdown menu	Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences,	period Please choose from the following research fields which best represents this second experience this reporting
	Brief Description of Second	text	Mathematics, Non-STEM discipline	Please indicate what knowledge or skills were learned from the second research experience or demonstrated
	Research Experience / Duties Total Hours (Second Research	numeric		during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period
Internship	Fynerience) Internship Placement Site One	text		Please indicate the location where this second internship occurred (business, school etc.)
Experience One	Internship Field One	dropdown menu	Engineering & Applied Sciences,	Please choose from the following internship fields for the second internship experience this reporting period
		,	Life Sciences, Medical and Health Sciences, Physical Sciences, Mathematics, Non-STEM	
	Brief Description of First Internship Experience / Duties	text	Sciences, Physical Sciences, Mathematics, Non-STEM discipline	Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired
	Internship Experience / Duties		Sciences, Physical Sciences, Mathematics, Non-STEM discipline	Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities
	Internship Experience / Duties Total Hours (First Internship)	text	Sciences, Physical Sciences, Mathematics, Non-STEM discipline	Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired
Internship Experience Two (if applicable)	Internship Experience / Duties Total Hours (First Internship) Internship Placement Site Two Internship Field Two	numeric text dropdown menu	Sciences, Physical Sciences, Mathematics, Non-STEM discipline	Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period Please indicate the location where this second internship occurred (business, school etc.) Please choose from the following internship fields for the second internship experience this reporting period
Internship Experience Two (if applicable)	Internship Experience / Duties Total Hours (First Internship) Internship Placement Site Two Internship Field Two Brief Description of Second Internship Experience / Duties	text numeric text dropdown menu text	Sciences, Physical Sciences, Mathematics, Non-STEM discipline Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Mathematics, Non-STEM	Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period Please indicate the location where this second internship occurred (business, school etc.) Please choose from the following internship fields for the second internship experience this reporting period Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired
Internship Experience Two (if applicable)	Internship Experience / Duties Total Hours (First Internship) Internship Placement Site Two Internship Field Two Brief Description of Second Internship Experience / Duties Total Hours (Second Internship)	text numeric text dropdown menu text	Sciences, Physical Sciences, Mathematics, Non-STEM discipline Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Mathematics, Non-STEM	Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period Please indicate the location where this second internship occurred (business, school etc.) Please choose from the following internship fields for the second internship experience this reporting period Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period
Internship Experience Two (if applicable)	Internship Experience / Duties Total Hours (First Internship) Internship Placement Site Two Internship Field Two Brief Description of Second Internship Experience / Duties Total Hours (Second Internship)	text numeric text dropdown menu text	Sciences, Physical Sciences, Mathematics, Non-STEM discipline Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Mathematics, Non-STEM	Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period Please indicate the location where this second internship occurred (business, school etc.) Please choose from the following internship fields for the second internship experience this reporting period Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired
Internship Experience Two (if applicable)	Internship Experience / Duties Total Hours (First Internship) Internship Placement Site Two Internship Field Two Brief Description of Second Internship Experience / Duties Total Hours (Second Internship)	text numeric text dropdown menu text	Sciences, Physical Sciences, Mathematics, Non-STEM discipline Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Mathematics, Non-STEM	Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period Please indicate the location where this second internship occurred (business, school etc.) Please choose from the following internship fields for the second internship experience this reporting period Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period
Internship Experience Two (if applicable) Internship Experience Three (if applicable)	Internship Experience / Duties Total Hours (First Internship) Internship Placement Site Two Internship Field Two Brief Description of Second Internship Experience / Duties Total Hours (Second Internship) Internship Placement Site Three Internship Field Three	text numeric text dropdown menu text numeric text	Engineering & Applied Sciences, Mathematics, Non-STEM discipline Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Mathematics, Non-STEM discipline Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Mathematics, Non-STEM	Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period Please indicate the location where this second internship occurred (business, school etc.) Please choose from the following internship fields for the second internship experience this reporting period Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period Please indicate the location where this third internship occurred (business, school etc.) Please choose from the following internship fields for the third internship experience this reporting period
Internship Experience Two (if applicable) Internship Experience Three (if applicable)	Internship Experience / Duties Total Hours (First Internship) Internship Placement Site Two Internship Field Two Brief Description of Second Internship Experience / Duties Total Hours (Second Internship) Internship Placement Site Three Internship Field Three Brief Description of Third Internship Experience / Duties	text numeric text dropdown menu text numeric text dropdown menu	Engineering & Applied Sciences, Mathematics, Non-STEM discipline Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Mathematics, Non-STEM discipline Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Mathematics, Non-STEM	Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period Please indicate the location where this second internship occurred (business, school etc.) Please choose from the following internship fields for the second internship experience this reporting period Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period Please indicate the location where this third internship occurred (business, school etc.) Please choose from the following internship fields for the third internship experience this reporting period Please indicate what knowledge or skills were learned from the third internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired
Internship Experience Two (if applicable) Internship Experience Three (if applicable)	Internship Experience / Duties Total Hours (First Internship) Internship Placement Site Two Internship Field Two Brief Description of Second Internship Experience / Duties Total Hours (Second Internship) Internship Placement Site Three Internship Field Three	text numeric text dropdown menu text numeric text dropdown menu	Engineering & Applied Sciences, Mathematics, Non-STEM discipline Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Mathematics, Non-STEM discipline Engineering & Applied Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Life Sciences, Medical and Health Sciences, Physical Sciences, Mathematics, Non-STEM	Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period Please indicate the location where this second internship occurred (business, school etc.) Please choose from the following internship fields for the second internship experience this reporting period Please indicate what knowledge or skills were learned from the second internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities which transpired Total of hours spent in this second experience (per each section) this reporting period Please indicate the location where this third internship occurred (business, school etc.) Please choose from the following internship fields for the third internship experience this reporting period Please indicate what knowledge or skills were learned from the third internship experience or demonstrated during the third internship experience (ex. use a machine, perform an experiment) and the types of activities

	Student Demograph	nics	Current	or Prev ous		Program Deta	ails		Graduation Information (Submit to	this section of the report for the F nal R		Research Exper ence One	Research Experience Two (f applicable)	Internsh p	Experience One	Internsh p Experience Two (f applicable)	Internsh p Experience The	ree (if applicable) Exception Field
0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Female	12078 No No	Asian American Islander White Size* Yes No No No Yes	Household Income* 2 \$22,644 Yes Enro Imen New Y Opportuni (Name of Student) Enro Imen New Y Opportuni (Name of Student)	Date of Entry (current program (MM/DD/YYYY) (Must Enter /) 10/13/20	Current Class Level 23 2-yea sen o 23 2-yea sen o	2.94 Med cal & Health Ass Sc ences 3.52 Med cal & Health Ass Sc ences	soc ate	YY)		Post- aduate Next Major Next Degree titut on Pursued Level Sought	Student Seeking Employment Cho ce. What s CSTEP students primary employment field cho ce. Research Placement Site - First Exper ence	Research Field - First Research Total Hours (First Second Experience Experience Duties Research Experience) Second Research Second Research Experience Second Experience Experience Experience	te - Research Field - Second Brief Description of Exper ence (if Second Research	Total Hours (Second Research Experience) Internship Placement Site One Internship Field On	Br ef Description of First Internship Experience / Dut es Internsh p)	Brief Descript on of Sec Internsh p Experience Internship F eld Two Duties		Brief Description of Th rd Total Hours (Third ternship Exper ence / Duties Internship) Exception Field
Male Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College Male	12078 Yes 12010 No No 12117 Yes No 12010 Yes	Yes No No No Yes No No No No	Yes 4 \$35,287 No PTECH, Yes No	2/9/20 4/27/20 7/14/20	23 2-yea f eshman 23 2-yea sen o 23 2-yea sen o 23 2-yea f eshman	Sc ences 2.76 Eng nee ng & Appl ed Ass Sc ences	soc ate	2024 Nonpate paton										
0537-24-2001 Fu ton- Montgome y Commun ty College	12072 Yes 12078 No No 12025 Yes 12070 Yes	No No No Yes	Yes 1 \$19,090 Yes No	5/18/20 10/19/20	23 2-yea f eshman 23 2-yea sen o 23 2-yea sen o 23 2-yea f eshman	Sc ences 3.41 NON-STEM D sc pl ne Ass 2.87 Med cal & Health Ass Sc ences	t f cate soc ate	2024 Nonpa t c pat on										
0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Female	12020 No No No 12078 Yes No	No No No No No	Yes 4 \$32,376 Yes No 1 \$19,735 Yes	2/24/20 4/3/20	23 2-yea f eshman 23 2-yea f eshman 23 2-yea sen o	Sc ences 3.26 Med cal & Health Ass Sc ences 2.83 Med cal & Health Ass Sc ences	soc ate 5/17/	2024 G aduat on 2024 G aduat on	5/17/2024 Assoc ate No 5/17/2024 Assoc ate Yes unkr	known Bachelo	Yes Othe STEM/Heath- Related Ca ee *							Wo k as a Rad olog c Technolog st
Montgome y Commun ty College 0537-24-2001 Fu ton- Female	12010	Yes Yes No Yes No Yes	3 \$19,735 Yes Yes Yes Yes EOP	9/15/20 11/15/20 10/16/20	23 2-yea sen o 23 2-yea f eshman 23 2-yea f eshman 23 2-yea sen o 23 2-yea f eshman	Sc ences 0.00 L fe Sc ences Ass 0.00 Eng nee ng & Appl ed Sc ences 2.66 Med cal & Health Ass Sc ences	soc ate 1/30/	2024 Nonpatcpaton 2024 Nonpatcpaton 2024 G aduaton	5/17/2024 Assoc ate Yes Unki	known Bachelo								
Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College Montgome y Commun ty College	13327 Yes	No No No No Yes	No Yes 1 \$33 No EOP	2/28/20 6/14/20	23 2-yea f eshman 23 2-yea f eshman 23 2-yea sen o	Sc ences	soc ate 9/13/	2023 Change n ma o o ca ee 2024 G aduat on	e path		Yes Othe STEM/Hea th- Related Ca ee *							Wants to wo k n Compute Info mat on Systems f eld
0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Unkno	12010 Yes 12078 Yes No	No No No No Yes	Yes STEP LPP Yes Yes No EOP	9/28/20	23 2-yea f eshman 23 2-yea f eshman 23 2-yea f eshman 23 2-yea f eshman	Sc ences	soc ate soc ate soc ate soc ate 1/30/	2024 Nonpatcpaton										
Montgome y Commun ty College 0537-24-2001 Fu ton- Female	12078 Yes 12019 No Yes 12010 Yes No	Yes No N	Yes Yes 1 \$1,600 Yes	5/5/20 4/28/20	23 2-yea f eshman 23 2-yea f eshman 23 2-yea f eshman 23 2-yea f eshman 23 2-yea sen o	Sc ences Med cal & Health Ass Sc ences Med cal & Health Ass Sc ences	soc ate 1/30/ soc ate 1/30/	2024 Nonpatcpaton 2024 Nonpatcpaton 2024 Nonpatcpaton 2023 Nonpatcpaton										
Montgome y Commun ty College 0537-24-2001 Fu ton- Female 0537-24-2001 Fu ton- Female	12010 No No 12025 12095 12010	No No No Yes Yes Yes Yes	1 \$1,282 Yes EOP 4 \$23,376 Yes 7 \$0 Yes P-TECH Yes	7/23/20 10/31/20 7/13/20	23 2-yea f eshman 23 2-yea sen o 23 2-yea sen o 23 2-yea f eshman	Sc ences 3.66 Phys cal Sc ences Ass Med cal & Health Ass Sc ences	soc ate soc ate	2024 Nonpa t c pat on										
Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College Female	12095 12078 No No 12010 Yes	No No No Yes	2 \$15,619 Yes 4 \$3,000 Yes EOP 1 \$1,229 Yes Yes 2 \$21,521 Yes	8/11/20 2/13/20 9/18/20	23 2-yea f eshman 23 2-yea f eshman 23 2-yea sen o 23 2-yea f eshman 23 2-yea f eshman 23 2-yea f eshman	Sc ences 3.97 Med cal & Health Ass Sc ences	soc ate soc ate											
Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College Unkno	12078 No No 12010	No Yes No No Yes Yes Yes	3 \$28,000 Yes EOP 3 \$22,000 Yes EOP 6 \$17,014 Yes	2/13/20 10/25/20	23 2-yea f eshman 23 2-yea sen o 23 2-yea f eshman 23 2-yea f eshman	1.09 Med cal & Health Ass Sc ences 2.76 Med cal & Health Ass Sc ences 2.50 Med cal & Health Ass Sc ences Eng nee ng & Appl ed Ass	soc ate	2024 Nonpa t c pat on 2023 Pe sonal easons										
Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College Temale Montgome y Commun ty College Female Montgome y Commun ty College	12078 No 12207 No No	No Yes No	3 \$15,445 Yes EOP No Yes	3/30/20	23 2-yea f eshman 23 2-yea f eshman 23 2-yea f eshman	1.04 Med cal & Health Ass Sc ences 3.63 L fe Sc ences Ass 3.06 Med cal & Health Ass Sc ences	soc ate soc ate 5/17/	2024 G aduat on	5/17/2024 Assoc ate No		Yes Othe STEM/Heath- Related Ca ee *							Employed at St. Pete 's Hosp tal - Rad olog c Technology
Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College Male	12025 12189 12095 No No 12010 Yes	Yes Yes No No No Yes Yes	4 \$20,441 Yes EOP 1 \$19,988 Yes 1 \$15,122 No Yes	8/31/20 5/1/20 7/25/20	23 2-yea f eshman 23 2-yea f eshman 23 2-yea f eshman 23 2-yea f eshman		soc ate											
Montgome y Commun ty College 0537-24-2001 Fu ton- Male	12010 12307 12010 Yes	Yes Yes Yes Yes Yes	5 \$19,924 Yes Yes Yes Yes 1 \$7,566 Yes	6/12/20 6/25/20 6/12/20	23 2-yea f eshman 23 2-yea sen o	Sc ences 2.68 Med cal & Health Ass Sc ences 1.20 Eng nee ng & Appl ed Ass Sc ences	soc ate	2024 G aduat on 2024 G aduat on	5/17/2024 Assoc ate Yes unkr	known Bachelo	Yes Nu s ng Yes Othe							
Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Montgome y Commun ty College 0537-24-2001 Fu ton- Female	12078 No No 13637	No No No Yes No No No Yes	4 \$3,180 Yes 5 \$52,135 Yes STEP LPP, Schola s 3 \$16,727 Yes	4/12/20 Sma t 9/8/20	23 2-yea f eshman 23 2-yea sen o 23 2-yea sen o	Sc ences 4.00 Med cal & Health Ass Sc ences 3.46 NON-STEM D sc pl ne Ass 3.07 Med cal & Health Ass	soc ate 9/1/	2023 Tansfe ed 2024 Nonpatopaton			STEM/Hea th- Related Ca ee *							Employed at Nathan L ttaue Hosp tal - Rad olog c Technology
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23-24 CSTEP Field Descriptions

Activity Worksheet

Field name	Field Type	Dropdown menu options	Field description
Activity Description	text		Briefly describe this activity
Requirement #			Which requirement or requirements did this activity (intervention) strive to address as noted above. (Enter comma between numbers)
Activity Dates	mm/dd/yyyy		Enter Begin Date and End Date for this activity (mm/dd/yyyy - mm/dd/yyyy)
Class levels	dropdown menu	2-year institutions select from freshman or senior or both; 4-year institutions select from freshman, sophomore, junior, senior, or all Grades 4-Year, or graduate/professional and 4-Year, or graduate / professional.	Select the class level that this activity was intended to impact from the dropdown menu
Total # of students	numeric		Total number of CSTEP students participating in this activity
Total # of hours	numeric		Enter the total number of hours for this activity
Measurable results	text		Describe the method used by the school to measure how successful this activity was at achieving the stated objectives. (ex. Math Pre-Test, Math Training Intervention, Math Post-Test). Describe how it was measured (ex. 10% increase in math scores)

23-24 CSTEP Field Descriptions

Alumni/Alumnae Data

Field name	Field Type	Dropdown menu options	Field description					
First Name	text		Enter the CSTEP alumni/alumnae first name					
MI	text		Enter the CSTEP alumni/alumnae middle initial					
Last Name	text		Enter the CSTEP alumni/alumnae last name					
Gender	text	male, female, non-	Select the CSTEP alumni/alumnae gender from the dropdown menu					
Currently Residing in New York	dropdown menu	Yes, No	Is CSTEP alumni/alumnae currently residing in New York State?					
Currently Employed in New	dropdown menu	Yes, No	Is CSTEP alumni/alumnae currently employed in New York State?					
Graduation Date	date; MM/DD/YYYY		Enter the month and year of the alumni/alumnae graduation, along with day if available. (Note: The "Day" field will populate as XX/ <u>01</u> /XX if not manually entered)					
CSTEP Degree Obtained	text	certificate,	Please select which CSTEP college degree the alumni/alumnae completed from the					
Employed in STEM-related or Licensed Profession field	dropdown menu	licensed profession, as a STEM teacher	Please indicate whether CSTEPalumni/alumnae is currently employed in the following professional fields from the dropdown menu					
If "Other STEM or Health Related Career" or Not Previously Listed, Please Specify*	text		*applies to participants who select "Other STEM/Health Related Career" in the previous field or are not employed in a STEM-related of Licensed Profession field					
Licensure or Certification	dropdown menu	Yes. No	Did CSTEP alumni/alumnae successfully obtained licensure or certification?					
Research	text		Please share comments regarding CSTEP alumni/alumnae research achievements, if applicable.					
Publication	text		Please share comments regarding CSTEP alumni/alumnae publications, if applicable.					
Additional Comments*	text		Please share comments regarding further education, academic and career achievements or additional goals completed by the participant, which may not have					

	Alumni/Alumnae Data													
First Name	MI	Last Name	Gender	Currently Residing in New York State	Currently Employed in New York State	Graduation Date (MM/DD/YYYY) (Must Enter /)	CSTEP Degree Obtained	Employed in STEM- related or Licensed Profession field	If "Other STEM or Health Related Career" or Not Previously Listed, Please Specify*	Licensure or Certification	Research	Publication	Additional Comments*	
			female			5/19/2023	associate		, ,					
			male			5/19/2023	associate							
			male			5/19/2023	associate							
			male			5/19/2023	associate							
			female	Yes		5/19/2023	associate							
						5, =5, =5=5								
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CSTEP 2023-24 Final Expenditures

[Final Report]

Complete all applicable Blue Boxes			ROUND CENTS TO THE NEAREST DOLLAR			
Line No.	Expenditure Category	Code	CSTEP Award	Institution	Other Sources	TOTAL
1	Salaries for Professional Personnel	15	\$131,813	\$73,207		\$205,020
2	Salaries for Non- Professional Personnel	16	\$24,000			\$24,000
	a. Clerical/Secretarial)
	b. Student Assistants					
	c. Other					Î
3	Purchased Services	40	\$26,574			\$26,574
4	Supplies & Materials	45	\$16,156			\$16,156
	a. Instructional					
	b. Other					
5	Travel Expenses	46	\$9,324			\$9,324
	a. Student/Programmatic					
	b. Staff/Administrative					
6	Employee Benefits	80	\$57,039	\$37,804		\$94,843
	a. Professional% b. Clerical/Secretarial%					
	c. Student Assistants%		_			
	d. Other%	-				
7	SUBTOTAL of Lines 1-6		\$264,906	\$111,011	\$0	\$375,91
8	Indirect Cost*	90	\$21,232	\$22,202		\$43,434
9	BOCES Services	49				\$0
10	Minor Remodeling	30				\$0
11	Equipment**	20				\$0
12	GRAND TOTAL (Lines 7 - 9)		\$286,138	\$133,213	\$0	\$419,35

^{*}CSTEP Indirect Cost (col. 1, line 8) may not exceed 8% of SUBTOTAL (col. 1, line 7).

^{*}Institutional Indirect Cost (col. 2, line 8) may not exceed 20% of SUBTOTAL (col. 2, line 7). Equipment,

^{**}If equipment has been purchased, please complete the equipment inventory form.

U.S. Department of Education
Office of Postsecondary Education
Student Service--Federal TRIO Programs

2020-21 FINAL ANNUAL PERFORMANCE REPORT IN PDF FORMAT

Summary of Data

and

Prior Experience Points, or Results of Standard Assessments

P042A200187

Fulton Montgomery Community College Student Support Services Project

Controlled by Emory Morrison

Important! Read!

You <u>must</u> submit a signed copy of Section I of your annual performance report (APR) that certifies that the information submitted electronically is accurate, complete, and readily verifiable. Section I of the completed APR form includes signature lines for the project director and certifying official for the grantee institution or agency. Once you have secured the required signatures, please scan the signed Section I and then log back into the APR Web site to upload the document using the functionality on the APR site.

Section I, Part 1 - Project Identification/Characteristics/Certification/Warnings

1.	PR/Award Number:	P042A200187
2.	Type of Institution:	Public 2 - Year
3.	Project Type:	Regular
4.	Report Period:	9/1/2020 - 8/31/2021
5.	GPA Scale:	4 Point Scale
6.	Name of Grantee Institution:	Fulton Montgomery Community College
7.	Address:	Campus: 2805 State Highway 67 Street: - City: Johnstown State: NY Zip: 12095
8.	Project Director Information	
	8a. Name of Project Director:	Jean Karutis
	8b. Telephone Number:	518-736-3622
	8c. Fax Number:	
	8d. Email Address:	jean.karutis@fmcc.edu
9.	Data Entry Person Information	
	9a. Name of Data Entry Person:	Jean Karutis
	9b. Telephone Number:	518-736-3622 x 8904
	9c. Email Address:	jkarutis@fmcc.edu
10.	Project Characteristics	
	10a. Has a Summer Bridge Program: Yes	
	10b. If yes in field #10a, number of summer	bridge participants served: 20
	10c. Used Federal grant funds to provide G	Grant Aid? No
	10d. Required to provide matching funds for	or Grant Aid? No
	10f. Received institutional or other non-fed	leral funds? No
	rtification: We certify that the performance reportiable. The information reported is accurate and o	t information reported and submitted electronically on 2/10/2022 3:54:58 PM is readily complete to the best of our knowledge.
	Jean A Karutis	Dr. Gregory Truckenmiller, President
	Name of Project Director (Print)	Name of Certifying Official (Print)
	Signature and Date	Signature and Date
	- 3	0

Warning:

Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties which may include fines, imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097. Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.591 and 75.720).

Section I, Part 2—Project Required Services

Required Services	Number of participants receiving service that was provided by project	Number of participants referred to another service provide
Academic Tutoring	140	137
Advice and assistance in postsecondary course selection	165	31
Education/counseling to improve financial and economic literacy	165	165
Information in applying for Federal Student Aid	165	165
Assistance in completing and applying for Federal Student Aid	138	165
Assisting in applying for admission to 4-Year Institution and obtaining Federal student aid (not applicable to 4-year institutions)	43	43

Section I, Part 3—Competitive Preference Priorities

In the 2020 Student Support Services grant competition, applicants were given the option to earn additional points by proposing strategies to foster flexible and affordable paths to obtaining knowledge and skills (Competitive Preference Priorities 1a and 1b) and foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens (Competitive Preference Priorities 2a and 2b).

- **1a.** If your project earned points for competitive preference priority #1, please enter the number of students who received the intervention during the 2020-21 reporting year: 165
- **1b.** Please describe what activities your project enacted in during the 2020-21 reporting year in order to foster flexible and affordable paths to obtaining knowledge and skills.

The TRiO staff provided comprehensive services to all enrolled students which prepared students for their career and/or transfer goals. Among these services were: Indigo strength assessment at program intake to ensure alignment of student degree and career goals; intrusive advising requiring students to meet with their Trio advisor each semester; ongoing monitoring of Degreeworks to ensure students are on track to graduation/transfer; and referral to internship and work experience opportunities in their field of study.

- 2a. If your project earned points for competitive preference priority #2, please enter the number of students who received the intervention during the 2020-21 reporting year: 165
- **2b.** Please describe what activities your project engaged in during the 2020-21 reporting year to foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens.

All TRiO students complete a personal financial plan upon intake to the program. A detailed explanation of all financial aid resources are given to students which includes the students actual financial aid package. FAFSA completion workshops are offered each spring semester and the monitoring of student balances/bills occurs at the beginning of each semester.

Number Funded to Serve and Standard Objectives for 2020-21 Project Year

The following information reflects the approved funded number of participants to be served and the project objectives for grant award cycle 2020-21.

Number Funded to Serve:

In 2020-21, this project is funded to serve 165 participants.

Sector of Grantee Institution:

Public 2 - Year

Standard Objective(s):

- A. 2020-21 Persistence Rate: **65%** all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate/receive a certificate and/or transfer from a 2-year to a 4-year institution during the academic year.
- B. 2020-21 Good Academic Standing Rate: **68%** of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.
- C. Graduation and Transfer Rates (2-year institutions only):
- C1. 35% of 2017-18 new participants served will graduate with an associate's degree or certificate within four (4) years
- C2. 18% of 2017-18 new participants served will transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years.

Note: A **new participant** is an individual who was served by the SSS project for the **first time** in the project year under consideration and who meets the definition of a participant as specified in 34 CFR 646.7(b) of the SSS program regulations.

Participant Status Summary Report

Participant Status Code	Total number of Participant
1= New participant	57
2 = Continuing participant	80
3 = Prior-year participant (enrolled but not receiving SSS services)	0
4 = Prior-year participant (no longer enrolled at grantee institution)	169
8 = New Summer participant—Earned College Credits (2021 summer session only; part of 2021-22 cohort)	0
9 = New Summer participant— Did not Earn College Credits (2021 summer session only; part of 2021-22 cohort)	28
Total:	334

Cohort Comparison Report

Comparison of Participants in Your 2020-21 APR Data File Submission vs. the 2019-20 File by Cohort Year

Cohort Year	Number of Participants in Your 2020-21 APR Data File	Number of Participants in Cohort Year According to SSS System of Records
19 = 2017-18	95	95
20 = 2018-19	78	78
21 = 2019-20	72	72
TOTAL	245	245

Additional Information Regarding Your 2019-20 APR Data File

Number of New Participants (this is your 2020-21 cohort) = 57

Number of New Summer Participants (These students will be assigned to your 2021-22 cohort) = 28

Number Participants where cohort year is "Not Applicable" (field 21, option 99) = 4

Funded Rate and Eligibility Status Table and Current Participants Report

2020-21 Funded Rate and Eligibility Table

The table below provides information on (a) the number and percentage of participants funded to serve and served; (b) the number and percentage of participants served who were (i) college students who were both low-income and first-generation and/or (ii) individuals with disabilities (including students with disabilities who were also low-income); and, if applicable, (c) the number and percentage of all students with disabilities who were also low-income. As noted below, the one-third eligibility requirement only applies if the project served at least one student with a disability.

The information provided in the section "Number of Participants Funded to Serve & Served" makes clear whether the project served at least as many participants as the project was funded to serve.

The information provided in the section "2/3 Eligibility Requirement: First-generation and low-income, and/or students w/disabilities including students with disabilities who are also low-income" shows whether at least 66% of the project's participants were low-income individuals who were first-generation college students, or individuals with disabilities. To determine whether your project met this requirement, the numeral in the column "Number of first-generation and low-income, and/or disabled including disabled who are also low-income" was divided by the numeral in the column "Number of Current Participants Served."

The information provided in the section "1/3 Eligibility Requirement: Students w/disabilities who are low-income*" shows whether at least 33% of students with disabilities served were also low-income individuals. This requirement applies only to projects that served students with disabilities; if a project served any such students, at least one-third must also be low-income. To determine whether your project met this requirement, the numeral in the column "Number of students w/disabilities who are also low-income" was divided by the numeral in the column "All students with disabilities."

Please review the information contained in the table below. If your project did not meet the requirements mentioned above, please verify that the participant and eligibility status codes for each current participant for whom you provided information are correct. Your "current participants", are coded in field 22 as a 1, 2, 8, or 9.

*The requirement only applies if at least one disabled student was served. If no disabled students were served, then the requirement does not apply.

	Funded Rate and Eligibility Status Table						
Number of Participants Funded to Serve & Served			2/3 Eligibility Requirement: First-generation and low-income, and/or students w/ disabilities including students with disabilities who are also low-income		1/3 Eligibility Requirement: Students w/disabilities who are low-income*		
Number Funded to Serve	Number of Current Participants Served	Percent Served	Number of first-generation and low-income, and/or disabled including disabled who are also low-income	2/3 Eligibility Percent	All students with disabilities	Number of students w/disabilities who are also low- income	1/3 Eligibility Percent
165	165	100%	110	67%	0	0	0%

2020-21 Current Participants and Eligibility Status Report

The report below provides a list of your new, continuing, and new (summer only) participants (1, 2, 8, or 9) along with the participant's eligibility status and student's cohort year.

- Your current participants are derived from field #22, Participant Status, and are coded as follows:
 - 1 = New participant (for this reporting period; part of the 2020-21 cohort)
 - 2 = Continuing participant
 - 8 = New Summer participant—Earned College Credits (2021 summer session only; part of 2021-22 cohort)
 - 9 = New Summer participant—Did not Earn College Credits (2021 summer session only; part of 2021-22 cohort)
- The eligibility status codes are derived from field #15 and are:
 - 1 = Low-Income and First-Generation,
 - 2 = Low Income Only,
 - 3 = First-Generation Only,
 - 4 = Disabled, and
 - 5 = Disabled and Low Income.
- The student's cohort year codes are derived from field #21 and are:
 - 17 = 2015-16
 - 18 = 2016-17
 - 19 = 2017-18
 - 20 = 2018-19
 - 21 = 2019-20
 - 22 = 2020-21
 - 23 = 2021-22
 - 99 = Not applicable, (not part of any cohorts listed above)

Review the information carefully and:

- · verify the participant and eligibility status codes are correct.
- verify that all students reported as current participants (1, 2, 8, or 9) were actually served during this reporting period.
- verify that you correctly updated the participant status field for all participants served in a previous reporting period.
- provide an explanation if you did not meet the number of participants funded to serve.

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
Derek Korona	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
Lindsay Palmer	2 = Continuing participant	3 = First-Generation Only	20 = 2018-19	
Jason Meneses	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
Hannah Lamphere	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
Da'Janay Miller-Peak	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19	
Nancy Ridley	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
Angelica Perez	2 = Continuing participant	3 = First-Generation Only	20 = 2018-19	
Nicholas Cusack	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
Angie Goris	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
Valerie Mussey	2 = Continuing participant	3 = First-Generation Only	99 = Not applicable	
Seana Lamphear	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
Abigail Gargiulo	2 = Continuing participant	3 = First-Generation Only	20 = 2018-19	
Violet Mawere	2 = Continuing participant	3 = First-Generation Only	20 = 2018-19	

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
Ciara Rathke	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19	
Sandra Littlejohn	2 = Continuing participant	1 = Low-Income and First- Generation	99 = Not applicable	
Natasha Hayes	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
Olivia Coffin	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
Carmen Casillas	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
Adnan Ahmed	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
Brittany Willsey	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
Petrina Jack	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
Tia Doty	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
Sarah Banks	2 = Continuing participant	2 = Low Income Only	21 = 2019-20	
Doal Dhieu	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19	
Lashawn Butler	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
Maya Rivera	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
Bracie Vose	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
Janel Swanson	2 = Continuing participant	3 = First-Generation Only	19 = 2017-18	
Janette Carabajo	2 = Continuing participant	3 = First-Generation Only	99 = Not applicable	
Samantha Loucks	2 = Continuing participant	3 = First-Generation Only	20 = 2018-19	
Nia Coad	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19	
Samantha Baldwin	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21	
Sarosh Haider	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
Shaunette Steele	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19	
Jacqueline Hilliard	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
Mackenzie Chinchilla	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
Johan Barquero	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19	
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
	2 = Continuing participant	1 = Low-Income and First- Generation	19 = 2017-18	
	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)			
Participant's Name	Participant Status	Eligibility Status	Cohort Year
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	2 = Low Income Only	22 = 2020-21
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	3 = First-Generation Only	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	3 = First-Generation Only	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	3 = First-Generation Only	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	3 = First-Generation Only	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	3 = First-Generation Only	23 = 2021-22	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21	
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21	
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21	
	1 = New participant (2020-21 cohort)	2 = Low Income Only	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	2 = Low Income Only	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	3 = First-Generation Only	23 = 2021-22	

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22	
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22	
	1 = New participant (2020-21 cohort)	1 = Low-Income and First- Generation	22 = 2020-21	
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21	
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22	

Current Participants	Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)					
Participant's Name	Participant Status	Eligibility Status	Cohort Year			
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22			
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22			
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22			
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22			
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22			
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22			
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22			
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22			
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22			
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22			
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	1 = Low-Income and First- Generation	23 = 2021-22			
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20			
	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19			
	2 = Continuing participant	1 = Low-Income and First- Generation	19 = 2017-18			
	2 = Continuing participant	3 = First-Generation Only	20 = 2018-19			
	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19			
	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19			
	2 = Continuing participant	3 = First-Generation Only	19 = 2017-18			
	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19			
	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19			
	1 = New participant (2020-21 cohort)	3 = First-Generation Only	22 = 2020-21			
	2 = Continuing participant	1 = Low-Income and First- Generation	19 = 2017-18			
	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20			

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19	
	2 = Continuing participant	3 = First-Generation Only	20 = 2018-19	
	2 = Continuing participant	1 = Low-Income and First- Generation	19 = 2017-18	
	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19	
	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	
	2 = Continuing participant	1 = Low-Income and First- Generation	20 = 2018-19	
	2 = Continuing participant	3 = First-Generation Only	21 = 2019-20	
	2 = Continuing participant	3 = First-Generation Only	19 = 2017-18	
	2 = Continuing participant	1 = Low-Income and First- Generation	19 = 2017-18	
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20	

Critical Fields Verification Report

The Department has identified the following six (6) fields as critical in calculating project and program outcomes and wants to ensure a minimal number of "No Response/Unknown" entries in each field. In most cases, "No Response/Unknown" is a valid response; however, high percentages of these responses are not in the project's best interests. The table below lists the critical fields and the number and percentage of participants with a "No Response/Unknown" entry in that field. If you have critical fields with a high percentage of "No response/Unknown", we recommend correcting the data offline and uploading the corrected file.

Field No.	Field Name	Number with No Response/Unknown	Percent
7.	DOB	0	0%
23.	Enrollment Status (at end of the 2020-21 academic year)	0	0%
24.	Academic Standing	0	0%
31.	Degree/Certificate Completed	0	0%
32.	Date of Undergraduate Degree/Certificate	0	0%
34.	Persistance status (at the beginning of 2021-22 academic year)	0	0%

U.S Department of Education
Office of Postsecondary Education/Federal TRIO Programs
Student Support Services (SSS) Program
Individual Prior Experience (PE) Points Report
2020-21 Reporting Year

PR/Award Number: P042A200187

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Introduction

The Standard Objective assessment for the 2020-21 reporting year are contingent on the basis of serving the approved number of students and meeting or exceeding the projects approved objectives. The Department calculated the Standard Objective scores using student-level data as reporting in the project's 2020-21 annual performance report (APR). For a summary of policies and procedures for calculating a projects Standard Objective scores, please see the Appendix which is located on the TRIO web site.

The Department will not accept any changes to the project's 2020-21 APR data after the APR is submitted.

A project that served less than 90 percent of the number of students the project was funded to serve in 2020-21 (refer to Funded Number in table below) does not receive Standard Objective scores.

To be eligible for consideration for Standard Objective scores for the (degree) attainment criterion, a project must have submitted an APR for the year in which the cohort was established.

Criteria	Maximum Score Allowed	Approved Rate	Actual Attained Rate	Standard Objectives Scores
Persistence	4	65%	77%	4
Good Academic Standing	4	68%	71%	4
Associate's Degree or Certificate	2	35%	46%	2
Associate's Degree or Certificate and Transfer to a 4-Year Institution	2	18%	20%	2
Funded Number	3	Number of Participants Funded to Serve	Number of Percent Participants Served	3
		165	165 100%	
A project that served less than 90 percent of the number of stude points for any of the criteria in this assessment year.	dents the project	was funded to se	erve in 2020-21 is not eligible	e to earn
Total Scores	15			15

PR/Award Number: P042A200187

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Funded Number

The Funded Number Criterion is based on the project having served the approved funded number of participants. To be considered for a Standard Objectives score, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description on how this criterion was calculated, please see the Appendix, under "How is the Funded Number Criterion Calculated?"

2020-21 Results for the Funded Number Criterion				
Number of Participants Funded to Serve	Number of Participants Served	Percent Served	Score	
165	165	100%	3	

Persistence

The Persistence Rate for a 4-year institution is defined as the percentage of all participants served by the SSS project in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with a bachelor's degree during the reporting year.

The Persistence Rate for a 2-year institutions is the percentage of all participants served in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with an associate's degree or receive a certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year. For a detailed description on how the rate was calculated, please see the Appendix, under "How is the Persistence Rate Calculated?"

Note: The Actual Persistence Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served.

2020-21 Results for the Persistence Objective					
Number of Participants Funded to Serve	Number of Participants Served	Number Persisted	Approved Persistence Objective	Actual Persistence Rate	Score
165	165	127	65%	77%	4

Good Academic Standing (GAS)

Good Academic Standing (GAS) is defined as the percentage of participants served by the SSS project who met the performance level required to stay in good academic standing at the grantee institution. For a detailed description on how the rate was calculated, please see the Appendix, under "How is the Good Academic Standing Rate Calculated?"

Note: The Good Academic Standing Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served minus any new summer participants served by the project that did not earn college credit. If applicable to your project, the Numbers of Participants Funded to Serve and the Number of Participants Served shown in the table below do not include the new summer participants that did not earn college credit.

	2020-21 Res	ults for the Good Aca	ademic Standing (GAS) Objective)	
Number of Participants Funded to Serve	Number of Participants Served	Number in GAS	Approved GAS Objective	Actual GAS Rate	Score
137	137	97	68%	71%	4

PR/Award Number: P042A200187

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Associate's Degree or Certificate Attainment (2-year institutions)

Associate's Degree or Certificate Attainment is defined as the percentage of new participants served in the Cohort Year, who graduate with an associate's degree or received a certificate within four reporting years. For a detailed description on how the graduation and/or transfer rate was calculated, please see the Appendix, under "How are the Associate's Degree or Certificate Attainment/Transfer Rate Calculated?"

2020-21 Results for the Associate's Degree or Certificate Attainment Objective						
Cohort Year	Number of Participants in Cohort	Number Attaining Associate's Degree or Certificate	Approved Associate's Degree/Certificate Objective	Actual Associate's Degree/Certificate Attainment Rate	Score	
2017- 18	95	44	35%	46%	2	

Associate's Degree or Certificate Attainment and Transfer (2-year institutions)

Associate's Degree or Certificate Attainment and Transfer is defined as the percentage of new participants served in the Cohort Year who transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years. For a detailed description on how the graduation and/or transfer rate was calculated, please see the Appendix, under "How are the Associate's Degree or Certificate Attainment/Transfer Rates Calculated?"

2020-21 Results for the Associate's Degree or Certificate Attainment and Transfer from 2-year to 4-Year Institution Objective					
Cohort Year	Number of Participants in Cohort	Number Attaining Associate's Degree or Certificate and Transferring from a 2-year to a 4-year Institution	Approved Associate's Degree/Certificateand Transfer Objective	Actual Associate's Degree/Certificateand Transfer Attainment Rate	Score
2017-18	95	19	18%	20%	2

U.S. Department of Education
Office of Postsecondary Education
Student Service--Federal TRIO Programs

2022-23 FINAL ANNUAL PERFORMANCE REPORT IN PDF FORMAT

Summary of Data

and

Prior Experience Points, or Results of Standard Assessments

P042A200187
Fulton Montgomery Community College
Student Support Services Project

Important! Read!

You <u>must</u> submit a signed copy of Section I of your annual performance report (APR) that certifies that the information submitted electronically is accurate, complete, and readily verifiable. Section I of the completed APR form includes signature lines for the project director and certifying official for the grantee institution or agency. Once you have secured the required signatures, please scan the signed Section I and then log back into the APR Web site to upload the document using the functionality on the APR site.

Section I, Part 1 - Project Identification/Characteristics/Certification/Warnings

1.	PR/Award Number:	P042A200187
2.	Type of Institution:	Public 2 - Year
3.	Project Type:	Regular
4a.	Report Period:	9/1/2022 - 8/31/2023
4b.	First Day of Classes:	9/1/2022
5.	GPA Scale:	4 Point Scale
6.	Name of Grantee Institution:	Fulton Montgomery Community College
7.	Address:	Campus: 2805 State Highway 67 Street: City: Johnstown State: NY Zip: 12095
8.	Project Director Information	
	8a. Name of Project Director:	Pamela McCall
	8b. Telephone Number:	518-736-3622
	8c. Fax Number:	
	8d. Email Address:	pmccall@fmcc.edu
9.	Data Entry Person Information	
	9a. Name of Data Entry Person:	Pamela McCall
	9b. Telephone Number:	518-736-3622
	9c. Email Address:	pmccall@fmcc.edu
10.	Project Characteristics	
	10a. Has a Summer Bridge Program: Yes	
	10b. If yes in field #10a, number of summer br	ridge participants served: 12
	10c. Used Federal grant funds to provide Gra	ant Aid? No
	10d. Required to provide matching funds for	Grant Aid? No
	10f. Received institutional or other non-feder	ral funds? No
	tification: We certify that the performance report in its its indication and contains and contains and contains are incommentally in the information reported is accurate and contains and contains are incommentally incomme	information reported and submitted electronically on 12/21/2023 8:45:00 AM is readily implete to the best of our knowledge.
	Name of Project Director (Print)	Name of Certifying Official (Print)
	Signature and Date	Signature and Date

Warning:

Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties which may include fines, imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097. Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.591 and 75.720).

Section I, Part 2—Project Required Services

Required Services	Number of participants receiving service that was provided by project	Number of participants referred to another service provide
Academic Tutoring	120	165
Advice and assistance in postsecondary course selection	172	19
Education/counseling to improve financial and economic literacy	177	177
Information in applying for Federal Student Aid	177	177
Assistance in completing and applying for Federal Student Aid	73	177
Assisting in applying for admission to 4-Year Institution and obtaining Federal student aid (not applicable to 4-year institutions)	42	42

Section I, Part 3—Competitive Preference Priorities

In the 2020 Student Support Services grant competition, applicants were given the option to earn additional points by proposing strategies to foster flexible and affordable paths to obtaining knowledge and skills (Competitive Preference Priorities 1a and 1b) and foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens (Competitive Preference Priorities 2a and 2b).

- **1a.** If your project earned points for competitive preference priority #1, please enter the number of students who received the intervention during the 2022-23 reporting year: 177
- **1b.** Please describe what activities your project enacted in during the 2022-23 reporting year in order to foster flexible and affordable paths to obtaining knowledge and skills.

The TRIO staff provided comprehensive services to all enrolled students which prepared students for their career and/or transfer goals. Among these services were: Intake assessments at program start to ensure alignment of student and career goals; Intrusive advising requiring students to meet with their TRIO advisor each semester; ongoing monitoring of Degreeworks to ensure students are on track to graduation; referral to internship and work experience opportunities in their field of study.

- 2a. If your project earned points for competitive preference priority #2, please enter the number of students who received the intervention during the 2022-23 reporting year: 177
- **2b.** Please describe what activities your project engaged in during the 2022-23 reporting year to foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens.

All TRIO students complete a personal financial plan upon intake to the program. A detailed explanation of all financial aid resources are given to students which includes the students actual financial aid package. FAFSA completion workshops are offered each spring semester and the monitoring of student balance/bills occurs at the beginning of each semester.

Number Funded to Serve and Standard Objectives for 2022-23 Project Year

The following information reflects the approved funded number of participants to be served and the project objectives for grant award cycle 2022-23.

Number Funded to Serve:

In 2022-23, this project is funded to serve 165 participants.

Sector of Grantee Institution:

Public 2 - Year

Standard Objective(s):

- A. 2022-23 Persistence Rate: **65%** all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate/receive a certificate and/or transfer from a 2-year to a 4-year institution during the academic year.
- B. 2022-23 Good Academic Standing Rate: **68%** of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.
- C. Graduation and Transfer Rates (2-year institutions only):
- C1. 35% of 2019-20 new participants served will graduate with an associate's degree or certificate within four (4) years
- C2. 18% of 2019-20 new participants served will transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years.

Note: A **new participant** is an individual who was served by the SSS project for the **first time** in the project year under consideration and who meets the definition of a participant as specified in 34 CFR 646.7(b) of the SSS program regulations.

Participant Status Summary Report

Participant Status Code	Total number of Participant
1= New participant	77
2 = Continuing participant	88
3 = Prior-year participant (enrolled but not receiving SSS services)	0
4 = Prior-year participant (no longer enrolled at grantee institution)	137
8 = New Summer participant—Earned College Credits (2023 summer session only; part of 2023-24 cohort)	0
9 = New Summer participant— Did not Earn College Credits (2023 summer session only; part of 2023-24 cohort)	12
Total:	314

Cohort Comparison Report

Comparison of Participants in Your 2022-23 APR Data File Submission vs. the 2021-22 File by Cohort Year

Cohort Year	Number of Participants in Your 2022-23 APR Data File	Number of Participants in Cohort Year According to SSS System of Records
21 = 2019-20	72	72
22 = 2020-21	57	57
23 = 2021-22	89	89
TOTAL	218	218

Additional Information Regarding Your 2022-23 APR Data File

Number of New Participants (this is your 2022-23 cohort) = 77

Number of New Summer Participants (These students will be assigned to your 2023-24 cohort) = 12

Number Participants where cohort year is "Not Applicable" (field 21, option 99) = 7

Funded Rate and Eligibility Status Table and Current Participants Report

2022-23 Funded Rate and Eligibility Table

The table below provides information on (a) the number and percentage of participants funded to serve and served; (b) the number and percentage of participants served who were (i) college students who were both low-income and first-generation and/or (ii) individuals with disabilities (including students with disabilities who were also low-income); and, if applicable, (c) the number and percentage of all students with disabilities who were also low-income. As noted below, the one-third eligibility requirement only applies if the project served at least one student with a disability.

The information provided in the section "Number of Participants Funded to Serve & Served" makes clear whether the project served at least as many participants as the project was funded to serve.

The information provided in the section "2/3 Eligibility Requirement: First-generation and low-income, and/or students w/disabilities including students with disabilities who are also low-income" shows whether at least 66% of the project's participants were low-income individuals who were first-generation college students, or individuals with disabilities. To determine whether your project met this requirement, the numeral in the column "Number of first-generation and low-income, and/or disabled including disabled who are also low-income" was divided by the numeral in the column "Number of Current Participants Served."

The information provided in the section "1/3 Eligibility Requirement: Students w/disabilities who are low-income*" shows whether at least 33% of students with disabilities served were also low-income individuals. This requirement applies only to projects that served students with disabilities; if a project served any such students, at least one-third must also be low-income. To determine whether your project met this requirement, the numeral in the column "Number of students w/disabilities who are also low-income" was divided by the numeral in the column "All students with disabilities."

Please review the information contained in the table below. If your project did not meet the requirements mentioned above, please verify that the participant and eligibility status codes for each current participant for whom you provided information are correct. Your "current participants", are coded in field 22 as a 1, 2, 8, or 9.

*The requirement only applies if at least one disabled student was served. If no disabled students were served, then the requirement does not apply.

Funded Rate and Eligibility Status Table							
Number of Participants Funded to Serve & Served			2/3 Eligibility Requirement: First-generat low-income, and/or students w/ disabi including students with disabilities who low-income	ilities			
Number Funded to Serve	Number of Current Participants Served	Percent Served	Number of first-generation and low-income, and/or disabled including disabled who are also low-income	2/3 Eligibility Percent	All students with disabilities	Number of students w/disabilities who are also low- income	1/3 Eligibility Percent
165	177	107%	118	67%	0	0	0%

2022-23 Current Participants and Eligibility Status Report

The report below provides a list of your new, continuing, and new (summer only) participants (1, 2, 8, or 9) along with the participant's eligibility status and student's cohort year.

- Your current participants are derived from field #22, Participant Status, and are coded as follows:
 - 1 = New participant (for this reporting period; part of the 2022-23 cohort)
 - 2 = Continuing participant
 - 8 = New Summer participant—Earned College Credits (2023 summer session only; part of 2023-24 cohort)
 - 9 = New Summer participant—Did not Earn College Credits (2023 summer session only; part of 2023-24 cohort)
- The eligibility status codes are derived from field #15a and are:
 - 1 = Low-Income and First-Generation,
 - 2 = Low Income Only,
 - 3 = First-Generation Only,
 - 4 = Disabled, and
 - 5 = Disabled and Low Income.
- The student's cohort year codes are derived from field #21 and are:
 - 19 = 2017-18
 - 20 = 2018-19
 - 21 = 2019-20
 - 22 = 2020-21
 - 23 = 2021-2224 = 2022-23
 - 25 = 2023-24
 - 99 = Not applicable, (not part of any cohorts listed above)

Review the information carefully and:

- · verify the participant and eligibility status codes are correct.
- verify that all students reported as current participants (1, 2, 8, or 9) were actually served during this reporting period.
- verify that you correctly updated the participant status field for all participants served in a previous reporting period.
- provide an explanation if you did not meet the number of participants funded to serve.

Current Participants and Eligibility Status Report for 2022-23 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	

Current Participants and Eligibility Status Report for 2022-23 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21	
	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21	
	2 = Continuing participant	3 = First-Generation Only	22 = 2020-21	
	2 = Continuing participant	3 = First-Generation Only	22 = 2020-21	
	2 = Continuing participant	2 = Low Income Only	22 = 2020-21	
	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21	
	2 = Continuing participant	3 = First-Generation Only	22 = 2020-21	
	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21	
	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21	
	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21	
	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	

Current Participants and Eligibility Status Report for 2022-23 (Participant Status = 1, 2, 8, or 9)					
Participant's Name	Participant Status	Eligibility Status	Cohort Year		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23		
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	2 = Low Income Only	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22		
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23		

Current Participants and Eligibility Status Report for 2022-23 (Participant Status = 1, 2, 8, or 9)				
Participant's Name Participant Status Eligibility Status				
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23	
	1 = New participant (2022-23 cohort)	2 = Low Income Only	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	

Current Participants and Eligibility Status Report for 2022-23 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23	
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23	
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	2 = Continuing participant	2 = Low Income Only	23 = 2021-22	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	2 = Low Income Only	23 = 2021-22	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	

Current Participants and Eligibility Status Report for 2022-23 (Participant Status = 1, 2, 8, or 9)					
articipant's Name	Participant Status	Eligibility Status	Cohort Year		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	9 = New Sumr. Not Earn Collg Crdts (2023 sumr only; part of 2023-24 chrt)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22		
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	2 = Low Income Only	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23		
	1 = New participant (2022-23 cohort)	1 = Low-Income and First-	24 = 2022-23		

Current Participants and Eligibility Status Report for 2022-23 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	3 = First-Generation Only	24 = 2022-23	
	1 = New participant (2022-23 cohort)	2 = Low Income Only	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23	
	9 = New Sumr. Not Earn Collg Crdts (2023 sumr only; part of 2023-24 chrt)	1 = Low-Income and First- Generation	25 = 2023-24	
	9 = New Sumr. Not Earn Collg Crdts (2023 sumr only; part of 2023-24 chrt)	1 = Low-Income and First- Generation	25 = 2023-24	
	9 = New Sumr. Not Earn Collg Crdts (2023 sumr only; part of 2023-24 chrt)	1 = Low-Income and First- Generation	25 = 2023-24	
	9 = New Sumr. Not Earn Collg Crdts (2023 sumr only; part of 2023-24 chrt)	1 = Low-Income and First- Generation	25 = 2023-24	
	1 = New participant (2022-23 cohort)	2 = Low Income Only	24 = 2022-23	
	9 = New Sumr. Not Earn Collg Crdts (2023 sumr only; part of 2023-24 chrt)	1 = Low-Income and First- Generation	25 = 2023-24	
	9 = New Sumr. Not Earn Collg Crdts (2023 sumr only; part of 2023-24 chrt)	1 = Low-Income and First- Generation	25 = 2023-24	

Participant's Name	Participant Status	Eligibility Status	Cohort Year
	9 = New Sumr. Not Earn Collg Crdts (2023 sumr only; part of 2023-24 chrt)	1 = Low-Income and First- Generation	25 = 2023-24
	9 = New Sumr. Not Earn Collg Crdts (2023 sumr only; part of 2023-24 chrt)	1 = Low-Income and First- Generation	25 = 2023-24
	9 = New Sumr. Not Earn Collg Crdts (2023 sumr only; part of 2023-24 chrt)	1 = Low-Income and First- Generation	25 = 2023-24
	9 = New Sumr. Not Earn Collg Crdts (2023 sumr only; part of 2023-24 chrt)	1 = Low-Income and First- Generation	25 = 2023-24
	9 = New Sumr. Not Earn Collg Crdts (2023 sumr only; part of 2023-24 chrt)	1 = Low-Income and First- Generation	25 = 2023-24
	1 = New participant (2022-23 cohort)	1 = Low-Income and First- Generation	24 = 2022-23
	2 = Continuing participant	3 = First-Generation Only	22 = 2020-21
	2 = Continuing participant	3 = First-Generation Only	99 = Not applicable
	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20
	2 = Continuing participant	1 = Low-Income and First- Generation	99 = Not applicable
	2 = Continuing participant	1 = Low-Income and First- Generation	99 = Not applicable
	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21
	2 = Continuing participant	1 = Low-Income and First- Generation	21 = 2019-20

Critical Fields Verification Report

The Department has identified the following six (6) fields as critical in calculating project and program outcomes and wants to ensure a minimal number of "No Response/Unknown" entries in each field. In most cases, "No Response/Unknown" is a valid response; however, high percentages of these responses are not in the project's best interests. The table below lists the critical fields and the number and percentage of participants with a "No Response/Unknown" entry in that field. If you have critical fields with a high percentage of "No response/Unknown", we recommend correcting the data offline and uploading the corrected file.

Field No.	Field Name	Number with No Response/Unknown	Percent
7.	DOB	1	0%
23.	Enrollment Status (at end of the 2022-23 academic year)	0	0%
24.	Academic Standing	0	0%
31.	Degree/Certificate Completed	0	0%
32.	Date of Undergraduate Degree/Certificate	0	0%
34.	Persistance status (at the beginning of 2023-24 academic year)	0	0%

U.S Department of Education
Office of Postsecondary Education/Federal TRIO Programs
Student Support Services (SSS) Program
Individual Prior Experience (PE) Points Report
2022-23 Reporting Year

PR/Award Number: P042A200187

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Introduction

The Prior Experience (PE) points earned for the 2022-23 reporting year are contingent on the basis of serving the approved number of students and meeting or exceeding the projects approved objectives. The Department calculated the PE points using student-level data as reported in the project's 2022-23 annual performance report (APR). For a summary of policies and procedures for calculating a projects PE points, please see the Appendix which is located on the TRIO web site.

The Department will not accept any changes to the project's 2022-23 APR data after the APR is submitted.

A project that served less than 90 percent of the number of students the project was funded to serve in 2022-23 is not eligible to earn points for any of the PE criteria in this assessment year (see 34 CFR 646.22(b)).

To be eligible to earn PE points for the attainment (degree) criterion, a project must have submitted an APR for the year in which the cohort was established.

The Funded Number Criterion is based on the project having served the approved funded number of participants. To earn PE points, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description on how this criterion was calculated, please see the Appendix, under "How is the Funded Number Criterion Calculated?"

Criteria	Maximum Points Allowed	Approved Rate	Actual Attained Rate	PE Points Earne
Persistence	4	65%	73%	4
Good Academic Standing	4	68%	72%	4
Associate's Degree or Certificate	2	35%	44%	2
Associate's Degree or Certificate and Transfer to a 4-Year Institution	2	18%	18%	2
Funded Number	3	Number of Participants Funded to Serve	Number of Percent Participants Served Served	3
		165	177 107%	
A project that served less than 90 percent of the number of students to points for any of the criteria in this assessment year.	ne project was	s funded to serve in	n 2022-23 is not eligible to	earn
Total PE Points Earned	15			15

PR/Award Number: P042A200187

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Funded Number

The Funded Number Criterion is based on the project having served the approved funded number of participants. To be considered for PE Points, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description on how this criterion was calculated, please see the Appendix, under "*How is the Funded Number Criterion Calculated?*"

2022-23 Results for the Funded Number Criterion					
Number of Participants Funded to Serve	Number of Participants Served	Percent Served	PE Points Earned		
165	177	107%	3		

Persistence

The Persistence Rate for a 4-year institution is defined as the percentage of all participants served by the SSS project in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with a bachelor's degree during the reporting year.

The Persistence Rate for a 2-year institutions is the percentage of all participants served in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with an associate's degree or receive a certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year. For a detailed description on how the rate was calculated, please see the Appendix, under "How is the Persistence Rate Calculated?"

Note: The Actual Persistence Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served.

	2022-23 Results for the Persistence Objective							
Number of Participants Funded to Serve	Number of Participants Served	Number Persisted	Approved Persistence Objective	Actual Persistence Rate	PE Points Earned			
165	177	130	65%	73%	4			

Good Academic Standing (GAS)

Good Academic Standing (GAS) is defined as the percentage of participants served by the SSS project who met the performance level required to stay in good academic standing at the grantee institution. For a detailed description on how the rate was calculated, please see the Appendix, under "How is the Good Academic Standing Rate Calculated?"

Note: The Good Academic Standing Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served minus any new summer participants served by the project that did not earn college credit. If applicable to your project, the Numbers of Participants Funded to Serve and the Number of Participants Served shown in the table below do not include the new summer participants that did not earn college credit.

2022-23 Results for the Good Academic Standing (GAS) Objective						
Number of Participants Funded to Serve	Number of Participants Served	Number in GAS	Approved GAS Objective	Actual GAS Rate	PE Points Earned	
153	165	119	68%	72%	4	

PR/Award Number: P042A200187

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Associate's Degree or Certificate Attainment (2-year institutions)

Associate's Degree or Certificate Attainment is defined as the percentage of new participants served in the Cohort Year, who graduate with an associate's degree or received a certificate within four reporting years. For a detailed description on how the graduation and/or transfer rate was calculated, please see the Appendix, under "How are the Associate's Degree or Certificate Attainment/Transfer Rate Calculated?"

Note: If your project was not funded in the year the cohort was established or you did not submit an APR in the previous reporting period, you are not eligible to earn PE points.

2022-23 Results for the Associate's Degree or Certificate Attainment Objective							
Cohort Year	Number of Participants in Cohort	Number Attaining Associate's Degree or Certificate	Approved Associate's Degree/Certificate Objective	Actual Associate's Degree/Certificate Attainment Rate	PE Points Earned		
2019- 20	72	32	35%	44%	2		

Associate's Degree or Certificate Attainment and Transfer (2-year institutions)

Associate's Degree or Certificate Attainment and Transfer is defined as the percentage of new participants served in the Cohort Year who transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years. For a detailed description on how the graduation and/or transfer rate was calculated, please see the Appendix, under "How are the Associate's Degree or Certificate Attainment/Transfer Rates Calculated?"

Note: If your project was not funded in the year the cohort was established or you did not submit an APR in the previous reporting period, you are not eligible to earn PE points.

2022-23 Results for the Associate's Degree or Certificate Attainment and Transfer from 2-year to 4-Year Institution Objective						
Cohort Year	Number of Participants in Cohort	Number Attaining Associate's Degree or Certificate and Transferring from a 2-year to a 4-year Institution	Approved Associate's Degree/Certificateand Transfer Objective	Actual Associate's Degree/Certificateand Transfer Attainment Rate	PE Points Earned	
2019-20	72	13	18%	18%	2	

U.S. Department of Education
Office of Postsecondary Education
Student Service--Federal TRIO Programs

2023-24 FINAL ANNUAL PERFORMANCE REPORT IN PDF FORMAT

Summary of Data

and

Prior Experience Points, or Results of Standard Assessments

P042A200744

Fulton Montgomery Community College Student Support Services Project

Final APR Certification

I certify that the annual performance report information submitted electronically for P042A200744 on 12/5/2024 4:48:05 PM is accurate, complete, and readily verifiable. If you have additional questions, or need to make changes, please contact the Help Desk or your Program Specialist.

Digitally signed by: Pamela McCall, Project Director, 12/5/2024 4:48:05 PM

I certify that the annual performance report information submitted electronically for P042A200744 on 12/6/2024 8:16:53 AM is accurate, complete, and readily verifiable. If you have additional questions, or need to make changes, please contact the Help Desk or your Program Specialist.

Digitally signed by: Gregory Truckenmiller, Certifying Official, 12/6/2024 8:16:53 AM

Section I, Part 1 - Project Identification/Characteristics/Certification/Warnings

PR/Award Number: P042A200744 1. Type of Institution: Public 2 - Year 2.

3. Project Type: Disabled

9/1/2023 - 8/31/2024 4a. Report Period:

4b. First Day of Classes: 9/6/2023 5. **GPA Scale:** 4 Point Scale

Name of Grantee Institution: Fulton Montgomery Community College 6. Address:

Campus: 2805 State Highway 67

Street:

City: Johnstown State: NY Zip: 12095

Project Director Information

8a. Name of Project Director: Pamela McCall 518-736-3622 8b. Telephone Number:

8c. Fax Number:

8d. Email Address: pmccall@fmcc.edu

9. Data Entry Person Information

9a. Name of Data Entry Person: Pamela McCall

9b. Telephone Number: 518-736-3622 x 8102 9c. Email Address: pmccall@fmcc.edu

10. Project Characteristics

10a. Has a Summer Bridge Program: Yes

10b. If yes in field #10a, number of summer bridge participants served: 10

10c. Used Federal grant funds to provide Grant Aid? No

10d. Required to provide matching funds for Grant Aid? No

10f. Received institutional or other non-federal funds? No

Warning:

Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties which may include fines. imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097. Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.591 and 75.720).

Section I, Part 2—Project Required Services

Required Services	Number of participants receiving service that was provided by project	Number of participants referred to another service provide
Academic Tutoring	69	97
Advice and assistance in postsecondary course selection	104	37
Education/counseling to improve financial and economic literacy	105	103
Information in applying for Federal Student Aid	104	104
Assistance in completing and applying for Federal Student Aid	46	96
Assisting in applying for admission to 4-Year Institution and obtaining Federal student aid (not applicable to 4-year institutions)	29	26

Section I, Part 3—Competitive Preference Priorities

In the 2020 Student Support Services grant competition, applicants were given the option to earn additional points by proposing strategies to foster flexible and affordable paths to obtaining knowledge and skills (Competitive Preference Priorities 1a and 1b) and foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens (Competitive Preference Priorities 2a and 2b).

- **1a.** If your project earned points for competitive preference priority #1, please enter the number of students who received the intervention during the 2023-24 reporting year: 105
- **1b.** Please describe what activities your project enacted in during the 2023-24 reporting year in order to foster flexible and affordable paths to obtaining knowledge and skills.

The TRIO/QUEST staff provided comprehensive services to all enrolled students, preparing them for their career and/or transfer goals. among these services were: Intake Assessment at program start to ensure alignment of student degree and career goals: intrusive advising requiring students to meet with their TRIO advisor each semester; ongoing monitoring of Degreeworks to ensure students are on track to for graduation/transfer; referral to internships and work experience opportunities in their field of study.

- 2a. If your project earned points for competitive preference priority #2, please enter the number of students who received the intervention during the 2023-24 reporting year: 105
- **2b.** Please describe what activities your project engaged in during the 2023-24 reporting year to foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens.

All TRIO/QUEST students complete a personal financial plan upon intake to the program. A detailed explanation of all financial aid resources are given to students which includes the student's actual financial aid package. FAFSA completion workshops are offered each spring semester and the monitoring of student balance/bills occurs at the beginning of each semester.

Number Funded to Serve and Standard Objectives for 2023-24 Project Year

The following information reflects the approved funded number of participants to be served and the project objectives for grant award cycle 2023-24.

Number Funded to Serve:

In 2023-24, this project is funded to serve 103 participants.

Sector of Grantee Institution:

Public 2 - Year

Standard Objective(s):

- A. 2023-24 Persistence Rate: **68%** all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate/receive a certificate and/or transfer from a 2-year to a 4-year institution during the academic year.
- B. 2023-24 Good Academic Standing Rate: **68%** of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.
- C. Graduation and Transfer Rates (2-year institutions only):
- C1. 35% of 2020-21 new participants served will graduate with an associate's degree or certificate within four (4) years
- C2. 19% of 2020-21 new participants served will transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years.

Note: A **new participant** is an individual who was served by the SSS project for the **first time** in the project year under consideration and who meets the definition of a participant as specified in 34 CFR 646.7(b) of the SSS program regulations.

Participant Status Summary Report

Participant Status Code	Total number of Participant
1= New participant	40
2 = Continuing participant	64
3 = Prior-year participant (enrolled but not receiving SSS services)	0
4 = Prior-year participant (no longer enrolled at grantee institution)	97
8 = New Summer participant—Earned College Credits (2024 summer session only; part of 2024-25 cohort)	1
9 = New Summer participant— Did not Earn College Credits (2024 summer session only; part of 2024-25 cohort)	0
Total:	202

Cohort Comparison Report

Comparison of Participants in Your 2023-24 APR Data File Submission vs. the 2022-23 File by Cohort Year

Cohort Year	Number of Participants in Your 2023-24 APR Data File	Number of Participants in Cohort Year According to SSS System of Records
22 = 2020-21	45	45
23 = 2021-22	54	54
24 = 2022-23	46	46
TOTAL	145	145

Additional Information Regarding Your 2023-24 APR Data File

Number of New Participants (this is your 2023-24 cohort) = 40

Number of New Summer Participants (These students will be assigned to your 2024-25 cohort) = 1

Number Participants where cohort year is "Not Applicable" (field 21, option 99) = 16

Funded Rate and Eligibility Status Table and Current Participants Report

2023-24 Funded Rate and Eligibility Table

The table below provides information on (a) the number and percentage of participants funded to serve and served; (b) the number and percentage of participants served who were (i) college students who were both low-income and first-generation and/or (ii) individuals with disabilities (including students with disabilities who were also low-income); and, if applicable, (c) the number and percentage of all students with disabilities who were also low-income. As noted below, the one-third eligibility requirement only applies if the project served at least one student with a disability.

The information provided in the section "Number of Participants Funded to Serve & Served" makes clear whether the project served at least as many participants as the project was funded to serve.

The information provided in the section "2/3 Eligibility Requirement: First-generation and low-income, and/or students w/disabilities including students with disabilities who are also low-income" shows whether at least 66% of the project's participants were low-income individuals who were first-generation college students, or individuals with disabilities. To determine whether your project met this requirement, the numeral in the column "Number of first-generation and low-income, and/or disabled including disabled who are also low-income" was divided by the numeral in the column "Number of Current Participants Served."

The information provided in the section "1/3 Eligibility Requirement: Students w/disabilities who are low-income*" shows whether at least 33% of students with disabilities served were also low-income individuals. This requirement applies only to projects that served students with disabilities; if a project served any such students, at least one-third must also be low-income. To determine whether your project met this requirement, the numeral in the column "Number of students w/disabilities who are also low-income" was divided by the numeral in the column "All students with disabilities."

Please review the information contained in the table below. If your project did not meet the requirements mentioned above, please verify that the participant and eligibility status codes for each current participant for whom you provided information are correct. Your "current participants", are coded in field 22 as a 1, 2, 8, or 9.

*The requirement only applies if at least one disabled student was served. If no disabled students were served, then the requirement does not apply.

	Funded Rate and Eligibility Status Table							
Number of Participants Funded to Serve & Served			2/3 Eligibility Requirement: First-generation and low-income, and/or students w/ disabilities including students with disabilities who are also low-income		1/3 Eligibility Requirement: Students w/disabilities who are low-income*			
Number Funded to Serve	Number of Current Participants Served	Percent Served	Number of first-generation and low-income, and/or disabled including disabled who are also low-income	2/3 Eligibility Percent	All students with disabilities	Number of students w/disabilities who are also low- income	1/3 Eligibility Percent	
103	105	101%	105	100%	105	47	45%	

2023-24 Current Participants and Eligibility Status Report

The report below provides a list of your new, continuing, and new (summer only) participants (1, 2, 8, or 9) along with the participant's eligibility status and student's cohort year.

- Your current participants are derived from field #22, Participant Status, and are coded as follows:
 - 1 = New participant (for this reporting period; part of the 2023-24 cohort)
 - 2 = Continuing participant
 - 8 = New Summer participant—Earned College Credits (2024 summer session only; part of 2024-25 cohort)
 - 9 = New Summer participant—Did not Earn College Credits (2024 summer session only; part of 2024-25 cohort)
- The eligibility status codes are derived from field #15a and are:
 - 1 = Low-Income and First-Generation,
 - 2 = Low Income Only,
 - 3 = First-Generation Only,
 - 4 = Disabled, and
 - 5 = Disabled and Low Income.
- The student's cohort year codes are derived from field #21 and are:
 - 20 = 2018-19
 - 21 = 2019-20
 - 22 = 2020-21
 - 23 = 2021-22
 - 24 = 2022-2325 = 2023-24
 - 26 = 2024-25
 - 99 = Not applicable, (not part of any cohorts listed above)

Review the information carefully and:

- · verify the participant and eligibility status codes are correct.
- verify that all students reported as current participants (1, 2, 8, or 9) were actually served during this reporting period.
- · verify that you correctly updated the participant status field for all participants served in a previous reporting period.
- provide an explanation if you did not meet the number of participants funded to serve.

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)					
Participant's Name	Participant Status	Eligibility Status	Cohort Year		
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24		
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	5 = Disabled & Low Income	23 = 2021-22		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	5 = Disabled & Low Income	23 = 2021-22		
	2 = Continuing participant	5 = Disabled & Low Income	23 = 2021-22		
	2 = Continuing participant	5 = Disabled & Low Income	22 = 2020-21		
	2 = Continuing participant	4 = Disabled	99 = Not applicable		
	2 = Continuing participant	4 = Disabled	99 = Not applicable		

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)					
Participant's Name	Participant Status	Eligibility Status	Cohort Year		
	2 = Continuing participant	5 = Disabled & Low Income	99 = Not applicable		
	2 = Continuing participant	5 = Disabled & Low Income	23 = 2021-22		
	2 = Continuing participant	5 = Disabled & Low Income	22 = 2020-21		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	5 = Disabled & Low Income	23 = 2021-22		
	2 = Continuing participant	5 = Disabled & Low Income	23 = 2021-22		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	4 = Disabled	22 = 2020-21		
	2 = Continuing participant	5 = Disabled & Low Income	22 = 2020-21		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	5 = Disabled & Low Income	23 = 2021-22		
	2 = Continuing participant	5 = Disabled & Low Income	23 = 2021-22		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)					
Participant's Name	Participant Status	Eligibility Status	Cohort Year		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	24 = 2022-23		
	2 = Continuing participant	4 = Disabled	23 = 2021-22		
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23		
	2 = Continuing participant	5 = Disabled & Low Income	22 = 2020-21		
	2 = Continuing participant	5 = Disabled & Low Income	22 = 2020-21		
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24		
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24		
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24		

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24	
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24	
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24	
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24	
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24	
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24	
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24	
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24	
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24	
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24	

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)					
Participant's Name	Participant Status	Eligibility Status	Cohort Year		
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24		
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24		
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24		
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24		
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24		
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24		
	1 = New participant (2023-24 cohort)	4 = Disabled	25 = 2023-24		
	1 = New participant (2023-24 cohort)	5 = Disabled & Low Income	25 = 2023-24		
	8 = New Sumr. Earnd Collg Crdts (2024 sumr only; part of 2024-25 chrt)	4 = Disabled	26 = 2024-25		
	2 = Continuing participant	4 = Disabled	99 = Not applicable		
	2 = Continuing participant	5 = Disabled & Low Income	99 = Not applicable		
	2 = Continuing participant	5 = Disabled & Low Income	99 = Not applicable		

Critical Fields Verification Report

The Department has identified the following six (6) fields as critical in calculating project and program outcomes and wants to ensure a minimal number of "No Response/Unknown" entries in each field. In most cases, "No Response/Unknown" is a valid response; however, high percentages of these responses are not in the project's best interests. The table below lists the critical fields and the number and percentage of participants with a "No Response/Unknown" entry in that field. If you have critical fields with a high percentage of "No response/Unknown", we recommend correcting the data offline and uploading the corrected file.

Field No.	Field Name	Number with No Response/Unknown	Percent
7.	DOB	0	0%
23.	Enrollment Status (at end of the 2023-24 academic year)	0	0%
24.	Academic Standing	0	0%
31.	Degree/Certificate Completed	1	0%
32.	Date of Undergraduate Degree/Certificate	1	0%
34.	Persistance status (at the beginning of 2024-25 academic year)	0	0%

U.S Department of Education
Office of Postsecondary Education/Federal TRIO Programs
Student Support Services (SSS) Program
Individual Prior Experience (PE) Points Report
2023-24 Reporting Year

PR/Award Number: P042A200744

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Introduction

The Prior Experience (PE) points earned for the 2023-24 reporting year are contingent on the basis of serving the approved number of students and meeting or exceeding the projects approved objectives. The Department calculated the PE points using student-level data as reported in the project's 2023-24 annual performance report (APR). For a summary of policies and procedures for calculating a projects PE points, please see the Appendix which is located on the TRIO web site.

The Department will not accept any changes to the project's 2023-24 APR data after the APR is submitted.

A project that served less than 90 percent of the number of students the project was funded to serve in 2023-24 is not eligible to earn points for any of the PE criteria in this assessment year (see 34 CFR 646.22(b)).

To be eligible to earn PE points for the attainment (degree) criterion, a project must have submitted an APR for the year in which the cohort was established.

The Funded Number Criterion is based on the project having served the approved funded number of participants. To earn PE points, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description on how this criterion was calculated, please see the Appendix, under "How is the Funded Number Criterion Calculated?"

Criteria	Maximum Points Allowed	Approved Rate	Actual Attained Rate	PE Points Earne
Persistence	4	68%	70%	4
Good Academic Standing	4	68%	80%	4
Associate's Degree or Certificate	2	35%	40%	2
Associate's Degree or Certificate and Transfer to a 4-Year Institution	2	19%	16%	0
Funded Number	3	Number of Participants Funded to Serve	Number of Percent Participants Served Served	3
		103	105 101%	
A project that served less than 90 percent of the number of students to points for any of the criteria in this assessment year.	ne project was	s funded to serve in	n 2023-24 is not eligible to	earn
Total PE Points Earned	15			13

PR/Award Number: P042A200744

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Funded Number

The Funded Number Criterion is based on the project having served the approved funded number of participants. To be considered for PE Points, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description on how this criterion was calculated, please see the Appendix, under "*How is the Funded Number Criterion Calculated?*"

2023-24 Results for the Funded Number Criterion				
Number of Participants Funded to Serve	Number of Participants Served	Percent Served	PE Points Earned	
103	105	101%	3	

Persistence

The Persistence Rate for a 4-year institution is defined as the percentage of all participants served by the SSS project in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with a bachelor's degree during the reporting year.

The Persistence Rate for a 2-year institutions is the percentage of all participants served in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with an associate's degree or receive a certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year. For a detailed description on how the rate was calculated, please see the Appendix, under "How is the Persistence Rate Calculated?"

Note: The Actual Persistence Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served.

2023-24 Results for the Persistence Objective					
Number of Participants Funded to Serve	Number of Participants Served	Number Persisted	Approved Persistence Objective	Actual Persistence Rate	PE Points Earned
103	105	74	68%	70%	4

Good Academic Standing (GAS)

Good Academic Standing (GAS) is defined as the percentage of participants served by the SSS project who met the performance level required to stay in good academic standing at the grantee institution. For a detailed description on how the rate was calculated, please see the Appendix, under "How is the Good Academic Standing Rate Calculated?"

Note: The Good Academic Standing Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served minus any new summer participants served by the project that did not earn college credit. If applicable to your project, the Numbers of Participants Funded to Serve and the Number of Participants Served shown in the table below do not include the new summer participants that did not earn college credit.

2023-24 Results for the Good Academic Standing (GAS) Objective					
Number of Participants Funded to Serve	Number of Participants Served	Number in GAS	Approved GAS Objective	Actual GAS Rate	PE Points Earned
103	105	84	68%	80%	4

PR/Award Number: P042A200744

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Associate's Degree or Certificate Attainment (2-year institutions)

Associate's Degree or Certificate Attainment is defined as the percentage of new participants served in the Cohort Year, who graduate with an associate's degree or received a certificate within four reporting years. For a detailed description on how the graduation and/or transfer rate was calculated, please see the Appendix, under "How are the Associate's Degree or Certificate Attainment/Transfer Rate Calculated?"

Note: If your project was not funded in the year the cohort was established or you did not submit an APR in the previous reporting period, you are not eligible to earn PE points.

	2023-24 Results for the Associate's Degree or Certificate Attainment Objective					
Cohort Year	Number of Participants in Cohort	Number Attaining Associate's Degree or Certificate	Approved Associate's Degree/Certificate Objective	Actual Associate's Degree/Certificate Attainment Rate	PE Points Earned	
2020- 21	45	18	35%	40%	2	

Associate's Degree or Certificate Attainment and Transfer (2-year institutions)

Associate's Degree or Certificate Attainment and Transfer is defined as the percentage of new participants served in the Cohort Year who transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years. For a detailed description on how the graduation and/or transfer rate was calculated, please see the Appendix, under "How are the Associate's Degree or Certificate Attainment/Transfer Rates Calculated?"

Note: If your project was not funded in the year the cohort was established or you did not submit an APR in the previous reporting period, you are not eligible to earn PE points.

2023-24 Results for the Associate's Degree or Certificate Attainment and Transfer from 2-year to 4-Year Institution Objective						
Cohort Year	Number of Participants in Cohort	Number Attaining Associate's Degree or Certificate and Transferring from a 2-year to a 4-year Institution	Approved Associate's Degree/Certificateand Transfer Objective	Actual Associate's Degree/Certificateand Transfer Attainment Rate	PE Points Earned	
2020-21	45	7	19%	16%	0	

U.S. Department of Education
Office of Postsecondary Education
Student Service--Federal TRIO Programs

2023-24 FINAL ANNUAL PERFORMANCE REPORT IN PDF FORMAT

Summary of Data

and

Prior Experience Points, or Results of Standard Assessments

P042A200187
Fulton Montgomery Community College
Student Support Services Project

Final APR Certification

I certify that the annual performance report information submitted electronically for P042A200187 on 12/5/2024 4:22:26 PM is accurate, complete, and readily verifiable. If you have additional questions, or need to make changes, please contact the Help Desk or your Program Specialist.

Digitally signed by: Pamela McCall, Project Director, 12/5/2024 4:22:26 PM

I certify that the annual performance report information submitted electronically for P042A200187 on 12/6/2024 8:17:21 AM is accurate, complete, and readily verifiable. If you have additional questions, or need to make changes, please contact the Help Desk or your Program Specialist.

Digitally signed by: Gregory Truckenmiller, Certifying Official, 12/6/2024 8:17:21 AM

Section I, Part 1 - Project Identification/Characteristics/Certification/Warnings

PR/Award Number: P042A200187
 Type of Institution: Public 2 - Year

3. Project Type: Regular

4a. Report Period: 9/1/2023 - 8/31/2024

4b. First Day of Classes: 9/6/20235. GPA Scale: 4 Point Scale

6. Name of Grantee Institution: Fulton Montgomery Community College

7. Address: Campus: 2805 State Highway 67

Street:

City: Johnstown State: NY Zip: 12095

8. Project Director Information

8a. Name of Project Director:Pamela McCall8b. Telephone Number:518-736-3622

8c. Fax Number:

8d. Email Address: pmccall@fmcc.edu

9. Data Entry Person Information

9a. Name of Data Entry Person: Pamela McCall

9b. Telephone Number:518-736-3622 x 81029c. Email Address:pmccall@fmcc.edu

10. Project Characteristics

10a. Has a Summer Bridge Program: Yes

10b. If yes in field #10a, number of summer bridge participants served: 10

10c. Used Federal grant funds to provide Grant Aid? No

10d. Required to provide matching funds for Grant Aid? No

10f. Received institutional or other non-federal funds? No

Warning:

Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties which may include fines, imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097. Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.591 and 75.720).

Section I, Part 2—Project Required Services

Required Services	Number of participants receiving service that was provided by project	Number of participants referred to another service provide
Academic Tutoring	126	152
Advice and assistance in postsecondary course selection	164	43
Education/counseling to improve financial and economic literacy	164	156
Information in applying for Federal Student Aid	156	156
Assistance in completing and applying for Federal Student Aid	80	156
Assisting in applying for admission to 4-Year Institution and obtaining Federal student aid (not applicable to 4-year institutions)	17	17

Section I, Part 3—Competitive Preference Priorities

In the 2020 Student Support Services grant competition, applicants were given the option to earn additional points by proposing strategies to foster flexible and affordable paths to obtaining knowledge and skills (Competitive Preference Priorities 1a and 1b) and foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens (Competitive Preference Priorities 2a and 2b).

- **1a.** If your project earned points for competitive preference priority #1, please enter the number of students who received the intervention during the 2023-24 reporting year: 167
- **1b.** Please describe what activities your project enacted in during the 2023-24 reporting year in order to foster flexible and affordable paths to obtaining knowledge and skills.

The TRIO staff provided comprehensive services to all enrolled students, preparing them for their career and/or transfer goals among these services were: Intake Assessment at program start to ensure alignment of student degree and career goals: intrusive advising requiring students to meet with their TRIO advisor each semester; ongoing monitoring of Degreeworks to ensure students are on track to for graduation/transfer; referral to internships and work experience opportunities in their field of study.

- 2a. If your project earned points for competitive preference priority #2, please enter the number of students who received the intervention during the 2023-24 reporting year: 167
- **2b.** Please describe what activities your project engaged in during the 2023-24 reporting year to foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens.

All TRIO students complete a personal financial plan upon intake to the program. A detailed explanation of all financial aid resources are given to students which includes the student's actual financial aid package. FAFSA completion workshops are offered each spring semester and the monitoring of student balance/bills occurs at the beginning of each semester.

Number Funded to Serve and Standard Objectives for 2023-24 Project Year

The following information reflects the approved funded number of participants to be served and the project objectives for grant award cycle 2023-24.

Number Funded to Serve:

In 2023-24, this project is funded to serve 165 participants.

Sector of Grantee Institution:

Public 2 - Year

Standard Objective(s):

- A. 2023-24 Persistence Rate: **65%** all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate/receive a certificate and/or transfer from a 2-year to a 4-year institution during the academic year.
- B. 2023-24 Good Academic Standing Rate: **68%** of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.
- C. Graduation and Transfer Rates (2-year institutions only):
- C1. 35% of 2020-21 new participants served will graduate with an associate's degree or certificate within four (4) years
- C2. 18% of 2020-21 new participants served will transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years.

Note: A **new participant** is an individual who was served by the SSS project for the **first time** in the project year under consideration and who meets the definition of a participant as specified in 34 CFR 646.7(b) of the SSS program regulations.

Participant Status Summary Report

Participant Status Code	Total number of Participant
1= New participant	75
2 = Continuing participant	81
3 = Prior-year participant (enrolled but not receiving SSS services)	0
4 = Prior-year participant (no longer enrolled at grantee institution)	158
8 = New Summer participant—Earned College Credits (2024 summer session only; part of 2024-25 cohort)	5
9 = New Summer participant— Did not Earn College Credits (2024 summer session only; part of 2024-25 cohort)	6
Total:	325

Cohort Comparison Report

Comparison of Participants in Your 2023-24 APR Data File Submission vs. the 2022-23 File by Cohort Year

Cohort Year	Number of Participants in Your 2023-24 APR Data File	Number of Participants in Cohort Year According to SSS System of Records
22 = 2020-21	57	57
23 = 2021-22	89	89
24 = 2022-23	77	77
TOTAL	223	223

Additional Information Regarding Your 2023-24 APR Data File

Number of New Participants (this is your 2023-24 cohort) = 75

Number of New Summer Participants (These students will be assigned to your 2024-25 cohort) = 11

Number Participants where cohort year is "Not Applicable" (field 21, option 99) = 16

Funded Rate and Eligibility Status Table and Current Participants Report

2023-24 Funded Rate and Eligibility Table

The table below provides information on (a) the number and percentage of participants funded to serve and served; (b) the number and percentage of participants served who were (i) college students who were both low-income and first-generation and/or (ii) individuals with disabilities (including students with disabilities who were also low-income); and, if applicable, (c) the number and percentage of all students with disabilities who were also low-income. As noted below, the one-third eligibility requirement only applies if the project served at least one student with a disability.

The information provided in the section "Number of Participants Funded to Serve & Served" makes clear whether the project served at least as many participants as the project was funded to serve.

The information provided in the section "2/3 Eligibility Requirement: First-generation and low-income, and/or students w/disabilities including students with disabilities who are also low-income" shows whether at least 66% of the project's participants were low-income individuals who were first-generation college students, or individuals with disabilities. To determine whether your project met this requirement, the numeral in the column "Number of first-generation and low-income, and/or disabled including disabled who are also low-income" was divided by the numeral in the column "Number of Current Participants Served."

The information provided in the section "1/3 Eligibility Requirement: Students w/disabilities who are low-income*" shows whether at least 33% of students with disabilities served were also low-income individuals. This requirement applies only to projects that served students with disabilities; if a project served any such students, at least one-third must also be low-income. To determine whether your project met this requirement, the numeral in the column "Number of students w/disabilities who are also low-income" was divided by the numeral in the column "All students with disabilities."

Please review the information contained in the table below. If your project did not meet the requirements mentioned above, please verify that the participant and eligibility status codes for each current participant for whom you provided information are correct. Your "current participants", are coded in field 22 as a 1, 2, 8, or 9.

*The requirement only applies if at least one disabled student was served. If no disabled students were served, then the requirement does not apply.

	Funded Rate and Eligibility Status Table						
	ber of Particip d to Serve & S		2/3 Eligibility Requirement: First-generation and low-income, and/or students w/ disabilities including students with disabilities who are also low-income		1/3 Eligibility Requirement: Students w/disabilities who are low-income*		
Number Funded to Serve	Number of Current Participants Served	Percent Served	Number of first-generation and low-income, and/or disabled including disabled who are also low-income	2/3 Eligibility Percent	All students with disabilities	Number of students w/disabilities who are also low- income	1/3 Eligibility Percent
165	167	101%	112	67%	0	0	0%

2023-24 Current Participants and Eligibility Status Report

The report below provides a list of your new, continuing, and new (summer only) participants (1, 2, 8, or 9) along with the participant's eligibility status and student's cohort year.

- Your current participants are derived from field #22, Participant Status, and are coded as follows:
 - 1 = New participant (for this reporting period; part of the 2023-24 cohort)
 - 2 = Continuing participant
 - 8 = New Summer participant—Earned College Credits (2024 summer session only; part of 2024-25 cohort)
 - 9 = New Summer participant—Did not Earn College Credits (2024 summer session only; part of 2024-25 cohort)
- The eligibility status codes are derived from field #15a and are:
 - 1 = Low-Income and First-Generation,
 - 2 = Low Income Only,
 - 3 = First-Generation Only,
 - 4 = Disabled, and
 - 5 = Disabled and Low Income.
- The student's cohort year codes are derived from field #21 and are:
 - 20 = 2018-19
 - 21 = 2019-20
 - 22 = 2020-21
 - 23 = 2021-22
 - 24 = 2022-23
 - 25 = 2023-24
 - 26 = 2024-25
 - 99 = Not applicable, (not part of any cohorts listed above)

Review the information carefully and:

- · verify the participant and eligibility status codes are correct.
- verify that all students reported as current participants (1, 2, 8, or 9) were actually served during this reporting period.
- verify that you correctly updated the participant status field for all participants served in a previous reporting period.
- provide an explanation if you did not meet the number of participants funded to serve.

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
Kailynn Haley	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21	
Sariah Rivera	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
Desiree Teater	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
Alyssa Santiago	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
Billie Bennett	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
Seth Nelson	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
Haley Wilson	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
Rayna Frasier	2 = Continuing participant	3 = First-Generation Only	22 = 2020-21	
Heather Mayer	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21	
Amanda Ponte	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21	
JamieRose Brady	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
Yamilette Vazquez	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)					
Participant's Name Participant Stat	us	Eligibility Status	Cohort Year		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	2 = Low Income Only	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
1 = New participa	nt (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)					
Participant's Name	Participant Status	Eligibility Status	Cohort Year		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)					
Participant's Name	Participant Status	Eligibility Status	Cohort Year		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	8 = New Sumr. Earnd Collg Crdts (2024 sumr only; part of 2024-25 chrt)	1 = Low-Income and First- Generation	26 = 2024-25		
	8 = New Sumr. Earnd Collg Crdts (2024 sumr only; part of 2024-25 chrt)	1 = Low-Income and First- Generation	26 = 2024-25		
	8 = New Sumr. Earnd Collg Crdts (2024 sumr only; part of 2024-25 chrt)	1 = Low-Income and First- Generation	26 = 2024-25		
	9 = New Sumr. Not Earn Collg Crdts (2024 sumr only; part of 2024-25 chrt)	1 = Low-Income and First- Generation	26 = 2024-25		
	8 = New Sumr. Earnd Collg Crdts (2024 sumr only; part of 2024-25 chrt)	1 = Low-Income and First- Generation	26 = 2024-25		
	9 = New Sumr. Not Earn Collg Crdts (2024 sumr only; part of 2024-25 chrt)	1 = Low-Income and First- Generation	26 = 2024-25		
	8 = New Sumr. Earnd Collg Crdts (2024 sumr only; part of 2024-25 chrt)	1 = Low-Income and First- Generation	26 = 2024-25		
	9 = New Sumr. Not Earn Collg Crdts (2024 sumr only; part of 2024-25 chrt)	1 = Low-Income and First- Generation	26 = 2024-25		
	9 = New Sumr. Not Earn Collg Crdts (2024 sumr only; part of 2024-25 chrt)	1 = Low-Income and First- Generation	26 = 2024-25		
	9 = New Sumr. Not Earn Collg Crdts (2024 sumr only; part of 2024-25 chrt)	1 = Low-Income and First- Generation	26 = 2024-25		
	9 = New Sumr. Not Earn Collg Crdts (2024 sumr only; part of 2024-25 chrt)	1 = Low-Income and First- Generation	26 = 2024-25		
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	24 = 2022-23		

Current Participants	Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year		
	2 = Continuing participant	2 = Low Income Only	24 = 2022-23		
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	24 = 2022-23		
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22		
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22		
	2 = Continuing participant	3 = First-Generation Only	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	2 = Continuing participant	2 = Low Income Only	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	24 = 2022-23		
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	24 = 2022-23		
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24		
	2 = Continuing participant	3 = First-Generation Only	24 = 2022-23		
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22		
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22		
	2 = Continuing participant	2 = Low Income Only	23 = 2021-22		
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22		

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	3 = First-Generation Only	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	3 = First-Generation Only	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	23 = 2021-22	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	3 = First-Generation Only	24 = 2022-23	
	2 = Continuing participant	3 = First-Generation Only	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	2 = Low Income Only	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	3 = First-Generation Only	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	2 = Low Income Only	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	2 = Continuing participant	2 = Low Income Only	24 = 2022-23	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	2 = Continuing participant	1 = Low-Income and First- Generation	24 = 2022-23	
	2 = Continuing participant	1 = Low-Income and First- Generation	99 = Not applicable	
	1 = New participant (2023-24 cohort)	1 = Low-Income and First- Generation	25 = 2023-24	
	2 = Continuing participant	1 = Low-Income and First- Generation	99 = Not applicable	
	2 = Continuing participant	1 = Low-Income and First- Generation	99 = Not applicable	
	2 = Continuing participant	1 = Low-Income and First- Generation	22 = 2020-21	

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	2 = Continuing participant	1 = Low-Income and First- Generation	99 = Not applicable	
	2 = Continuing participant	3 = First-Generation Only	99 = Not applicable	
	2 = Continuing participant	1 = Low-Income and First- Generation	99 = Not applicable	
	2 = Continuing participant	1 = Low-Income and First- Generation	99 = Not applicable	
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24	
	2 = Continuing participant	1 = Low-Income and First- Generation	99 = Not applicable	
	2 = Continuing participant	1 = Low-Income and First- Generation	99 = Not applicable	
	2 = Continuing participant	3 = First-Generation Only	99 = Not applicable	

Critical Fields Verification Report

The Department has identified the following six (6) fields as critical in calculating project and program outcomes and wants to ensure a minimal number of "No Response/Unknown" entries in each field. In most cases, "No Response/Unknown" is a valid response; however, high percentages of these responses are not in the project's best interests. The table below lists the critical fields and the number and percentage of participants with a "No Response/Unknown" entry in that field. If you have critical fields with a high percentage of "No response/Unknown", we recommend correcting the data offline and uploading the corrected file.

Field No.	Field Name	Number with No Response/Unknown	Percent
7.	DOB	3	1%
23.	Enrollment Status (at end of the 2023-24 academic year)	0	0%
24.	Academic Standing	0	0%
31.	Degree/Certificate Completed	0	0%
32.	Date of Undergraduate Degree/Certificate	0	0%
34.	Persistance status (at the beginning of 2024-25 academic year)	0	0%

U.S Department of Education
Office of Postsecondary Education/Federal TRIO Programs
Student Support Services (SSS) Program
Individual Prior Experience (PE) Points Report
2023-24 Reporting Year

PR/Award Number: P042A200187

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Introduction

The Prior Experience (PE) points earned for the 2023-24 reporting year are contingent on the basis of serving the approved number of students and meeting or exceeding the projects approved objectives. The Department calculated the PE points using student-level data as reported in the project's 2023-24 annual performance report (APR). For a summary of policies and procedures for calculating a projects PE points, please see the Appendix which is located on the TRIO web site.

The Department will not accept any changes to the project's 2023-24 APR data after the APR is submitted.

A project that served less than 90 percent of the number of students the project was funded to serve in 2023-24 is not eligible to earn points for any of the PE criteria in this assessment year (see 34 CFR 646.22(b)).

To be eligible to earn PE points for the attainment (degree) criterion, a project must have submitted an APR for the year in which the cohort was established.

The Funded Number Criterion is based on the project having served the approved funded number of participants. To earn PE points, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description on how this criterion was calculated, please see the Appendix, under "How is the Funded Number Criterion Calculated?"

	Maximum			PE
Criteria	Points Allowed	Approved Rate	Actual Attained Rate	Points Earned
Persistence	4	65%	71%	4
Good Academic Standing	4	68%	78%	4
Associate's Degree or Certificate	2	35%	49%	2
Associate's Degree or Certificate and Transfer to a 4-Year Institution	2	18%	11%	0
Funded Number	3		Number of Percent Participants Served Served	3
		165	167 101%	
A project that served less than 90 percent of the number of students the points for any of the criteria in this assessment year.	ne project was	s funded to serve in	2023-24 is not eligible to	earn
Total PE Points Earned	15			13

PR/Award Number: P042A200187

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Funded Number

The Funded Number Criterion is based on the project having served the approved funded number of participants. To be considered for PE Points, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description on how this criterion was calculated, please see the Appendix, under "*How is the Funded Number Criterion Calculated?*"

2023-24 Results for the Funded Number Criterion			
Number of Participants Funded to Serve	Number of Participants Served	Percent Served	PE Points Earned
165	167	101%	3

Persistence

The Persistence Rate for a 4-year institution is defined as the percentage of all participants served by the SSS project in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with a bachelor's degree during the reporting year.

The Persistence Rate for a 2-year institutions is the percentage of all participants served in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with an associate's degree or receive a certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year. For a detailed description on how the rate was calculated, please see the Appendix, under "How is the Persistence Rate Calculated?"

Note: The Actual Persistence Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served.

2023-24 Results for the Persistence Objective						
Number of Participants Number of Funded Participants Number Approved Persistence Actual Persistence PE to Serve Served Persisted Objective Rate E						
165	167	118	65%	71%	4	

Good Academic Standing (GAS)

Good Academic Standing (GAS) is defined as the percentage of participants served by the SSS project who met the performance level required to stay in good academic standing at the grantee institution. For a detailed description on how the rate was calculated, please see the Appendix, under "How is the Good Academic Standing Rate Calculated?"

Note: The Good Academic Standing Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served minus any new summer participants served by the project that did not earn college credit. If applicable to your project, the Numbers of Participants Funded to Serve and the Number of Participants Served shown in the table below do not include the new summer participants that did not earn college credit.

2023-24 Results for the Good Academic Standing (GAS) Objective					
Number of Participants Funded to Serve	Number of Participants Served	Number in GAS	Approved GAS Objective	Actual GAS Rate	PE Points Earned
159	161	126	68%	78%	4

PR/Award Number: P042A200187

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Associate's Degree or Certificate Attainment (2-year institutions)

Associate's Degree or Certificate Attainment is defined as the percentage of new participants served in the Cohort Year, who graduate with an associate's degree or received a certificate within four reporting years. For a detailed description on how the graduation and/or transfer rate was calculated, please see the Appendix, under "How are the Associate's Degree or Certificate Attainment/Transfer Rate Calculated?"

Note: If your project was not funded in the year the cohort was established or you did not submit an APR in the previous reporting period, you are not eligible to earn PE points.

	2023-24 Results for the Associate's Degree or Certificate Attainment Objective					
Cohort Year	Number of Participants in Cohort	Number Attaining Associate's Degree or Certificate	Approved Associate's Degree/Certificate Objective	Actual Associate's Degree/Certificate Attainment Rate	PE Points Earned	
2020- 21	57	28	35%	49%	2	

Associate's Degree or Certificate Attainment and Transfer (2-year institutions)

Associate's Degree or Certificate Attainment and Transfer is defined as the percentage of new participants served in the Cohort Year who transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years. For a detailed description on how the graduation and/or transfer rate was calculated, please see the Appendix, under "How are the Associate's Degree or Certificate Attainment/Transfer Rates Calculated?"

Note: If your project was not funded in the year the cohort was established or you did not submit an APR in the previous reporting period, you are not eligible to earn PE points.

2023-24 Results for the Associate's Degree or Certificate Attainment and Transfer from 2-year to 4-Year Institution Objective						
Cohort Year						
2020-21	57 6 18% 11% 0					

U.S. Department of Education
Office of Postsecondary Education
Student Service--Federal TRIO Programs

2020-21 FINAL ANNUAL PERFORMANCE REPORT IN PDF FORMAT

Summary of Data

and

Prior Experience Points, or Results of Standard Assessments

P042A200744

Fulton Montgomery Community College Student Support Services Project

Controlled by Emory Morrison

Important! Read!

You <u>must</u> submit a signed copy of Section I of your annual performance report (APR) that certifies that the information submitted electronically is accurate, complete, and readily verifiable. Section I of the completed APR form includes signature lines for the project director and certifying official for the grantee institution or agency. Once you have secured the required signatures, please scan the signed Section I and then log back into the APR Web site to upload the document using the functionality on the APR site.

Section I, Part 1 - Project Identification/Characteristics/Certification/Warnings

1.	PR/Award Number:	P042A200744		
2.	Type of Institution:	Public 2 - Year		
3.	Project Type:	Disabled		
4.	Report Period:	9/1/2020 - 8/31/2021		
5.	GPA Scale:	4 Point Scale		
6.	Name of Grantee Institution:	Fulton Montgomery C	Community College	
7.	Address:	Campus: 2805 State Street: - City: Johnstown State		
8.	Project Director Information	•	•	
	8a. Name of Project Director:	Jean Karutis		
	8b. Telephone Number:	518-736-3622		
	8c. Fax Number:			
	8d. Email Address:	jean.karutis@fmcc.ec	du	
9.	Data Entry Person Information			
	9a. Name of Data Entry Person:	Jean Karutis		
	9b. Telephone Number:	518-736-3622 x 8904	1	
	9c. Email Address:	jkarutis@fmcc.edu		
10.	Project Characteristics			
	10a. Has a Summer Bridge Program: Yes			
	10b. If yes in field #10a, number of summer bi	ridge participants se	rved: 20	
	10c. Used Federal grant funds to provide Gra	int Aid? No		
	10d. Required to provide matching funds for	Grant Aid? No		
	10f. Received institutional or other non-feder	ral funds? No		
	tification: We certify that the performance report in fiable. The information reported is accurate and cor	·		2 2:39:28 PM is readily
	Name of Project Director (Print)		Name of Certifying Official (Print)	
	Signature and Date		Signature and Date	

Warning:

Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties which may include fines, imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097. Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.591 and 75.720).

Section I, Part 2—Project Required Services

Required Services	Number of participants receiving service that was provided by project	Number of participants referred to another service provide
Academic Tutoring	45	94
Advice and assistance in postsecondary course selection	103	5
Education/counseling to improve financial and economic literacy	103	103
Information in applying for Federal Student Aid	103	103
Assistance in completing and applying for Federal Student Aid	2	103
Assisting in applying for admission to 4-Year Institution and obtaining Federal student aid (not applicable to 4-year institutions)	14	14

Section I, Part 3—Competitive Preference Priorities

In the 2020 Student Support Services grant competition, applicants were given the option to earn additional points by proposing strategies to foster flexible and affordable paths to obtaining knowledge and skills (Competitive Preference Priorities 1a and 1b) and foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens (Competitive Preference Priorities 2a and 2b).

- **1a.** If your project earned points for competitive preference priority #1, please enter the number of students who received the intervention during the 2020-21 reporting year: 103
- **1b.** Please describe what activities your project enacted in during the 2020-21 reporting year in order to foster flexible and affordable paths to obtaining knowledge and skills.

The TRiO/Quest staff provided comprehensive services to all enrolled students which prepared students for their career and/or transfer goals. Among these services were: Indigo strength assessment at program intake to ensure alignment of student degree and career goals; intrusive advising requiring students to meet with their Trio advisor each semester; ongoing monitoring of Degreeworks to ensure students are on track to graduation/transfer; and referral to internship and work experience opportunities in their field of study.

- **2a.** If your project earned points for competitive preference priority #2, please enter the number of students who received the intervention during the 2020-21 reporting year: 103
- **2b.** Please describe what activities your project engaged in during the 2020-21 reporting year to foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens.

All TRiO/Quest students complete a personal financial plan upon intake to the program. A detailed explanation of all financial aid resources are given to students which includes the students actual financial aid package. FAFSA completion workshops are offered each spring semester and the monitoring of student balances/bills occurs at the beginning of each semester.

Number Funded to Serve and Standard Objectives for 2020-21 Project Year

The following information reflects the approved funded number of participants to be served and the project objectives for grant award cycle 2020-21.

Number Funded to Serve:

In 2020-21, this project is funded to serve 103 participants.

Sector of Grantee Institution:

Public 2 - Year

Standard Objective(s):

- A. 2020-21 Persistence Rate: **68%** all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate/receive a certificate and/or transfer from a 2-year to a 4-year institution during the academic year.
- B. 2020-21 Good Academic Standing Rate: **68%** of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.
- C. Graduation and Transfer Rates (2-year institutions only):
- C1. 35% of 2017-18 new participants served will graduate with an associate's degree or certificate within four (4) years
- C2. 19% of 2017-18 new participants served will transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years.

Note: A **new participant** is an individual who was served by the SSS project for the **first time** in the project year under consideration and who meets the definition of a participant as specified in 34 CFR 646.7(b) of the SSS program regulations.

Participant Status Summary Report

Participant Status Code	Total number of Participant
1= New participant	45
2 = Continuing participant	50
3 = Prior-year participant (enrolled but not receiving SSS services)	0
4 = Prior-year participant (no longer enrolled at grantee institution)	83
8 = New Summer participant—Earned College Credits (2021 summer session only; part of 2021-22 cohort)	0
9 = New Summer participant— Did not Earn College Credits (2021 summer session only; part of 2021-22 cohort)	8
Total:	186

Cohort Comparison Report

Comparison of Participants in Your 2020-21 APR Data File Submission vs. the 2019-20 File by Cohort Year

Cohort Year	Number of Participants in Your 2020-21 APR Data File	Number of Participants in Cohort Year According to SSS System of Records
19 = 2017-18	49	49
20 = 2018-19	43	43
21 = 2019-20	34	34
TOTAL	126	126

Additional Information Regarding Your 2019-20 APR Data File

Number of New Participants (this is your 2020-21 cohort) = 45

Number of New Summer Participants (These students will be assigned to your 2021-22 cohort) = 8

Number Participants where cohort year is "Not Applicable" (field 21, option 99) = 7

Funded Rate and Eligibility Status Table and Current Participants Report

2020-21 Funded Rate and Eligibility Table

The table below provides information on (a) the number and percentage of participants funded to serve and served; (b) the number and percentage of participants served who were (i) college students who were both low-income and first-generation and/or (ii) individuals with disabilities (including students with disabilities who were also low-income); and, if applicable, (c) the number and percentage of all students with disabilities who were also low-income. As noted below, the one-third eligibility requirement only applies if the project served at least one student with a disability.

The information provided in the section "Number of Participants Funded to Serve & Served" makes clear whether the project served at least as many participants as the project was funded to serve.

The information provided in the section "2/3 Eligibility Requirement: First-generation and low-income, and/or students w/disabilities including students with disabilities who are also low-income" shows whether at least 66% of the project's participants were low-income individuals who were first-generation college students, or individuals with disabilities. To determine whether your project met this requirement, the numeral in the column "Number of first-generation and low-income, and/or disabled including disabled who are also low-income" was divided by the numeral in the column "Number of Current Participants Served."

The information provided in the section "1/3 Eligibility Requirement: Students w/disabilities who are low-income*" shows whether at least 33% of students with disabilities served were also low-income individuals. This requirement applies only to projects that served students with disabilities; if a project served any such students, at least one-third must also be low-income. To determine whether your project met this requirement, the numeral in the column "Number of students w/disabilities who are also low-income" was divided by the numeral in the column "All students with disabilities."

Please review the information contained in the table below. If your project did not meet the requirements mentioned above, please verify that the participant and eligibility status codes for each current participant for whom you provided information are correct. Your "current participants", are coded in field 22 as a 1, 2, 8, or 9.

*The requirement only applies if at least one disabled student was served. If no disabled students were served, then the requirement does not apply.

	Funded Rate and Eligibility Status Table						
low-incom		low-income, and/or students w/ disabi	ligibility Requirement: First-generation and w-income, and/or students w/ disabilities ding students with disabilities who are also low-income		1/3 Eligibility Requirement: Students w/disabilities who are low-income*		
Number Funded to Serve	Number of Current Participants Served	Percent Served	Number of first-generation and low-income, and/or disabled including disabled who are also low-income	2/3 Eligibility Percent	All students with disabilities	Number of students w/disabilities who are also low- income	1/3 Eligibility Percent
103	103	100%	103	100%	103	56	54%

2020-21 Current Participants and Eligibility Status Report

The report below provides a list of your new, continuing, and new (summer only) participants (1, 2, 8, or 9) along with the participant's eligibility status and student's cohort year.

- Your current participants are derived from field #22, Participant Status, and are coded as follows:
 - 1 = New participant (for this reporting period; part of the 2020-21 cohort)
 - 2 = Continuing participant
 - 8 = New Summer participant—Earned College Credits (2021 summer session only; part of 2021-22 cohort)
 - 9 = New Summer participant—Did not Earn College Credits (2021 summer session only; part of 2021-22 cohort)
- The eligibility status codes are derived from field #15 and are:
 - 1 = Low-Income and First-Generation,
 - 2 = Low Income Only,
 - 3 = First-Generation Only,
 - 4 = Disabled, and
 - 5 = Disabled and Low Income.
- The student's cohort year codes are derived from field #21 and are:
 - 17 = 2015-16
 - 18 = 2016-17
 - 19 = 2017-18
 - 20 = 2018-19
 - 21 = 2019-20
 - 22 = 2020-21
 - 23 = 2021-22
 - 99 = Not applicable, (not part of any cohorts listed above)

Review the information carefully and:

- · verify the participant and eligibility status codes are correct.
- verify that all students reported as current participants (1, 2, 8, or 9) were actually served during this reporting period.
- · verify that you correctly updated the participant status field for all participants served in a previous reporting period.
- provide an explanation if you did not meet the number of participants funded to serve.

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)			
Participant's Name	Participant Status	Eligibility Status	Cohort Year
	2 = Continuing participant	5 = Disabled & Low Income	20 = 2018-19
	2 = Continuing participant	5 = Disabled & Low Income	19 = 2017-18
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21
	2 = Continuing participant	5 = Disabled & Low Income	19 = 2017-18
	2 = Continuing participant	4 = Disabled	20 = 2018-19
	2 = Continuing participant	4 = Disabled	20 = 2018-19
	2 = Continuing participant	4 = Disabled	20 = 2018-19
	2 = Continuing participant	4 = Disabled	20 = 2018-19
	2 = Continuing participant	4 = Disabled	21 = 2019-20
	2 = Continuing participant	5 = Disabled & Low Income	19 = 2017-18
	2 = Continuing participant	5 = Disabled & Low Income	20 = 2018-19
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	2 = Continuing participant	5 = Disabled & Low Income	21 = 2019-20	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	2 = Continuing participant	4 = Disabled	21 = 2019-20	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	2 = Continuing participant	4 = Disabled	21 = 2019-20	
	2 = Continuing participant	4 = Disabled	21 = 2019-20	
	2 = Continuing participant	5 = Disabled & Low Income	21 = 2019-20	
	2 = Continuing participant	4 = Disabled	21 = 2019-20	
	2 = Continuing participant	5 = Disabled & Low Income	21 = 2019-20	
	2 = Continuing participant	5 = Disabled & Low Income	21 = 2019-20	
	2 = Continuing participant	5 = Disabled & Low Income	20 = 2018-19	
	2 = Continuing participant	5 = Disabled & Low Income	21 = 2019-20	
	2 = Continuing participant	4 = Disabled	21 = 2019-20	
	2 = Continuing participant	5 = Disabled & Low Income	21 = 2019-20	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	2 = Continuing participant	4 = Disabled	21 = 2019-20	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	2 = Continuing participant	4 = Disabled	20 = 2018-19	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	2 = Continuing participant	4 = Disabled	20 = 2018-19	
	2 = Continuing participant	5 = Disabled & Low Income	20 = 2018-19	
	2 = Continuing participant	5 = Disabled & Low Income	20 = 2018-19	
	2 = Continuing participant	4 = Disabled	20 = 2018-19	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	2 = Continuing participant	5 = Disabled & Low Income	20 = 2018-19	
	2 = Continuing participant	4 = Disabled	21 = 2019-20	
	2 = Continuing participant	5 = Disabled & Low Income	20 = 2018-19	
	2 = Continuing participant	5 = Disabled & Low Income	99 = Not applicable	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	4 = Disabled	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	5 = Disabled & Low Income	23 = 2021-22	
	2 = Continuing participant	5 = Disabled & Low Income	20 = 2018-19	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	5 = Disabled & Low Income	23 = 2021-22	
	2 = Continuing participant	5 = Disabled & Low Income	21 = 2019-20	
	2 = Continuing participant	5 = Disabled & Low Income	19 = 2017-18	
	2 = Continuing participant	5 = Disabled & Low Income	20 = 2018-19	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	2 = Continuing participant	5 = Disabled & Low Income	21 = 2019-20	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	5 = Disabled & Low Income	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	5 = Disabled & Low Income	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	5 = Disabled & Low Income	23 = 2021-22	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	4 = Disabled	23 = 2021-22	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	2 = Continuing participant	4 = Disabled	21 = 2019-20	

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)				
Participant's Name	Participant Status	Eligibility Status	Cohort Year	
	2 = Continuing participant	5 = Disabled & Low Income	21 = 2019-20	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	2 = Continuing participant	4 = Disabled	21 = 2019-20	
	9 = New Sumr. Not Earn Collg Crdts (2021 sumr only; part of 2021-22 chrt)	5 = Disabled & Low Income	23 = 2021-22	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	2 = Continuing participant	4 = Disabled	19 = 2017-18	
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21	
	2 = Continuing participant	5 = Disabled & Low Income	99 = Not applicable	
	2 = Continuing participant	5 = Disabled & Low Income	99 = Not applicable	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	2 = Continuing participant	5 = Disabled & Low Income	21 = 2019-20	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21	

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 8, or 9)			
Participant's Name	Participant Status	Eligibility Status	Cohort Year
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21
	2 = Continuing participant	4 = Disabled	21 = 2019-20
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21
	2 = Continuing participant	5 = Disabled & Low Income	99 = Not applicable
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21
	2 = Continuing participant	5 = Disabled & Low Income	21 = 2019-20
	2 = Continuing participant	4 = Disabled	21 = 2019-20
	1 = New participant (2020-21 cohort)	4 = Disabled	22 = 2020-21
	2 = Continuing participant	4 = Disabled	99 = Not applicable
	2 = Continuing participant	5 = Disabled & Low Income	20 = 2018-19
	1 = New participant (2020-21 cohort)	5 = Disabled & Low Income	22 = 2020-21

Critical Fields Verification Report

The Department has identified the following six (6) fields as critical in calculating project and program outcomes and wants to ensure a minimal number of "No Response/Unknown" entries in each field. In most cases, "No Response/Unknown" is a valid response; however, high percentages of these responses are not in the project's best interests. The table below lists the critical fields and the number and percentage of participants with a "No Response/Unknown" entry in that field. If you have critical fields with a high percentage of "No response/Unknown", we recommend correcting the data offline and uploading the corrected file.

Field No.	Field Name	Number with No Response/Unknown	Percent
7.	DOB	0	0%
23.	Enrollment Status (at end of the 2020-21 academic year)	0	0%
24.	Academic Standing	0	0%
31.	Degree/Certificate Completed	0	0%
32.	Date of Undergraduate Degree/Certificate	0	0%
34.	Persistance status (at the beginning of 2021-22 academic year)	0	0%

U.S Department of Education
Office of Postsecondary Education/Federal TRIO Programs
Student Support Services (SSS) Program
Individual Prior Experience (PE) Points Report
2020-21 Reporting Year

PR/Award Number: P042A200744

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Introduction

The Standard Objective assessment for the 2020-21 reporting year are contingent on the basis of serving the approved number of students and meeting or exceeding the projects approved objectives. The Department calculated the Standard Objective scores using student-level data as reporting in the project's 2020-21 annual performance report (APR). For a summary of policies and procedures for calculating a projects Standard Objective scores, please see the Appendix which is located on the TRIO web site.

The Department will not accept any changes to the project's 2020-21 APR data after the APR is submitted.

A project that served less than 90 percent of the number of students the project was funded to serve in 2020-21 (refer to Funded Number in table below) does not receive Standard Objective scores.

To be eligible for consideration for Standard Objective scores for the (degree) attainment criterion, a project must have submitted an APR for the year in which the cohort was established.

Criteria	Maximum Score Allowed	Approved Rate	Actual Attained Rate	Standard Objectives Scores
Persistence	4	68%	78%	4
Good Academic Standing	4	68%	76%	4
Associate's Degree or Certificate	2	35%	51%	2
Associate's Degree or Certificate and Transfer to a 4-Year Institution	2	19%	20%	2
Funded Number	3	Number of Participants Funded to Serve	Number of Percent Participants Served Served	3
		103	103 100%	
A project that served less than 90 percent of the number of stude points for any of the criteria in this assessment year.	dents the project	was funded to serv	ve in 2020-21 is not eligible	e to earn
Total Scores	15			15

PR/Award Number: P042A200744

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Funded Number

The Funded Number Criterion is based on the project having served the approved funded number of participants. To be considered for a Standard Objectives score, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description on how this criterion was calculated, please see the Appendix, under "How is the Funded Number Criterion Calculated?"

2020-21 Results for the Funded Number Criterion					
Number of Participants Funded to Serve	Number of Participants Served	Percent Served	Score		
103	103	100%	3		

Persistence

The Persistence Rate for a 4-year institution is defined as the percentage of all participants served by the SSS project in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with a bachelor's degree during the reporting year.

The Persistence Rate for a 2-year institutions is the percentage of all participants served in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with an associate's degree or receive a certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year. For a detailed description on how the rate was calculated, please see the Appendix, under "How is the Persistence Rate Calculated?"

Note: The Actual Persistence Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served.

		2020-21 Results	for the Persistence Objective		
Number of Participants Funded to Serve	Number of Participants Served	Number Persisted	Approved Persistence Objective	Actual Persistence Rate	Score
103	103	80	68%	78%	4

Good Academic Standing (GAS)

Good Academic Standing (GAS) is defined as the percentage of participants served by the SSS project who met the performance level required to stay in good academic standing at the grantee institution. For a detailed description on how the rate was calculated, please see the Appendix, under "How is the Good Academic Standing Rate Calculated?"

Note: The Good Academic Standing Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served minus any new summer participants served by the project that did not earn college credit. If applicable to your project, the Numbers of Participants Funded to Serve and the Number of Participants Served shown in the table below do not include the new summer participants that did not earn college credit.

	2020-21 Res	ults for the Good Aca	ademic Standing (GAS) Objective)	
Number of Participants Funded to Serve	Number of Participants Served	Number in GAS	Approved GAS Objective	Actual GAS Rate	Score
95	95	72	68%	76%	4

PR/Award Number: P042A200744

Grantee: Fulton Montgomery Community College

State: NY

Sector: Public 2 - Year First Funded in FY 2020: No

Associate's Degree or Certificate Attainment (2-year institutions)

Associate's Degree or Certificate Attainment is defined as the percentage of new participants served in the Cohort Year, who graduate with an associate's degree or received a certificate within four reporting years. For a detailed description on how the graduation and/or transfer rate was calculated, please see the Appendix, under "How are the Associate's Degree or Certificate Attainment/Transfer Rate Calculated?"

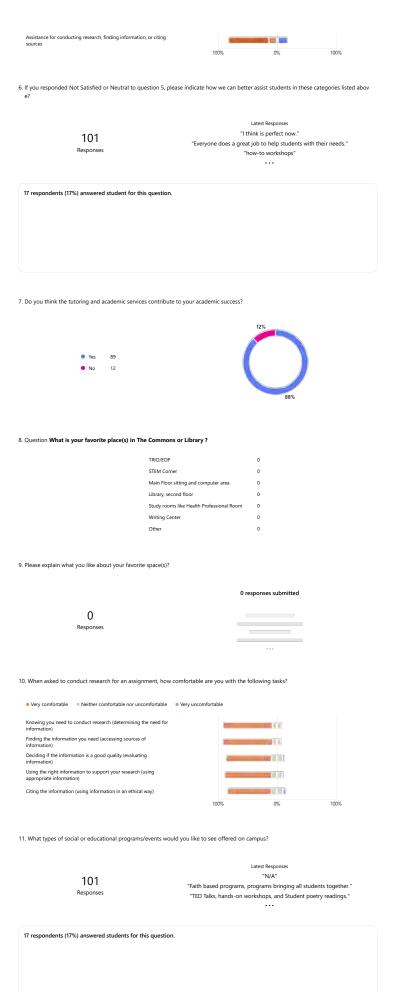
		2020-21 Results for the Assoc	iate's Degree or Certificate Atta	inment Objective	
Cohort Year	Number of Participants in Cohort	Number Attaining Associate's Degree or Certificate	Approved Associate's Degree/Certificate Objective	Actual Associate's Degree/Certificate Attainment Rate	Score
2017- 18	49	25	35%	51%	2

Associate's Degree or Certificate Attainment and Transfer (2-year institutions)

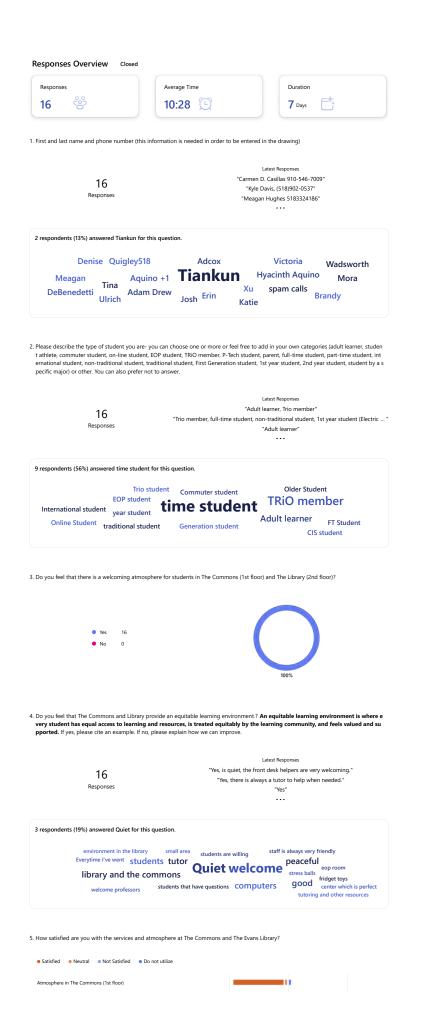
Associate's Degree or Certificate Attainment and Transfer is defined as the percentage of new participants served in the Cohort Year who transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years. For a detailed description on how the graduation and/or transfer rate was calculated, please see the Appendix, under "How are the Associate's Degree or Certificate Attainment/Transfer Rates Calculated?"

		Results for the Associate's Denoted the Results for the Associate's Denoted the Results of the R	_	me nt	
Cohort Year	Number of Participants in Cohort	Number Attaining Associate's Degree or Certificate and Transferring from a 2-year to a 4-year Institution	Approved Associate's Degree/Certificateand Transfer Objective	Actual Associate's Degree/Certificateand Transfer Attainment Rate	Score
2017-18	49	10	19%	20%	2





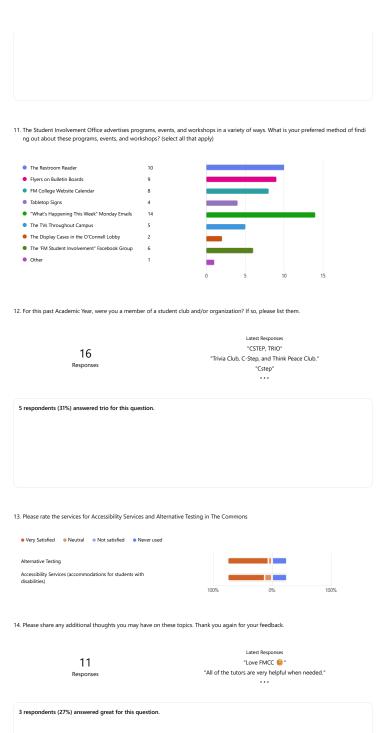
2. What days and/or times works best for you to attend programs, events and workshops on campus? Mornings. 8am -12pm 0 Afternoon, 12pm - 4pm 0 Evenings. 4pm - 7pm 0 Weekends, 10 -1pm 0 3. Please rate the services for Accessibility Services and Alternative Testing in The Commons • Very Satisfied • Neutral • Not satisfied • Never used Alternative Testing Accessibility Services (accommodations for students with disabilities) 100% 0% 100% 4. Please share any additional thoughts you may have on these topics. Thank you again for your feedback. Latest Responses "I like areas in the common room that feel like you are in a living room 6 respondents (18%) answered great for this question.				
Afternoon, 12pm - 4pm 0 Evenings 4pm - 7pm 0 Weekends, 10 - 1pm 0 Weekends, 10 - 1pm 0 I. Please rate the services for Accessibility Services and Alternative Testing in The Commons • Very Satisfied • Neutral • Not satisfied • Never used Alternative Testing Accessibility Services (accommodations for students with disabilities) I. Please share any additional thoughts you may have on these topics. Thank you again for your feedback. Litest Responses "I like areas in the common room that feel like you are in a living room	2. What days and/or times works best for you to attend	programs, events and wo	kshops on campus?	
Evenings 4pm - 7pm 0 Weekends, 10 -1pm 0 8. Please rate the services for Accessibility Services and Alternative Testing in The Commons • Very Satisfied • Neutral • Not satisfied • Never used Alternative Testing Accessibility Services (accommodations for students with disabilities) 100% 0% 100% 4. Please share any additional thoughts you may have on these topics. Thank you again for your feedback. Latest Responses *I like areas in the common room that feel like you are in a living room.		Mornings, 8am -12pm	0	
Weekends, 10 -1pm 0 I. Please rate the services for Accessibility Services and Alternative Testing in The Commons • Very Satisfied • Neutral • Not satisfied • Never used Alternative Testing Accessibility Services (accommodations for students with disabilities) 100% 0% 100% I. Please share any additional thoughts you may have on these topics. Thank you again for your feedback. Latest Responses *I like areas in the common room that feel like you are in a living room.		Afternoon, 12pm - 4pm	0	
Please rate the services for Accessibility Services and Alternative Testing in The Commons Very Satisfied Neutral Not satisfied Never used Alternative Testing Accessibility Services (accommodations for students with disabilities) 100% 0% 100% I. Please share any additional thoughts you may have on these topics. Thank you again for your feedback. Latest Responses "I like areas in the common room that feel like you are in a living room		Evenings 4pm - 7pm	0	
Alternative Testing Accessibility Services (accommodations for students with disabilities) 100% New 100% Please share any additional thoughts you may have on these topics. Thank you again for your feedback. Latest Responses "I like areas in the common room that feel like you are in a living room		Weekends, 10 -1pm	0	
Accessibility Services (accommodations for students with disabilities) 100% 0% 100% Nelease share any additional thoughts you may have on these topics. Thank you again for your feedback. Latest Responses "I like areas in the common room that feel like you are in a living room.		-	Commons	
Accessibility Services (accommodations for students with disabilities) 100% 0% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100%				
disabilities) 100% 0% 100% 1. Please share any additional thoughts you may have on these topics. Thank you again for your feedback. Latest Responses "I like areas in the common room that feel like you are in a living room	Alternative Testing			
100% 0% 100% Please share any additional thoughts you may have on these topics. Thank you again for your feedback. Latest Responses "I like areas in the common room that feel like you are in a living room.				
Latest Responses "I like areas in the common room that feel like you are in a living room	disabilities)	100%	0%	100%
Responses	33		Latest Responses	re in a living room. They brin
6 respondents (18%) answered great for this question.	Responses			
	6 respondents (18%) answered great for this question			



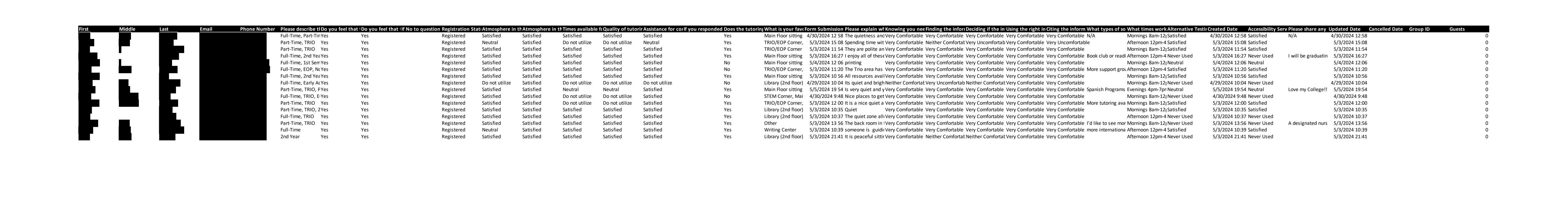
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3 of 4 2/4/2025, 5:20 PM



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Here is the requested data:

2024-25 Year to Date:

• Mentors Matched: 20 mentors

• Mentees Matched: 82 mentees

• Conversations logged: 58 conversations logged

• SMS Text Relay messages exchanged: 565 texts

2023-24 End of Academic Year:

• Mentors Matched: 8 mentors

• Mentees Matched: 10 mentees

• Conversations logged: 31 conversations logged

• SMS Text Relay messages exchanged: 235 texts

Reminder: When mentorships are matched, mentors and mentees receive a match notification. With that text thread, mentorships can use this text thread to communicate instead of exchanging personal contact information. This is the SMS Text Relay system and data included above.

I hope this is helpful! The program has obviously really grown this year. I think there is also great potential as we enter the Spring for even more growth.

Happy to also provide any additional information you need - don't hesitate to ask. I hope you have a wonderful holiday season and happy new year!

Warm regards, Deanna

--

Deanna Rush

she/her/hers

Partner Success Manager, Mentor Collective deannarush@mentorcollective.org • St. Louis, MO



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NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2019

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 6,400 institutions that provide postsecondary education across the United States.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (https://nces.ed.gov/collegenavigator/), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at https://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2018-19 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2019 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2019 report, visit this resource page https://nces.ed.gov/lpeds/Help/View/2. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website https://nces.ed.gov/ipeds and click on Data Feedback Report.



Fulton-Montgomery Community College Johnstown, NY



COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a custom comparison group for this report by July 13, 2019 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center at this provided link (https://nces.ed.gov/ipeds/datacenter/) can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Associate's Colleges: High Transfer-High Traditional, public and enrollment of a similar size. This comparison group includes the following 26 institutions:

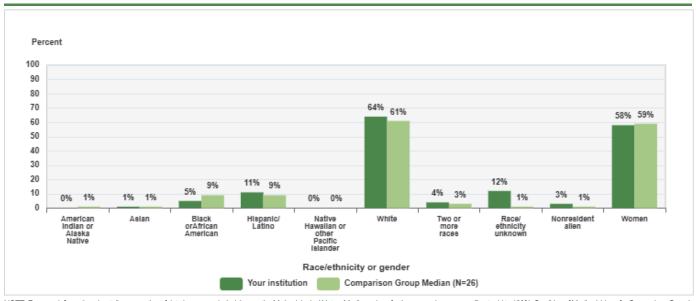
- ▶ Beaufort County Community College (Washington, NC)
- ▶ <u>Big Bend Community College (</u>Moses Lake, WA)
- ► <u>Carl Albert State College</u> (Poteau, OK)
- ► Carroll Community College (Westminster, MD)
- ► Cecil College (North East, MD)
- ▶ Chattahoochee Valley Community College (Phenix City, AL)
- ► Columbia College (Sonora, CA)
- ► Connors State College (Warner, OK)
- ▶ Cowley County Community College (Arkansas City, KS)
- ▶ CUNY Stella and Charles Guttman Community College (New York, NY)
- ▶ <u>Eastern Oklahoma State College</u> (Wilburton, OK)
- ▶ Ellsworth Community College (Iowa Falls, IA)
- ▶ Marion Military Institute (Marion, AL)
- ► Murray State College (Tishomingo, OK)
- ▶ New Mexico Military Institute (Roswell, NM)
- ▶ Quinebaug Valley Community College (Danielson, CT)
- ▶ Ranger College (Ranger, TX)
- ▶ Richard Bland College (South Prince George, VA)
- ▶ Rockingham Community College (Wentworth, NC)
- ▶ Roxbury Community College (Roxbury Crossing, MA)
- ▶ <u>Seminole State College</u> (Seminole, OK)
- ▶ Southeast Arkansas College (Pine Bluff, AR)
- Southwest Collegiate Institute for the Deaf (Big Spring, TX)
- ▶ Southwestern Michigan College (Dowagiac, MI)
- ► Sussex County Community College (Newton, NJ)
- ▶ Three Rivers College (Poplar Bluff, MO)

The figures in this report have been organized and ordered into the following topic areas:

1) Admissions (only for non-open-admissions schools)	[No charts applicable]	
2) Student Enrollment	Fig. 2 and 1	Pg. 3
3) Awards	Fig. 3	Pg. 3
4) Charges and Net Price	Fig. 4 and 5	Pg. 4
5) Student Financial Aid	Fig. 6 and 7	Pg. 4
6) Military Benefits*	[No charts applicable]	
7) Retention and Graduation Rates	Fig. 9, 10, 12, 8, 11, 13, 14, 15 and 16	Pg. 5, 6, 7 and 8
8) Finance	Fig. 17 and 18	Pg. 9
9) Staff	Fig. 19 and 20	Pg. 9
10) Libraries*	Fig. 21 and 22	Pg. 10

^{*}These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.

Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2018 Figure 1.



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

Figure 2. Unduplicated 12-month headcount (2017-18), total FTE enrollment (2017-18), and full- and part-time fall enrollment (Fall 2018)

Enrollment measure

Unduplicated

Total FTE

enrollment

Full-time

Part-time

0

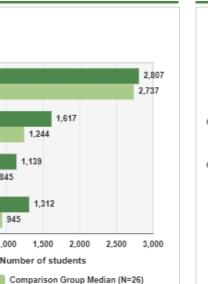
Your institution

500

fall enrollment

fall enrollment

headcount - total



1,617

1,244

1,312

1,500

Number of students

2,000

2,500

1,139

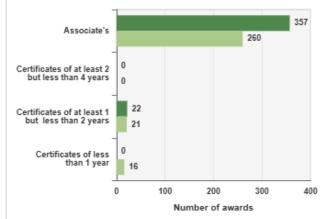
845

945

1,000

Figure 3. Number of subbaccalaureate degrees and certificates awarded, by level: 2017-18

Award level



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, 12-month Enrollment component and Spring 2019, Fall Enrollment component.

Your institution NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018. Completions component.

Comparison Group Median (N=26)

Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2015-16 to 2018-19

Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2015-16 to 2017-



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, instate, and out-of-state. N is the number of institutions in the comparison group.

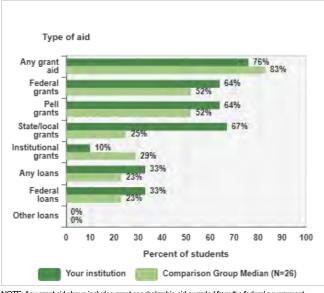
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Institutional Characteristics component.



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, statelocal government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Institutional Characteristics component and Winter 2018-19, Student Financial Aid component.

Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2017-18



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Student Financial Aid component.

Figure 7. Average amounts of awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2017-18

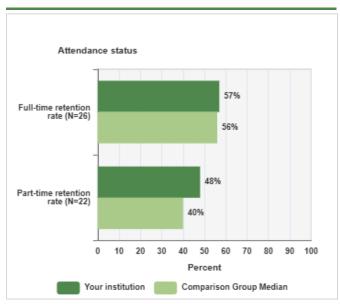


NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Student Financial Aid component.

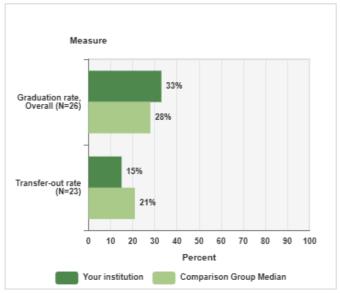
Figure 8. Retention rates of first-time degree/certificate seeking students, attendance status: Fall 2017 cohort

Figure 9. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2015 cohort



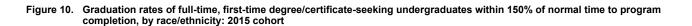
NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data as of the institution's official fall reporting date or as of Odober 15, 2017. Program reporters determine the cohort with enrollment any time between August 1-Odober 31, 2017 and retention based on August 1, 2018. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

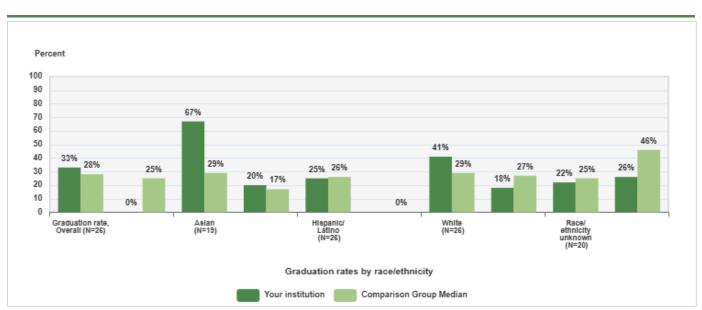
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.



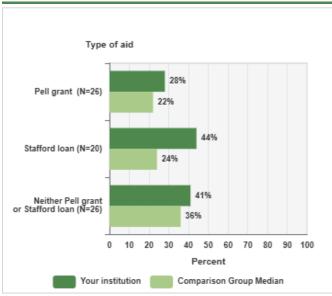


NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

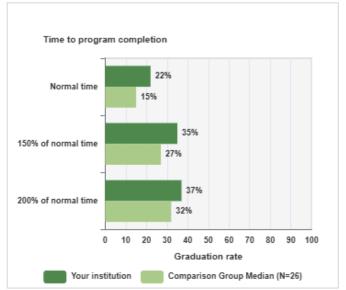
Figure 11. Graduation rates of full-time, first-time degree/certificateseeking undergraduates within 150% of normal time to program completion, by type of aid: 2015 cohort

Figure 12. Graduation rates of full-time, first-time degree/certificateseeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2014 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

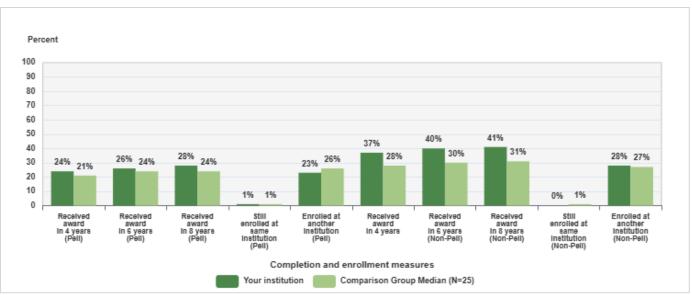


NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, 200% Graduation Rates component.

Figure 13. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort



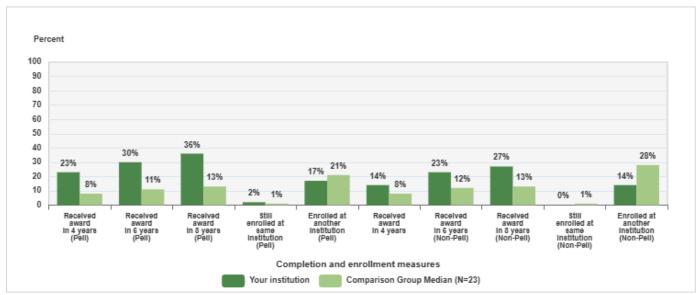


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, part-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

Figure 14. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort





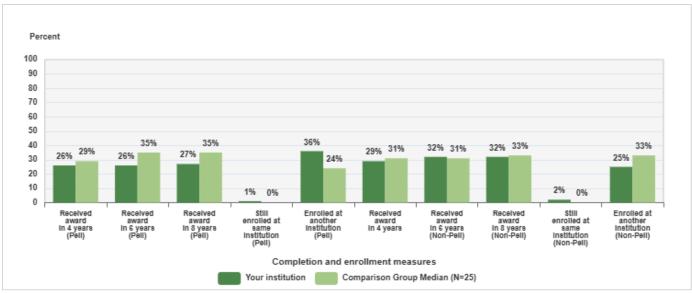
NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, part-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

IPEDS DATA FEEDBACK REPORT

Figure 15. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort



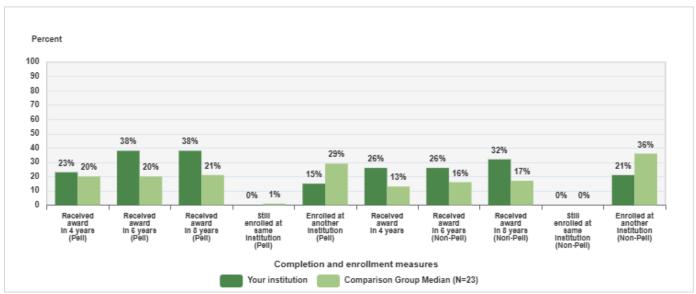


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, part-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

Figure 16. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort





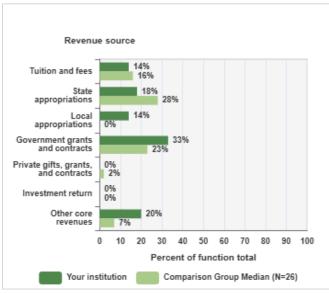
NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, part-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

IPEDS DATA FEEDBACK REPORT

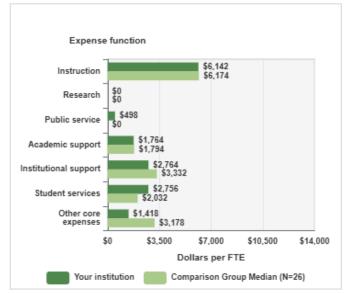
Figure 17. Percent distribution of core revenues, by source: Fiscal year 2018

Figure 18. Core expenses per FTE enrollment, by function: Fiscal year 2018



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

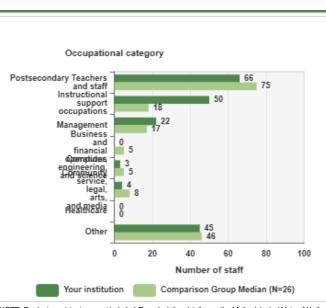
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Finance component.



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, 12-month Enrollment component and Spring 2019, Finance component.

Figure 19. Full-time equivalent staff, by occupational category: Fall 2018

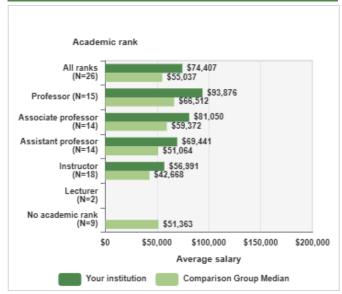


NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Human Resources component.

Figure 20. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank:

Academic year 2018-19



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

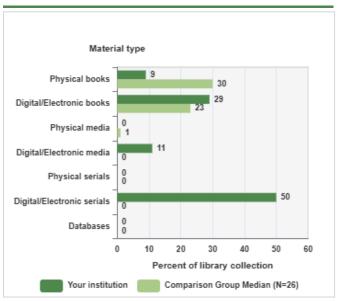
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Human Resources component.

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Fulton-Montgomery Community College

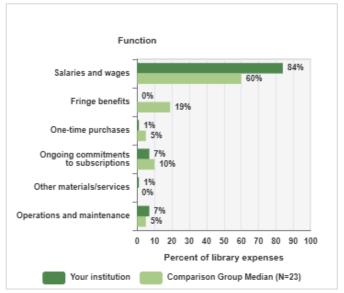
Figure 21. Percent distribution of library collection, by material type: Fiscal Year 2018

Figure 22. Percent distribution of library expenses, by function: Fiscal Year 2018



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Academic Libraries component.



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Academic Libraries component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2018-19 data collection year. Response rates exceeded 99% for most surveys. IPEDS First Look reports at https://nces.ed.gov/pubsearch/getpubcats.asp?sid=010 provide some information on aggregate institutional responses. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each statistic shown in the figure. If more than one statistic is present in a figure, the median values are determined separately for each indicator or statistic. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (https://nces.ed.gov/ipeds).

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at https://nces.ed.gov/ipeds/Section/Resources.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

DESCRIPTION OF STATISTICS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

Student Enrollment

Enrollment Counts

12-month Enrollment captures a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, Fall Enrollment captures number of students enrolled on a particular date in the fall. Fall enrollment is often referred to as a "snapshot" of an institution"s enrollment at a specific time.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at https://surveys.nces.ed.gov/ipeds/visGlossaryAll.aspx.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Completions

Completions and Completers

Completions collects data on undergraduate and graduate completions and completers in a 12-month period. Completions are the counts of postsecondary awards granted where each award reported once but multiple awards may be reported for one recipient. Completers are the counts of students granted postsecondary awards. The count of completers is collected in two ways. The first way counts all completers, while the second way counts completers by award level (e.g., number of associate's completers, number of bachelor's completers).

Student Financial Aid

Financial Aid Recipients and Amounts

Student Financial Aid collects the counts of undergraduate students awarded different types of financial aid and the total amounts of aid awarded. The average dollar amount of aid awarded is then calculated. In addition, Student Financial Aid collects counts of full-time, first-time undergraduate student awarded aid and amounts of aid, and counts of undergraduate and graduate students receiving military educational benefits.

Charges and Net Price

Average Institutional Net Price

IPEDS collects data to calculate average net price at each institution for two groups of undergraduate students: those awarded grant aid and those awarded Title IV federal aid.

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component is the Graduation Rates 200% (GR200) component, which requests information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: First-time, full-time (FTFT); First-time, part-time (FTPT); Non-first-time, full-time entering (NFTFT); and Non-first-time, part-time entering (NFTPT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised and take allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 to the next) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do no report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, grant aid/scholarships and fellowships (net of discounts and allowances), and other functional expenses (a generated category of total expense minus the sum of core and noncore functions on the Finance component). Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report expenses for auxiliary enterprises in a separate category and thus may include these amounts in the core expenses as other expenses. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Salaries and Wages

Salaries and wages for public institutions under GASB standards and private (not-for-profit and for-profit) institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage.

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Equated Instructional Non-Medical Staff Salaries

Institutions reported the number of full-time nonmedical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of instructional non-medical staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey data) divided by total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported in Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Additional Resources

Additional methodological information on the IPEDS components can be found in the publications available at https://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at this provided link https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx.

Visit the IPEDS Data Feedback Report resource page that provides instructions on creating a custom comparison report, FAQs, and video tutorials https://nces.ed.gov/lpeds/Help/View/2.

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IPEDS DATA FEEDBACK REPORT 2020

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (https://nces.ed.gov/collegenavigator/), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at https://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2019-20 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2020 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2020 report, visit this resource page https://nces.ed.gov/lpeds/Help/View/2. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website https://nces.ed.gov/ipeds and click on Data Feedback Report.

Fulton-Montgomery Community College Johnstown, NY

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's indicators. If your institution did not define a custom comparison group for this report by July 13, 2020 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The customized Data Feedback Report function available at https://nces.ed.gov/ipeds/use-the-data/ can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Associate's Colleges: High Transfer-High Traditional, public and enrollment of a similar size. This comparison group includes the following 26 institutions:

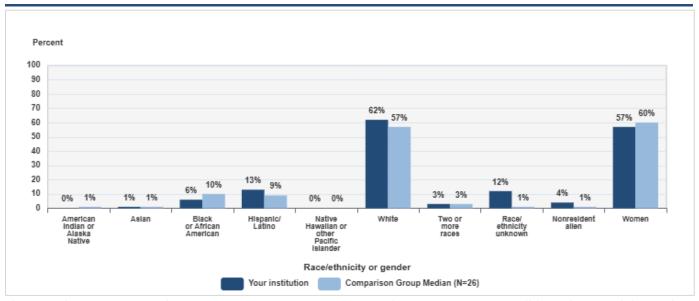
- ▶ Beaufort County Community College (Washington, NC)
- ▶ Big Bend Community College (Moses Lake, WA)
- ► Carl Albert State College (Poteau, OK)
- ► Carroll Community College (Westminster, MD)
- ► Cecil College (North East, MD)
- ▶ <u>Chattahoochee Valley Community College</u> (Phenix City, AL)
- ► Columbia College (Sonora, CA)
- ▶ Connors State College (Warner, OK)
- ► <u>Copiah-Lincoln Community College</u> (Wesson, MS)
 ► <u>Cowley County Community College</u> (Arkansas City, KS)
- ▶ CUNY Stella and Charles Guttman Community College (New York, NY)
- ▶ Eastern Oklahoma State College (Wilburton, OK)
- ▶ Ellsworth Community College (Iowa Falls, IA)
- ► Marion Military Institute (Marion, AL)
- ► Murray State College (Tishomingo, OK)
- New Mexico Military Institute (Roswell, NM)
- ▶ Quinebaug Valley Community College (Danielson, CT)
- ► Ranger College (Ranger, TX)
- ▶ <u>Richard Bland College</u> (South Prince George, VA)
- ▶ Rockingham Community College (Wentworth, NC)
- ▶ Roxbury Community College (Roxbury Crossing, MA)
- ▶ Seminole State College (Seminole, OK)
- ▶ Southeast Arkansas College (Pine Bluff, AR)
- Southwest Collegiate Institute for the Deaf (Big Spring, TX)
- ▶ Southwestern Michigan College (Dowagiac, MI)
- ▶ Sussex County Community College (Newton, NJ)

The figures in this report have been organized and ordered into the following topic areas:

Topic Area	Figures	Pages
1) Admissions (only for non-open-admissions schools)	[No charts applicable]	
2) Student Enrollment	2, 1 and 3	3
3) Awards	4	4
4) Charges and Net Price	5 and 6	4
5) Student Financial Aid	7 and 8	4 and 5
6) Military Benefits*	[No charts applicable]	
7) Retention and Graduation Rates	10, 11, 13, 9, 12, 14, 15, 16 and 17	5, 6, 7 and 8
8) Finance	18 and 19	9
9) Staff	20 and 21	9
10) Libraries*	22 and 23	10

^{*}These figures only appear in customized Data Feedback Reports (DFRs), which are available through Use the Data portal on the IPEDS website

Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2019

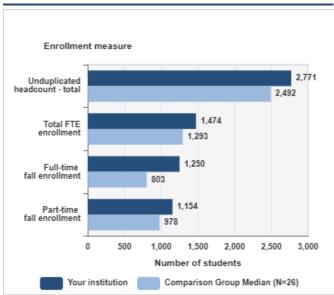


NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Fall Enrollment component.

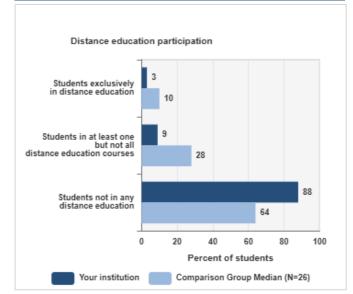
Figure 2. Unduplicated 12-month headcount (2018-19), total FTE enrollment (2018-19), and full- and part-time fall enrollment (Fall 2019)

Figure 3. Percent of students enrolled in distance education courses, by amount of distance education: Fall 2019



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2019, 12-month Enrollment component and Spring 2020, Fall Enrollment component.

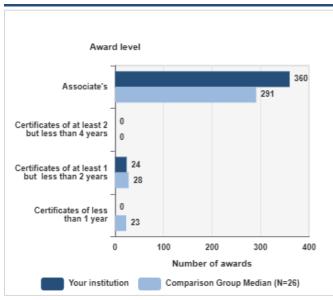


NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Fall Enrollment component.

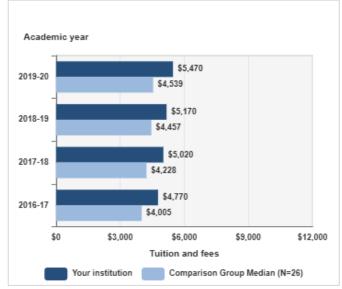
Figure 4. Number of subbaccalaureate degrees and certificates awarded, by level: 2018-19

Figure 5. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: Academic years 2016-17 to 2019-20



NOTE: N is the number of institutions in the comparison group.

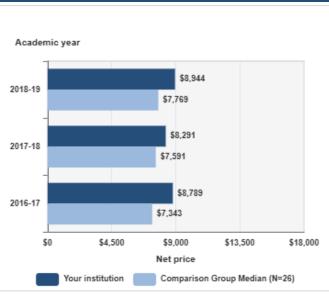
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2019, Completions component.



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, instate, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2019, Institutional Characteristics component.

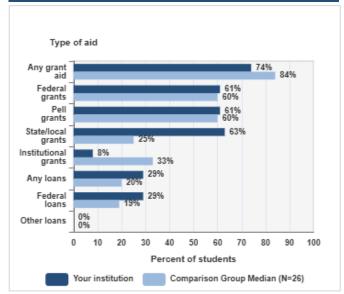
Figure 6. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2016-17 to 2018-19



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2019, Institutional Characteristics component and Winter 2019-20, Student Financial Aid component.

Figure 7. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: 2018-19

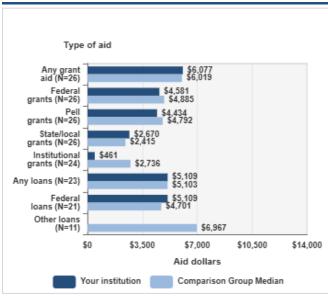


NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Student Financial Aid component.

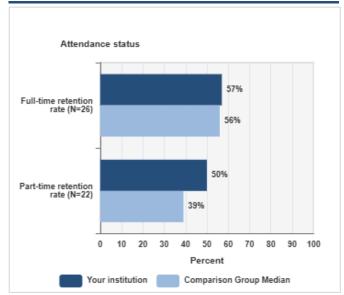
Figure 8. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2018-19

Figure 9. Retention rates of first-time degree/certificate seeking students, attendance status: Fall 2018 cohort



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

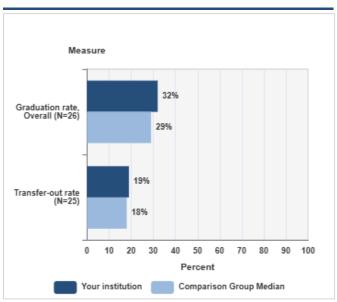
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Student Financial Aid component.



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2018 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2019. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2018 and retention based on August 1, 2019.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Fall Enrollment component.

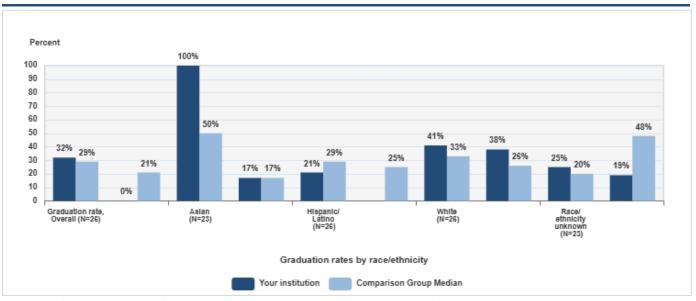
Figure 10. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2016 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Graduation Rates component.

Figure 11. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2016 cohort

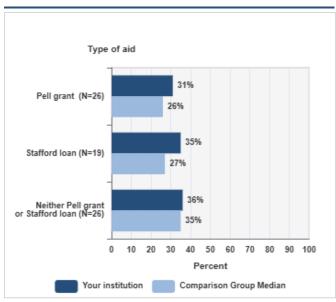


NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Graduation Rates component.

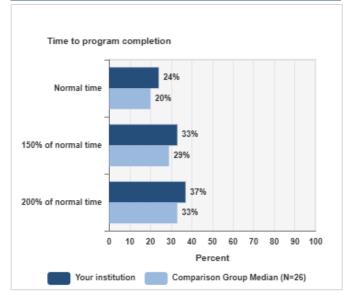
Figure 12. Graduation rates of full-time, first-time degree/certificateseeking undergraduates within 150% of normal time to program completion, by type of aid: 2016 cohort

Figure 13. Graduation rates of full-time, first-time degree/certificateseeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2015 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Graduation Rates component.

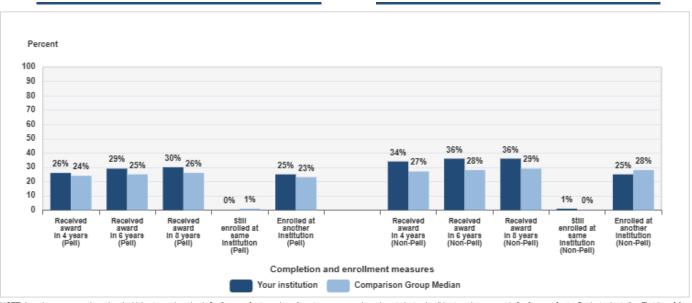


NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, 200% Graduation Rates component.

Figure 14. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2011-12 cohort



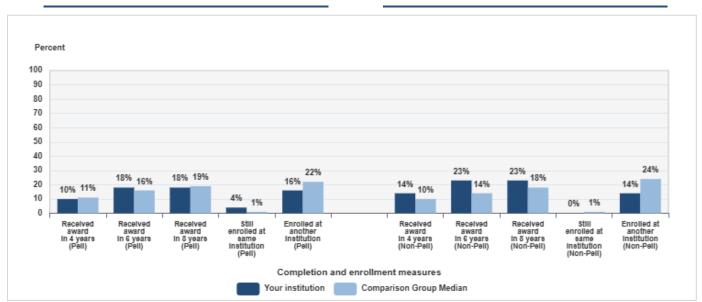


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; hor-first-time, part-time; and Nor-first-time, part-time) are deprecional functions are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with the demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with expensive set than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Outcome Measures component.

Figure 15. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2011-12 cohort





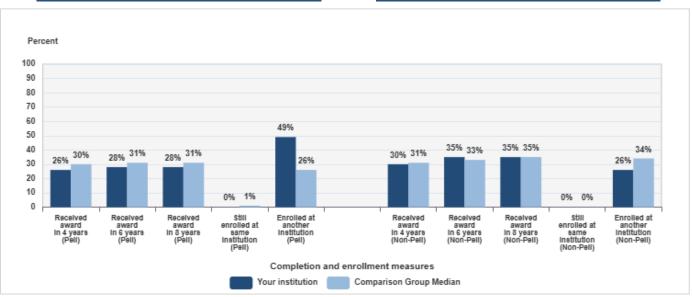
NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, Full-time; First-time, part-time, Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2011-June 30, 2012. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Outcome Measures component.

IPEDS DATA FEEDBACK REPORT

igure 16. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2011-12 cohort



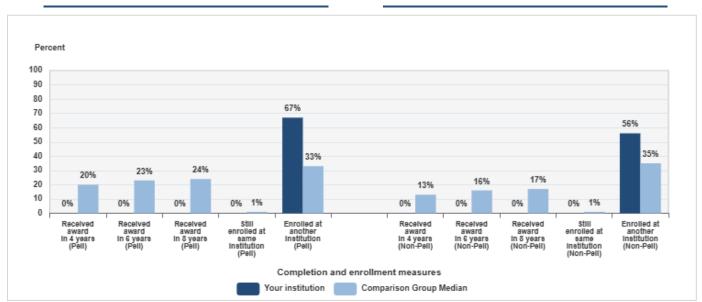


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, part-time, part-time) are degree/certificate-see/cling undergraduate students who entered the institution between July 1, 2011-June 30, 2012. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Outcome Measures component.

Figure 17. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2011-12 cohort





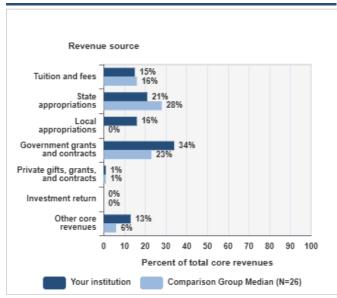
NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, Full-time; First-time, part-time, Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2011-June 30, 2012. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Outcome Measures component.

IPEDS DATA FEEDBACK REPORT

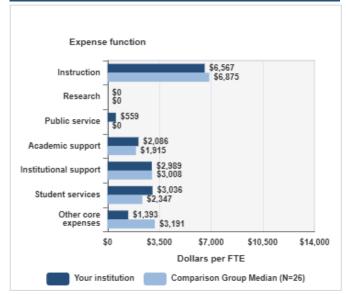
Figure 18. Percent distribution of core revenues, by source: Fiscal year 2019

Figure 19. Core expenses per FTE enrollment, by function: Fiscal year 2019



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

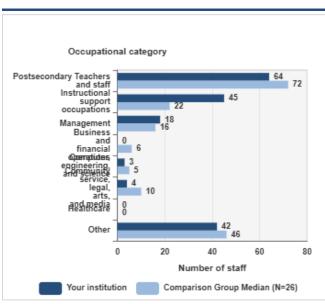
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Finance component.



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2019, 12-month Enrollment component and Spring 2020, Finance component.

Figure 20. Full-time equivalent staff, by occupational category: Fall 2019

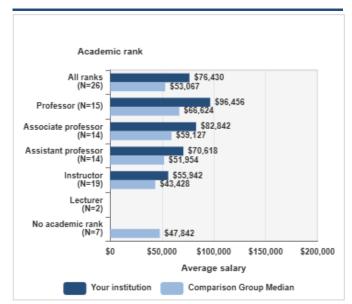


NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Human Resources component.

Figure 21. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank:

Academic year 2019-20

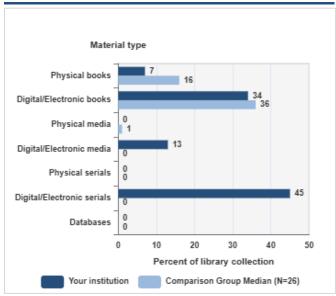


NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Human Resources component.

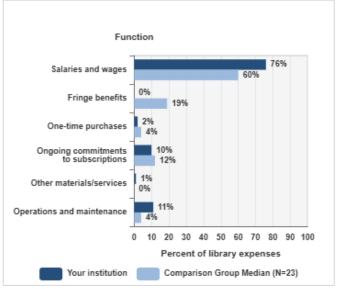
Figure 22. Percent distribution of library collection, by material type: Fiscal Year 2019

Figure 23. Percent distribution of library expenses, by function: Fiscal Year 2019



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Academic Libraries component.



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2020, Academic Libraries component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2019-20 data collection year. Response rates exceeded 99% for most surveys. IPEDS data release memos at https://nces.ed.gov/ipeds/use-the-data/survey-components provide an overview of the number of institutions responding to the survey components. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each indicator shown in the figure. If more than one indicator is present in a figure, the median values are determined separately for each indicator. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (https://nces.ed.gov/ipeds).

Missing Indicators

If a indicator is not reported for your institution, the omission indicates that the indicator is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some indicators are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at https://nces.ed.gov/ipeds/Section/Resources.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

DESCRIPTION OF INDICATORS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

Student Enrollment

Enrollment Counts

12-month Enrollment captures a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, Fall Enrollment captures number of students enrolled on a particular date in the fall. Fall enrollment is often referred to as a "snapshot" of an institution"s enrollment at a specific time.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at https://surveys.nces.ed.gov/ipeds/visGlossaryAll.aspx.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Completions

Completions and Completers

Completions collects data on undergraduate and graduate completions and completers in a 12-month period. Completions are the counts of postsecondary awards granted where each award reported once but multiple awards may be reported for one recipient. Completers are the counts of students granted postsecondary awards. The count of completers is collected in two ways. The first way counts all completers, while the second way counts completers by award level (e.g., number of associate's completers, number of bachelor's completers).

Student Financial Aid

Financial Aid Recipients and Amounts

Student Financial Aid collects the counts of undergraduate students awarded different types of financial aid and the total amounts of aid awarded. The average dollar amount of aid awarded is then calculated. In addition, Student Financial Aid collects counts of full-time, first-time undergraduate student awarded aid and amounts of aid, and counts of undergraduate and graduate students receiving military educational benefits.

Charges and Average Net Price

Average Institutional Net Price

IPEDS collects data to calculate average net price at each institution for two groups of undergraduate students: those awarded grant aid and those awarded Title IV federal aid.

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component is the Graduation Rates 200% (GR200) component, which requests information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: First-time, full-time (FTFT); First-time, part-time (FTPT); Non-first-time, full-time entering (NFTFT); and Non-first-time, part-time entering (NFTPT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised and take allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 to the next) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do no report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, student services, institutional support, scholarships and fellowships (GASB) or net grant aid to students (FASB) and other expenses. Core expenses exclude expenses for auxiliary enterprises, hospitals, and independent operations. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Salaries and Wages

Salaries and wages for public institutions under GASB standards and private (not-for-profit and for-profit) institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage.

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Postsecondary teachers category includes instructional staff who are primarily engaged in teaching and those who do a combination of teaching, research, and/or public service. It also includes staff whose primary functions are research or public service. Instructional support occupations include archivists, curators, and museum technicians; librarians and media collections specialists; librarian technicians; student and academic affairs and other education services occupations. Other staff include staff in service occupations; sales and related occupations; office and administrative support occupations; natural resources, construction, and maintenance occupations; production, transportation and material moving occupations; and military specific occupations. Graduate assistants are not included.

Equated Instructional Non-Medical Staff Salaries

Institutions reported the number of full-time nonmedical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of instructional non-medical staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey

data) divided by total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported in Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Additional Resources

Additional methodological information on the IPEDS components can be found in the publications available at https://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at this provided link https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx.

Visit the IPEDS Data Feedback Report resource page that provides instructions on creating a custom comparison report, FAQs, and video tutorials https://nces.ed.gov/lpeds/Help/View/2.

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IPEDS DATA FEEDBACK REPORT 2021

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (https://nces.ed.gov/collegenavigator/), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at https://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2020-21 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2021 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2021 report, visit this resource page https://nces.ed.gov/lpeds/Help/View/2. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website https://nces.ed.gov/ipeds and click on Data Feedback Report.

Fulton-Montgomery Community College Johnstown, NY

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's indicators. If your institution did not define a custom comparison group for this report by July 15, 2021 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The customized Data Feedback Report function available at https://nces.ed.gov/ipeds/use-the-data/ can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Associate's Colleges: High Transfer-High Traditional, public and enrollment of a similar size. This comparison group includes the following 26 institutions:

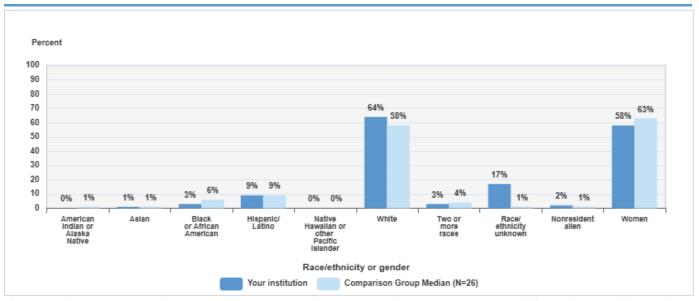
- ▶ Beaufort County Community College (Washington, NC)
- ▶ Big Bend Community College (Moses Lake, WA)
- ▶ <u>Carl Albert State College</u> (Poteau, OK)
- ► Carroll Community College (Westminster, MD)
- ► Cecil College (North East, MD)
- ▶ <u>Chattahoochee Valley Community College</u> (Phenix City, AL)
- ► Columbia College (Sonora, CA)
- ▶ Connors State College (Warner, OK)
- ▶ Cowley County Community College (Arkansas City, KS)
- ► CUNY Stella and Charles Guttman Community College (New York, NY)
- ► <u>Eastern Oklahoma State College (</u>Wilburton, OK)
- ▶ Ellsworth Community College (Iowa Falls, IA)
- ► Marion Military Institute (Marion, AL)
- ► Mineral Area College (Park Hills, MO)
- ► Murray State College (Tishomingo, OK)
- New Mexico Military Institute (Roswell, NM)
- ▶ Quinebaug Valley Community College (Danielson, CT)
- ► Ranger College (Ranger, TX)
- ▶ <u>Richard Bland College</u> (South Prince George, VA)
- ▶ Rockingham Community College (Wentworth, NC)
- ▶ Roxbury Community College (Roxbury Crossing, MA)
- ▶ Seminole State College (Seminole, OK)
- ▶ Southeast Arkansas College (Pine Bluff, AR)
- Southwest Collegiate Institute for the Deaf (Big Spring, TX)
- ▶ Southwestern Michigan College (Dowagiac, MI)
- ▶ Sussex County Community College (Newton, NJ)

The figures in this report have been organized and ordered into the following topic areas:

Topic Area	Figures	Pages
1) Admissions (only for non-open-admissions schools)	[No charts applicable]	
2) Student Enrollment	1, 2, 3 and 4	3 and 4
3) Awards	5	4
4) Charges and Net Price	6 and 7	4
5) Student Financial Aid	8 and 9	5
6) Military Benefits*	[No charts applicable]	
7) Retention and Graduation Rates	10, 11, 12, 13, 14, 15, 16, 17 and 18	5, 6, 7 and 8
8) Finance	19 and 20	9
9) Staff	21 and 22	9 and 10
10) Libraries*	23 and 24	10

^{*}These figures only appear in customized Data Feedback Reports (DFRs), which are available through Use the Data portal on the IPEDS website

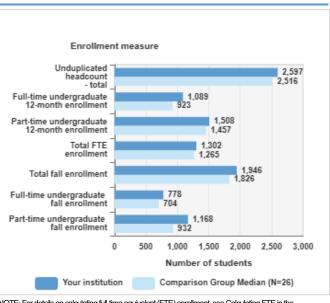
Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2020



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2021, Fall Enrollment component.

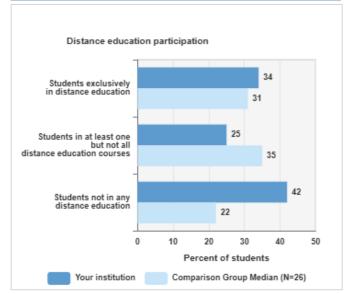
Figure 2. 12-month FTE enrollment, total unduplicated headcount, full- and part-time undergraduate headcount (2019-20) and total fall enrollment, full-time and part-time undergraduate fall enrollment (Fall 2020)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2020, 12-month Enrollment component and Spring 2021, Fall Enrollment Component

Figure 3. Percent of students enrolled in distance education courses, by amount of distance education: Fall 2020

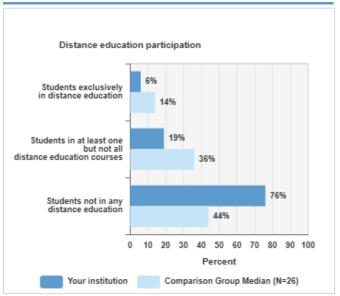


NOTE: N is the number of institutions in the comparison group.

 $SOURCE: U.S.\ Department of Education,\ National\ Center for Education\ Statistics,\ Integrated\ Postsecondary\ Education\ Data\ System\ (IPEDS):\ Spring\ 2021,\ Fall\ Enrollment\ component.$

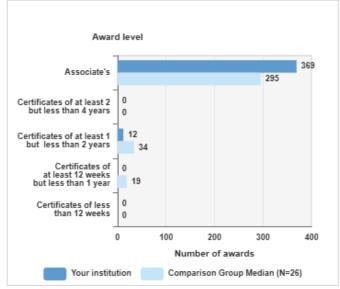
Figure 4. Percent of students enrolled in distance education courses, by amount of distance education: 2019-20

Figure 5. Number of subbaccalaureate degrees and certificates awarded, by level: 2019-20



NOTE: N is the number of institutions in the comparison group.

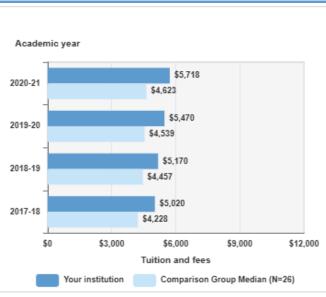
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2020, 12-month Enrollment component.



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2020, Completions component.

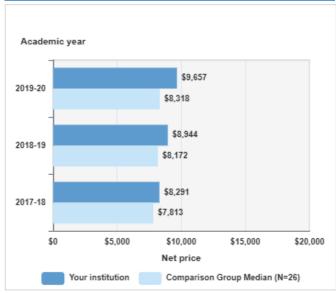
Figure 6. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: Academic years 2017-18 to 2020-21



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, instate, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2020, Institutional Characteristics component.

Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2017-18 to 2019-20

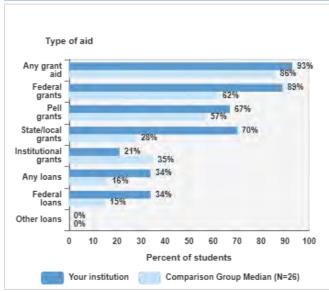


NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2020, Institutional Characteristics component and Winter 2020-21, Student Financial Aid component.

Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: 2019-20

Figure 9. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2019-20



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

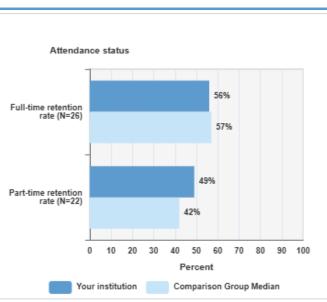
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2020-21, Student Financial Aid component.



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2020-21, Student Financial Aid component.

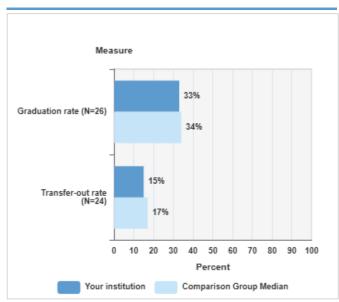
Figure 10. Retention rates of first-time degree/certificate seeking students, attendance status: Fall 2019 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2019 cohort of students who are still enrolled as of the institution's official fall reporting date or as of Odober 15, 2020. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2019 and retention based on August 1, 2020.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2021, Fall Enrollment component.

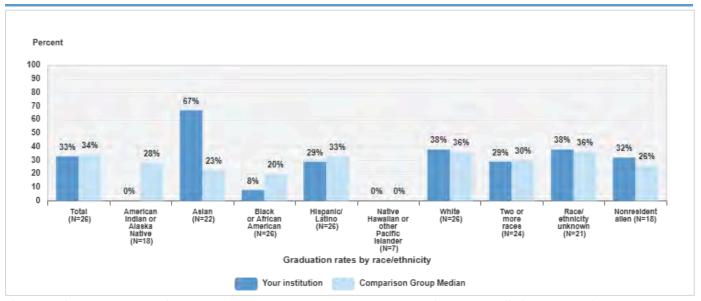
Figure 11. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2017 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2020-21, Graduation Rates component.

Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2017 cohort

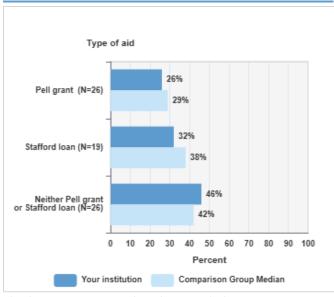


NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2020-21, Graduation Rates component.

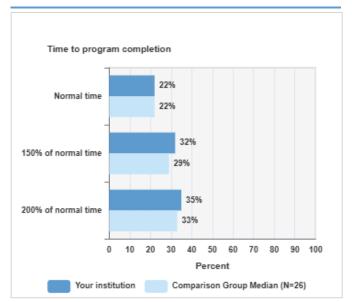
Figure 13. Graduation rates of full-time, first-time degree/certificateseeking undergraduates within 150% of normal time to program completion, by type of aid: 2017 cohort

Figure 14. Graduation rates of full-time, first-time degree/certificateseeking undergraduates within normal time, and 150% and 200% of normal time to program completion: 2016 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford Ioan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2020-21, Graduation Rates component.

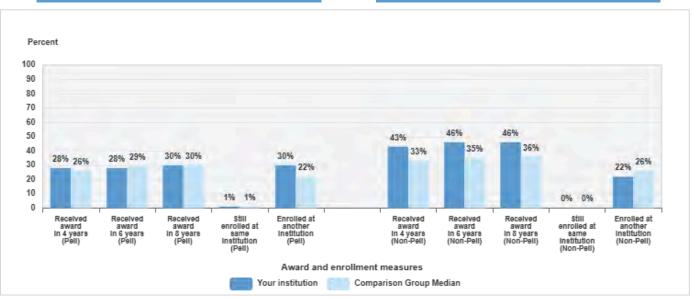


NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2020-21, 200% Graduation Rates component.

Figure 15. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2012-13 cohort



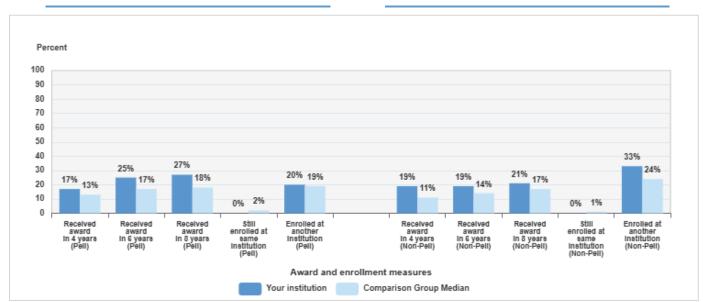


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, First-time, First-time, part-time, Part-time,

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2020-21, Outcome Measures component.

Figure 16. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2012-13 cohort





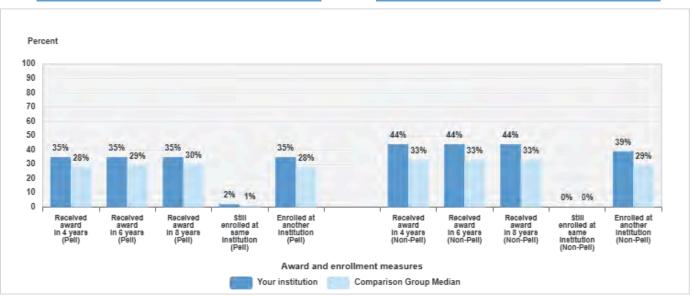
NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, Full-time; First-time, part-time, Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2012-June 30, 2013. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2020-21, Outcome Measures component.

IPEDS DATA FEEDBACK REPORT

Figure 17. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2012-13 cohort



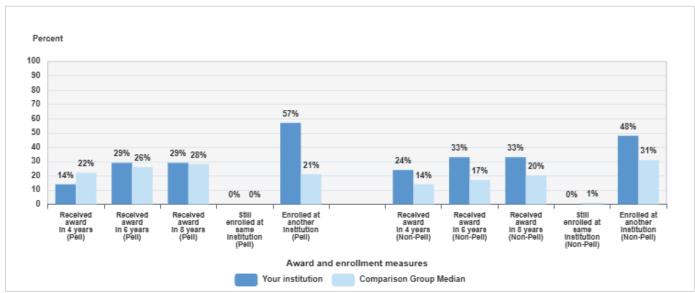


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, part-time, Pirst-time, part-time) are degree-difficated seeking undergraduate students who entered the institution between July 1, 2012-June 30, 2013. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. Nis the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2020-21, Outcome Measures component.

Figure 18. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2012-13 cohort





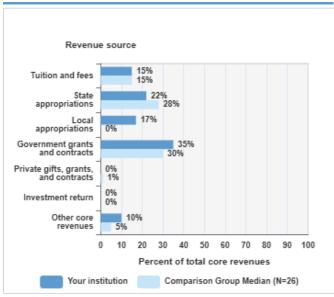
NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, Full-time; First-time, part-time, Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2012-June 30, 2013. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2020-21, Outcome Measures component.

IPEDS DATA FEEDBACK REPORT

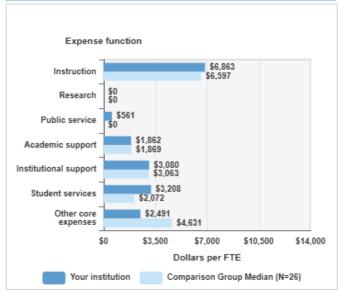
Figure 19. Percent distribution of core revenues, by source: Fiscal year 2020

Figure 20. Core expenses per FTE enrollment, by function: Fiscal year 2020



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

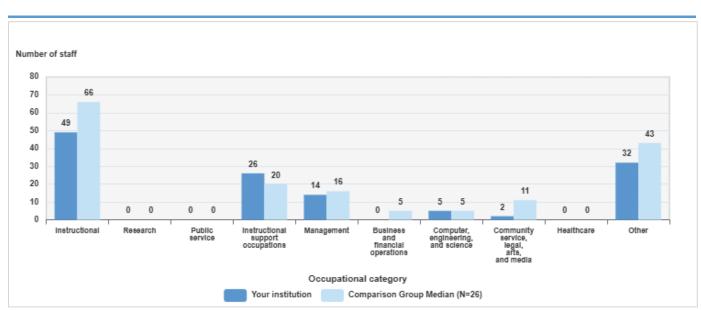
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2021, Finance component.



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2020, 12-month Enrollment component and Spring 2021, Finance component.

Figure 21. Full-time equivalent staff, by occupational category: Fall 2020



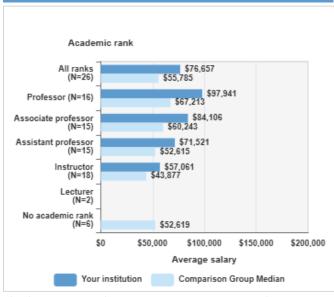
NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2021, Human Resources component.

IPEDS DATA FEEDBACK REPORT

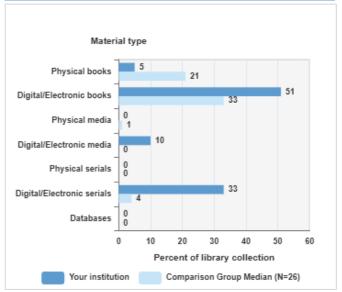
Figure 22. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2020-21

Figure 23. Percent distribution of library collection, by material type: Fiscal Year 2020



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

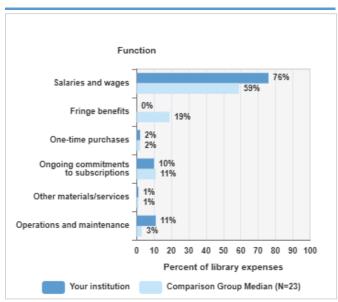
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2021, Human Resources component.



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2021, Academic Libraries component.

Figure 24. Percent distribution of library expenses, by function: Fiscal Year 2020



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2021, Academic Libraries component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2020-21 data collection year. Response rates exceeded 99% for most surveys. IPEDS data release memos at https://nces.ed.gov/ipeds/use-the-data/survey-components provide an overview of the number of institutions responding to the survey components. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each indicator shown in the figure. If more than one indicator is present in a figure, the median values are determined separately for each indicator. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (https://nces.ed.gov/ipeds).

Missing Indicators

If a indicator is not reported for your institution, the omission indicates that the indicator is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some indicators are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at https://nces.ed.gov/ipeds/Section/Resources.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

DESCRIPTION OF INDICATORS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

Student Enrollment

Enrollment Counts

12-month Enrollment captures a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, Fall Enrollment captures number of students enrolled on a particular date in the fall. Fall enrollment is often referred to as a "snapshot" of an institution's enrollment at a specific time.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at https://surveys.nces.ed.gov/ipeds/visGlossaryAll.aspx.

Completions

Completions and Completers

Completions collects data on undergraduate and graduate completions and completers in a 12-month period. Completions are the counts of postsecondary awards granted where each award reported once but multiple awards may be reported for one recipient. Completers are the counts of students granted postsecondary awards. The count of completers is collected in two ways. The first way counts all completers, while the second way counts completers by award level (e.g., number of associate's completers, number of bachelor's completers).

Student Financial Aid

Financial Aid Recipients and Amounts

Student Financial Aid collects the counts of undergraduate students awarded different types of financial aid and the total amounts of aid awarded. The average dollar amount of aid awarded is then calculated. In addition, Student Financial Aid collects counts of full-time, first-time undergraduate student awarded aid and amounts of aid, and counts and disbursed amounts for undergraduate and graduate students receiving military education benefits.

Charges and Average Net Price

Average Institutional Net Price

IPEDS collects data to calculate average net price at each institution for two groups of undergraduate students: those awarded grant and scholarship aid and those awarded Title IV federal aid.

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the academic year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board, and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component is the Graduation Rates 200% (GR200) component, which requests information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: First-time, full-time (FTFT); First-time, part-time (FTPT); Non-first-time, full-time entering (NFTFT); and Non-first-time, part-time entering (NFTPT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised and take allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 to the next) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do no report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, student services, institutional support, scholarships and fellowships (GASB) or net grant aid to students (FASB) and other expenses. Core expenses exclude expenses for auxiliary enterprises, hospitals, and independent operations. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Salaries and Wages

Salaries and wages for public institutions under GASB standards and private (not-for-profit and for-profit) institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage.

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Occupational categories include instructional staff, research staff, public service staff, instructional support staff, management staff, and other occupations. Instructional staff are primarily engaged in teaching and do a combination of teaching, research, and/or public service. Research staff are staff whose primary function is research while public service staff are staff whose primary function is public service. Instructional support occupations include archivists, curators, and museum technicians; librarians and media collections specialists; librarian technicians; student and academic affairs and other education services occupations. Other staff include staff in service occupations; sales and related occupations; office and administrative support occupations; natural resources, construction, and maintenance occupations; production, transportation and material moving occupations; and military specific occupations. Graduate assistants are not included.

Equated Instructional Non-Medical Staff Salaries

Institutions reported the number of full-time nonmedical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of instructional non-medical staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey data) divided by total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported in Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Additional Resources

Additional information on the IPEDS survey components, including survey methodology, survey forms, and frequently asked questions, can be found at https://nces.ed.gov/ipeds/use-the-data/survey-components.

Additional definitions of variables used in this report can be found in the IPEDS glossary available at https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx.

Additional resources on the IPEDS Data Feedback Report, including the instructions on creating a custom comparison report, FAQs, and video tutorials, can be found at https://nces.ed.gov/lpeds/Help/View/2.

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IPEDS DATA FEEDBACK REPORT 2022

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (https://nces.ed.gov/collegenavigator/), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at https://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2021-22 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2022 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2022 report, visit this resource page https://nces.ed.gov/lpeds/Help/View/2. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website https://nces.ed.gov/ipeds and click on Data Feedback Report.

Fulton-Montgomery Community College Johnstown, NY

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's indicators. If your institution did not define a custom comparison group for this report by July 15, 2022 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The customized Data Feedback Report function available at https://nces.ed.gov/ipeds/use-the-data/ can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Carnegie Classification of Associate's Colleges: High Transfer-High Traditional; Control of Institution: Public; Enrollment of a Similar Size. This comparison group includes the following 29 institutions:

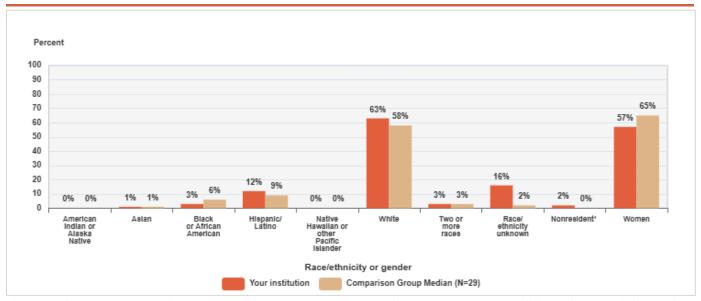
- ▶ <u>Atlantic Cape Community College</u> (Mays Landing, NJ)
- ▶ Black River Technical College (Pocahontas, AR)
- ► Carl Albert State College (Poteau, OK)
- ► Cleveland State Community College (Cleveland, TN)
- ▶ Coffeyville Community College (Coffeyville, KS)
- ▶ Columbia College (Sonora, CA)
- ▶ Copper Mountain Community College (Joshua Tree, CA)
- ▶ CUNY Stella and Charles Guttman Community College (New York, NY)
- ▶ <u>Dyersburg State Community College (</u>Dyersburg, TN)
- ▶ Eastern Oklahoma State College (Wilburton, OK)
- ► Garden City Community College (Garden City, KS)
- ► Garrett College (McHenry, MD)
- ► Gavilan College (Gilroy, CA)
- ► Holyoke Community College (Holyoke, MA)
- <u>Marion Military Institute</u> (Marion, AL)
- ▶ Mineral Area College (Park Hills, MO)
- ► Mott Community College (Flint, MI)
- ► Murray State College (Tishomingo, OK)
- ▶ Napa Valley College (Napa, CA)
- ▶ Orange County Community College (Middletown, NY)
- ▶ <u>Ozarka College</u> (Melbourne, AR)
- ▶ Ranger College (Ranger, TX)
- ▶ Roane State Community College (Harriman, TN)
- ▶ Roanoke-Chowan Community College (Ahoskie, NC)
- ▶ Roxbury Community College (Roxbury Crossing, MA)
- ► <u>Seminole State College</u> (Seminole, OK)
- ► <u>SUNY Adirondack</u> (Queensbury, NY)
- ► Three Rivers College (Poplar Bluff, MO)
- ▶ <u>University of Arkansas Community College-Morrilton</u> (Morrilton, AR)

The figures in this report have been organized and ordered into the following topic areas:

Topic Area	Figures	Pages
1) Admissions (only for non-open-admissions schools)	[Not applicable]	
2) Student Enrollment	1, 2, 3 and 4	3 and 4
3) Awards	5	4
4) Charges and Net Price	6 and 7	4
5) Student Financial Aid	8 and 9	5
6) Military Benefits*	[Not applicable]	
7) Retention and Graduation Rates	10, 11, 12, 13, 14, 15, 16, 17 and 18	5, 6, 7 and 8
8) Finance	19 and 20	9
9) Staff	21 and 22	9 and 10
10) Libraries*	23 and 24	10

^{*}These figures only appear in customized Data Feedback Reports (DFRs), which are available through Use the Data portal on the IPEDS website.

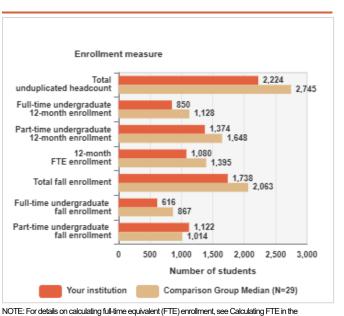
Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2021



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Fall Enrollment survey component.

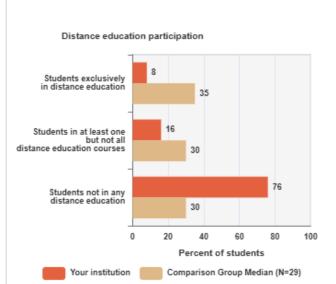
Figure 2. Total unduplicated headcount, full- and part-time undergraduate headcount, 12-month FTE enrollment (2020-21), and total fall enrollment, full-time and part-time undergraduate fall enrollment (Fall 2021)



Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, 12-month Enrollment survey component and Spring 2022, Fall Enrollment survey component.

Figure 3. Percent of students enrolled in distance education courses, by amount of distance education: Fall 2021



NOTE: N is the number of institutions in the comparison group.

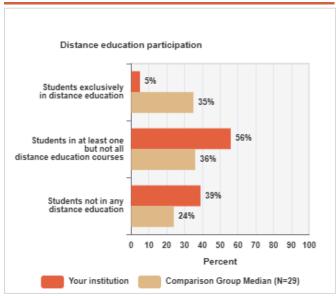
 $SOURCE: U.S.\ Department of Education,\ National\ Center for Education\ Statistics,\ Integrated\ Postsecondary\ Education\ Data\ System\ (IPEDS):\ Spring\ 2022,\ Fall\ Enrollment\ survey\ component.$

IPEDS DATA FEEDBACK REPORT

¹The use of Nonresident is for reporting purposes only and does not reflect a change in the collection of data for this category

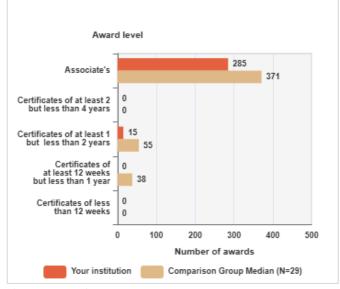
Figure 4. Percent of students enrolled in distance education courses, by amount of distance education: 2020-21

Figure 5. Number of subbaccalaureate degrees and certificates awarded, by level: 2020-21



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, 12-month Enrollment survey component.



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, Completions survey component.

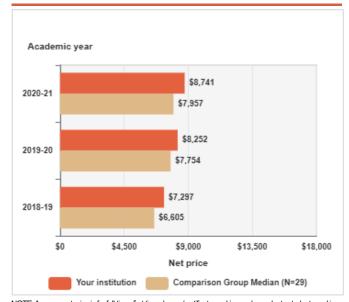
Figure 6. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduate students: Academic years 2018-19 to 2021-22



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, instate, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, Institutional Characteristics survey component.

Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2018-19 to 2020-21

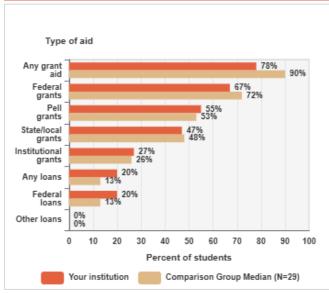


NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, Institutional Characteristics survey component and Winter 2021-22, Student Financial Aid survey component.

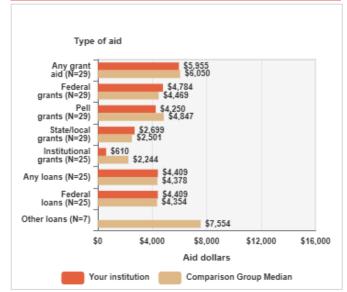
Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: 2020-21

Figure 9. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2020-21



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

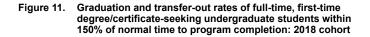
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Student Financial Aid survey component.

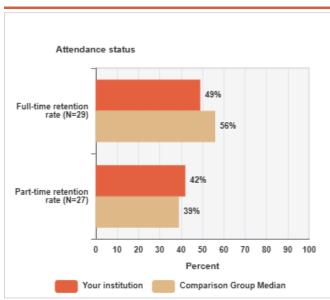


NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Student Financial Aid survey component.

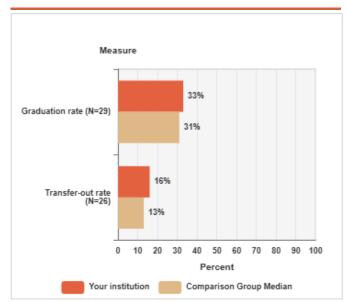
Figure 10. Retention rates of first-time degree/certificate seeking students, attendance status: Fall 2020 cohort





NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2020 cohort of students who are still enrolled as of the institution's official fall reporting date or as of Odober 15, 2021. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2020 and retention based on August 1, 2021.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Fall Enrollment survey component.

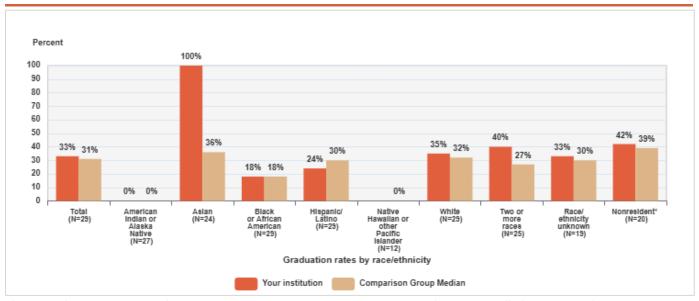


NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Graduation Rates survey component.

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Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by race/ethnicity: 2018 cohort

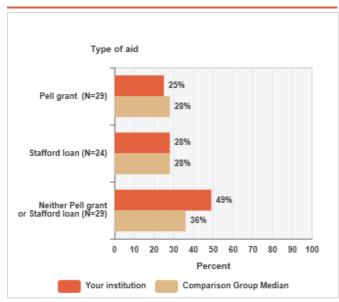


NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Graduation Rates survey component.

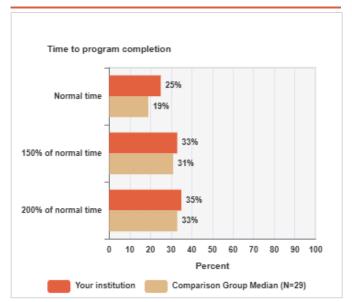
Figure 13. Graduation rates of full-time, first-time degree/certificateseeking undergraduate students within 150% of normal time to program completion, by type of aid: 2018 cohort

Figure 14. Graduation rates of full-time, first-time degree/certificateseeking undergraduate students within normal time, and 150% and 200% of normal time to program completion: 2017 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Graduation Rates survey component.



NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

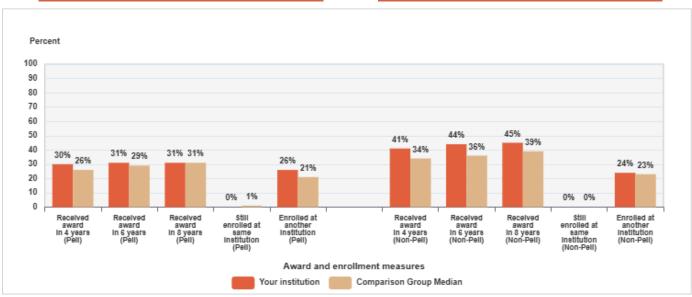
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, 200% Graduation Rates survey component.

¹ The use of Nonresident is for reporting purposes only and does not reflect a change in the collection of data for this category

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Figure 15. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2013-14 cohort

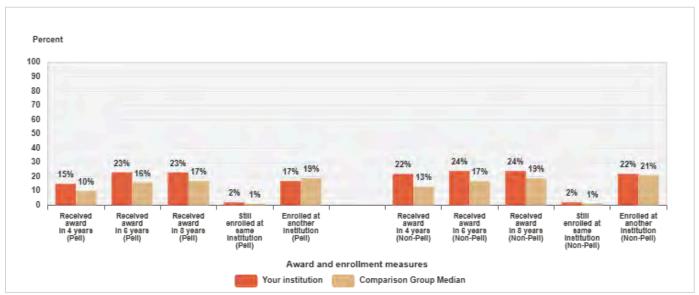




NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; inst-time, part-time; null-time; inst-time, part-time; null-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2013-June 30, 2014. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Outcome Measures survey component.

Figure 16. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2013-14 cohort





NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2013-June 30, 2014. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

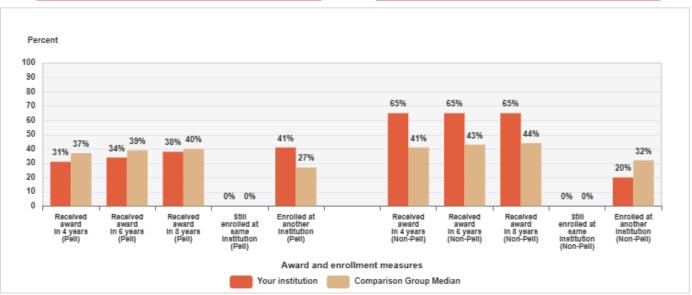
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Outcome Measures survey component.

IPEDS DATA FEEDBACK REPORT

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Figure 17. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2013-14 cohort

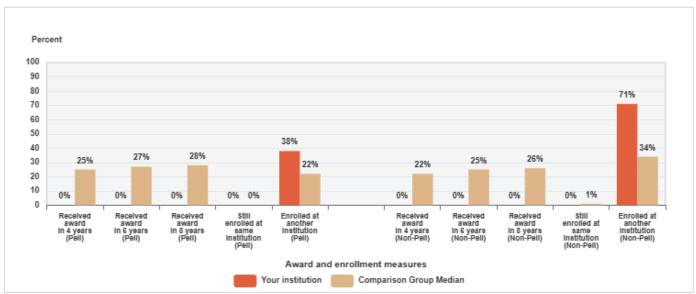




NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; inst-time, full-time; inst-time, full-time; inst-time, full-time; inst-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2013-June 30, 2014. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes, N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Outcome Measures survey component.

Figure 18. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2013-14 cohort





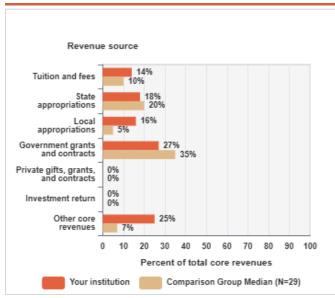
NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2013-June 30, 2014. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Outcome Measures survey component.

IPEDS DATA FEEDBACK REPORT

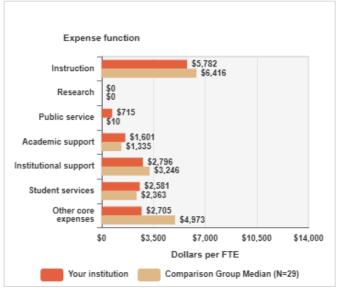
Figure 19. Percent distribution of core revenues, by source: Fiscal year 2021

Figure 20. Core expenses per FTE enrollment, by function: Fiscal year 2021



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

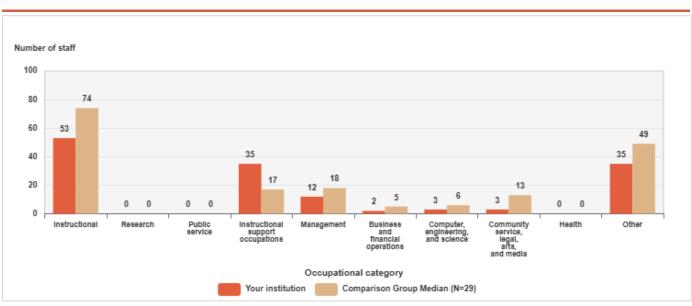
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Finance survey component.



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, 12-month Enrollment survey component and Spring 2022, Finance survey component.

Figure 21. Full-time equivalent staff, by occupational category: Fall 2021



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Human Resources survey component.

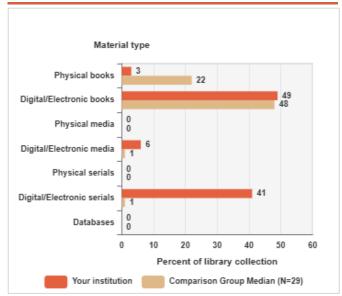
Figure 22. Average salaries of full-time non-medical instructional staff equated to 9-months worked, by academic rank: Academic year 2021-22

Figure 23. Percent distribution of library collection, by material type: Fiscal year 2021



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

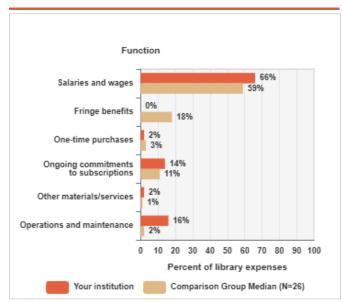
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Human Resources survey component.



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Academic Libraries survey component.

Figure 24. Percent distribution of library expenses, by function: Fiscal year 2021



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Academic Libraries survey component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2021-22 data collection year. Response rates exceeded 99% for most survey components. IPEDS data release memos at https://nces.ed.gov/ipeds/use-the-data/survey-components provide an overview of the number of institutions responding to the survey components. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each indicator shown in the figure. If more than one indicator is present in a figure, the median values are determined separately for each indicator. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (https://nces.ed.gov/ipeds).

Missing Indicators

If an indicator is not reported for your institution, the omission implies that the indicator is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some indicators are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at https://nces.ed.gov/ipeds/Section/Resources.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

DESCRIPTION OF INDICATORS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

Student Enrollment

Enrollment Counts

12-month Enrollment captures a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, Fall Enrollment captures number of students enrolled on a particular date in the fall. Fall enrollment is often referred to as a "snapshot" of an institution's enrollment at a specific time.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment survey component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or clock hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at https://surveys.nces.ed.gov/ipeds/visGlossaryAll.aspx.

Completions

Completions and Completers

Completions collects data on undergraduate and graduate completions and completers in a 12-month period. Completions are the counts of postsecondary awards granted where each award reported once but multiple awards may be reported for one recipient. Completers are the counts of students granted postsecondary awards. The count of completers is collected in two ways. The first way counts all completers, while the second way counts completers by award level (e.g., number of associate's completers, number of bachelor's completers).

Student Financial Aid

Financial Aid Recipients and Amounts

Student Financial Aid collects the counts of undergraduate students awarded different types of financial aid and the total amounts of aid awarded. The average dollar amount of aid awarded is then calculated. In addition, Student Financial Aid collects counts of full-time, first-time undergraduate students awarded aid and amounts of aid, and counts and disbursed amounts for undergraduate and graduate students receiving military education benefits.

Charges and Average Net Price

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition and that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduate students and are those used by the financial aid office to determine the financial need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Average Institutional Net Price

IPEDS collects data to calculate average net price at each institution for two groups of undergraduate students: those awarded grant and scholarship aid and those awarded Title IV federal aid.

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the academic year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board, and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduate students from the previous fall who are still enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking undergratude students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduate students, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduate students.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduate students minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) survey component which carries forward 100% and 150% graduation rates data previously reported in the GR survey component is the Graduation Rates 200% (GR200) survey component, which requests information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: first-time, full-time entering (FTFT); first-time, part-time entering (FTPT); non-first-time, full-time entering (NFTFT); and non-first-time, part-time entering (NFTPT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised and take allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 of the next year) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do no report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, student services, institutional support, scholarships and fellowships (GASB) or net grant aid to students (FASB) and other expenses. Core expenses exclude expenses for auxiliary enterprises, hospitals, and independent operations. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB reporting standards, and private, not-for-profit institutions under FASB reporting standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Salaries and Wages

Salaries and wages for public institutions under GASB reporting standards and private (not-for-profit and for-profit) institutions under FASB reporting standards, include amounts paid as compensation for services to all employees regardless of the duration of service, including all regular or periodic payments to a person for the regular or periodic performance of work or a service and payment to a person for more sporadic performance of work or a services (e.g., overtime, extra compensation, summer compensation, bonuses, sick or annual leave, etc.)

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Occupational categories include instructional staff, research staff, public service staff, instructional support staff, management staff, and other occupations. Instructional staff are primarily engaged in teaching and do a combination of teaching, research, and/or public service. Research staff are staff whose primary function is research while public service staff are staff whose primary function is public service. Instructional support occupations include archivists, curators, and museum technicians; librarians and media collections specialists; librarian technicians; student and academic affairs and other education services occupations. Other staff include staff in service occupations; sales and related occupations; office and administrative support occupations; natural resources, construction, and maintenance occupations; production, transportation and material moving occupations; and military specific occupations. Graduate assistants are not included.

Equated Non-Medical Instructional Staff Salaries

Institutions report the number of full-time non-medical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of non-medical instructional staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey component data) divided by total FTE instructional staff (using the total primarily instruction + instruction/research/public service staff reported in Human Resources survey component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Libraries

Library Collections

Collections comprise of documents held locally and remote resources for which permanent or temporary access rights have been acquired. Degree-granting institutions with total library expenses greater than zero and/or had access to a library collection report their physical books, media, and serials collections and their digital/electronic books, media, serials and database collections.

Digital/electronic books and media are reported by titles owned or leased by the library if individual titles are cataloged and/or searchable through the library catalog or discovery system. E-serials are reported by titles that are accessible through the library's catalog or discovery system. Digital and Electronic databases are reported by the total number of licensed digital/electronic databases in the institutions collection if there is bibliographic or discovery access at the database level.

Counts in each category (i.e., physical books, media, and serials as well as digital/electronic books, media, serials, and databases) are the number of held at the end of the most recent fiscal year. The percent distribution of each resource is derived by dividing the counts in each category by the total of all categories.

Library Expenses

Library expenses are funds expended by the library (regardless of when received) from its regular budget and from all other sources, reported for the most recent fiscal year. Salaries and wages are reported from the library budget or all other institutional sources that are identifiable. Fringe benefits are reported only if paid from the library budget. Degree-granting institutions with total library expenses less than \$100,000 are not required to report their expenses to IPEDS. The percent distribution of each category of expense is derived by dividing each expense category by the sum of total library expenses.

Additional Resources

Additional information on the IPEDS survey components, including survey methodology, survey forms, and frequently asked questions, can be found at https://nces.ed.gov/ipeds/use-the-data/survey-components.

Additional information on the timing of IPEDS data collection, data coverage, and data release cycle, can be found at https://nces.ed.gov/ipeds/use-the-data/timing-of-ipeds-data-collection.

Additional definitions of variables used in this report can be found in the IPEDS glossary available at https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx.

Additional resources on the IPEDS Data Feedback Report, including the instructions on creating a custom comparison report, FAQs, and video tutorials, can be found at https://nces.ed.gov/lpeds/Help/View/2.



IPEDS DATA FEEDBACK REPORT 2023

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (https://nces.ed.gov/collegenavigator/), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at https://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2022-23 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists your selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2023 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2023 report, visit this resource page https://nces.ed.gov/lpeds/Help/View/2. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website https://nces.ed.gov/ipeds and click on Data Feedback Report.

Fulton-Montgomery Community College Johnstown, NY

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's indicators. If your institution did not define a custom comparison group for this report by July 15, 2023 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The customized Data Feedback Report function available at https://nces.ed.gov/ipeds/use-the-data/ can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Carnegie Classification of Associate's Colleges: High Transfer-High Traditional; Control of Institution: Public; Enrollment of a Similar Size. This comparison group includes the following 29 institutions:

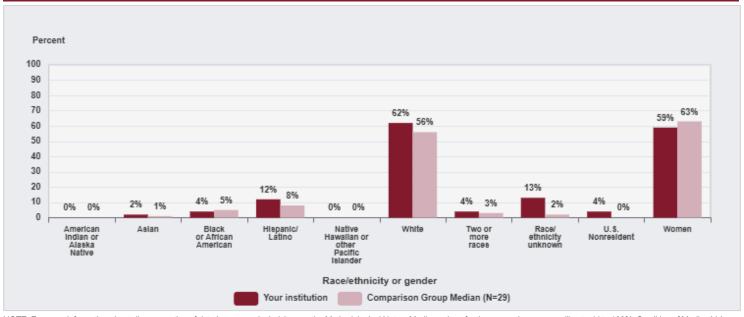
- ▶ <u>Atlantic Cape Community College</u> (Mays Landing, NJ)
- ▶ Black River Technical College (Pocahontas, AR)
- ► Carl Albert State College (Poteau, OK)
- ▶ Cleveland State Community College (Cleveland, TN)
- ▶ Coffeyville Community College (Coffeyville, KS)
- ► Columbia College (Sonora, CA)
- ► Copper Mountain Community College (Joshua Tree, CA)
- ► Crafton Hills College (Yucaipa, CA)
- ► CUNY Stella and Charles Guttman Community College (New York, NY)
- ▶ Dyersburg State Community College (Dyersburg, TN)
- ▶ Eastern Oklahoma State College (Wilburton, OK)
- ► Garden City Community College (Garden City, KS)
- ► Garrett College (McHenry, MD)
- ► Gavilan College (Gilroy, CA)
- ▶ Holyoke Community College (Holyoke, MA)
- ► Marion Military Institute (Marion, AL)
- ► Mineral Area College (Park Hills, MO)
- ▶ Murray State College (Tishomingo, OK)
- ▶ Napa Valley College (Napa, CA)
- ▶ Orange County Community College (Middletown, NY)
- ▶ Ozarka College (Melbourne, AR)
- ▶ Ranger College (Ranger, TX)
- ▶ Roane State Community College (Harriman, TN)
- ▶ Roanoke-Chowan Community College (Ahoskie, NC)
- ▶ Roxbury Community College (Roxbury Crossing, MA)
- ▶ <u>Seminole State College</u> (Seminole, OK)
- ► SUNY Adirondack (Queensbury, NY)
- ▶ Three Rivers College (Poplar Bluff, MO)
- ▶ <u>University of Arkansas Community College-Morrilton</u> (Morrilton, AR)

The figures in this report have been organized and ordered into the following topic areas:

Topic Area	Figures	Pages
1) Admissions (only for non-open-admissions schools)	[Not applicable]	
2) Student Enrollment	1, 2, 3 and 4	3 and 4
3) Awards	5	4
4) Charges and Net Price	6 and 7	4
5) Student Financial Aid	8, 9, 10, 11, 12 and 13	5 and 6
6) Military Benefits*	[Not applicable]	
7) Retention and Graduation Rates	14, 15, 16, 17, 18, 19, 20, 21 and 22	6, 7, 8 and 9
8) Finance	23 and 24	10
9) Staff	25 and 26	10 and 11
10) Libraries*	27 and 28	11

^{*}These figures only appear in customized Data Feedback Reports (DFRs), which are available through Use the Data portal on the IPEDS website.

Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2022 Figure 1.



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

Figure 2. Total 12-month enrollment, full-time and part-time 12month enrollment, 12-month FTE enrollment (2021-22), and total fall enrollment, full-time and part-time fall enrollment (Fall 2022)

Enrollment measure

Total

Full-time

12-month enrollment

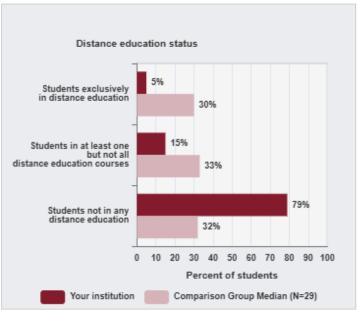


Figure 3. Percent of students enrolled in distance education courses, by distance education status: Fall 2022



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component and Spring 2023, Fall Enrollment survey component.

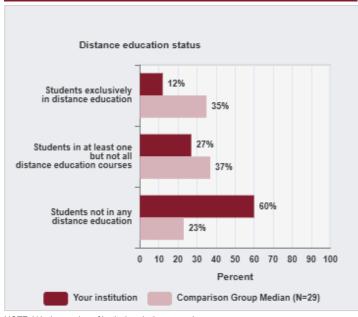


NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

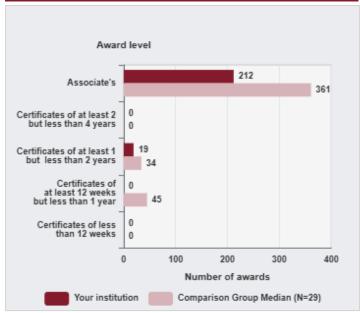
Figure 4. Percent of students enrolled in distance education courses, by distance education status: 2021-22

Figure 5. Number of subbaccalaureate degrees and certificates awarded, by level: 2021-22



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component.



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Completions survey component.

Figure 6. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduate students: Academic years 2019-20 to 2022-23



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Institutional Characteristics survey component.

Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: Academic years 2019-20 to 2021-22



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Institutional Characteristics survey component and Winter 2022-23, Student Financial Aid survey component.

Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: Academic year 2021-22

Type of aid

Any grant aid

Federal

grants Pell

grants State/local

grants Institutional

grants

Federal

loans Other loans

Any loans

12%

20

Your institution



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

40

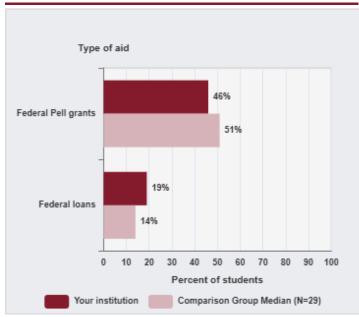
Percent of students

60 70

Comparison Group Median (N=29)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

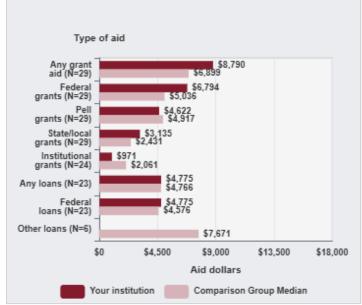
Figure 10. Percent of degree/certificate-seeking undergraduate students awarded Federal Pell grants and Federal Student loans : Academic year 2021-22



NOTE: Federal loans include federal loans awarded to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

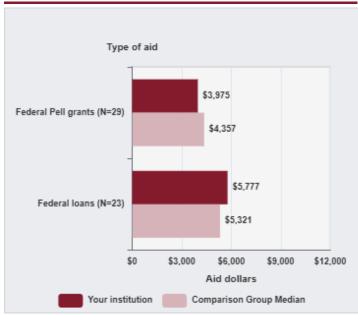
Figure 9. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: Academic year 2021-22



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

Figure 11. Average amount of Federal Pell grants and Federal Student loans awarded to degree/certificate-seeking undergraduate students: Academic year 2021-22

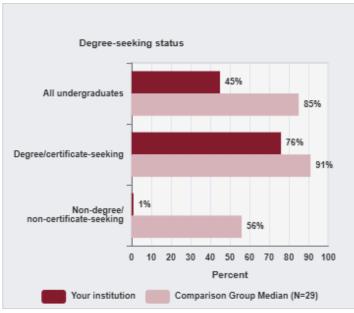


NOTE: Federal loans include federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

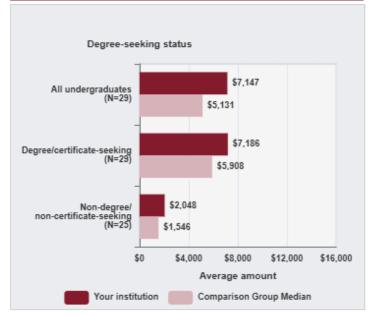
Figure 12. Percent of undergraduate students awarded grant or scholarship aid, by degree/certificate-seeking status: Academic year 2021-22

Figure 13. Average amount of grant or scholarship aid awarded to undergraduate students, by degree/certificate-seeking status: Academic year 2021-22



NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. N is the number of institutions in the comparison group.

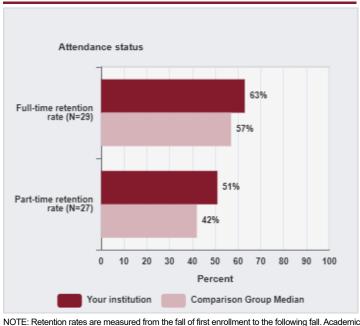
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.



NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

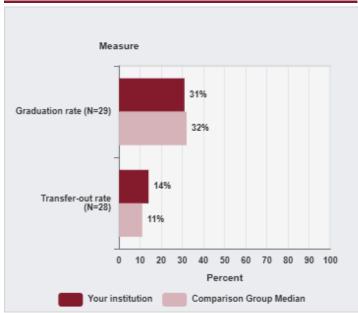
Figure 14. Retention rates of first-time degree/certificate seeking students, by attendance status: Fall 2021 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2021 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2022. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2021 and retention based on August 1, 2022.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

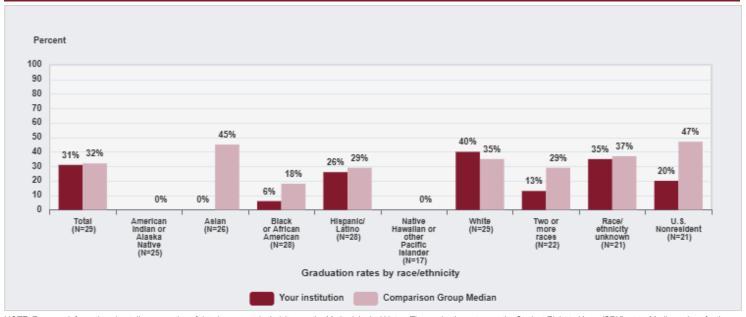
Figure 15. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion: 2019 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

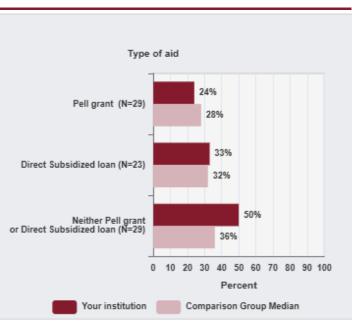
Figure 16. Graduation rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by race/ethnicity: 2019 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

Figure 17. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by type of aid: 2019 cohort

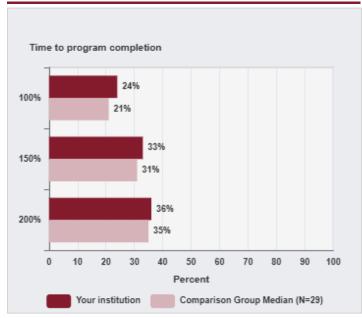


NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

the Methodological Notes. N is the number of institutions in the comparison group.

Figure 18. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 100%, 150%, and 200% of normal time to program completion: 2018 cohort

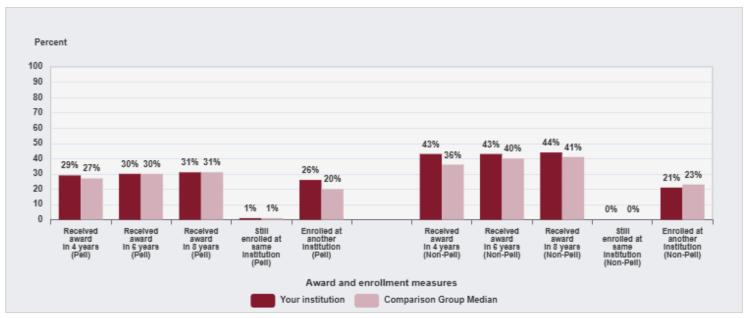


NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, 200% Graduation Rates survey component.

Figure 19. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



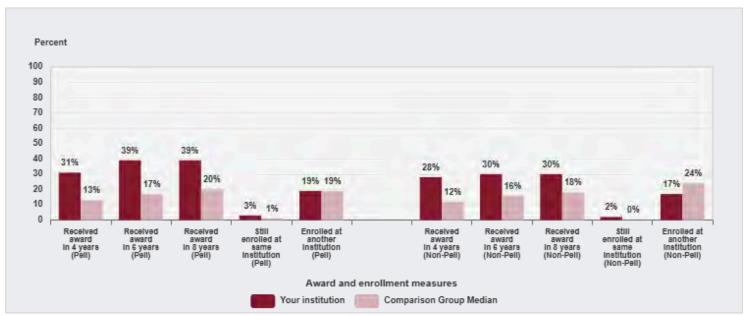


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

Figure 20. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



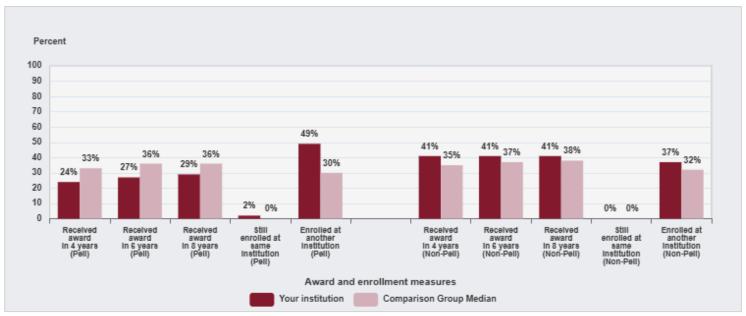


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

Figure 21. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



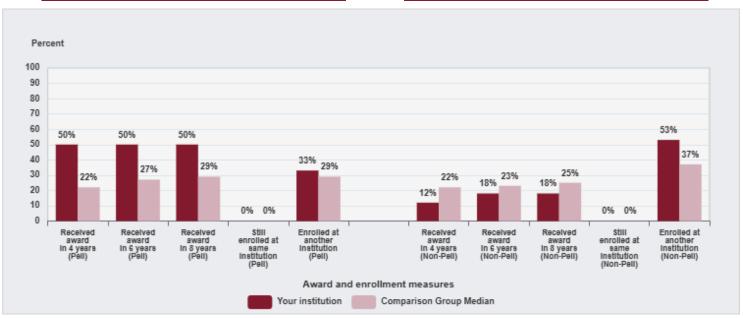


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

Figure 22. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



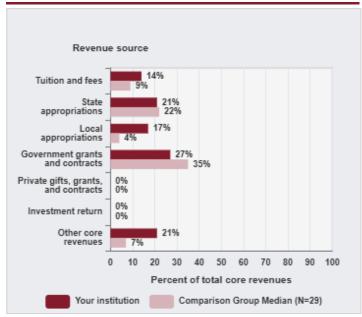


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

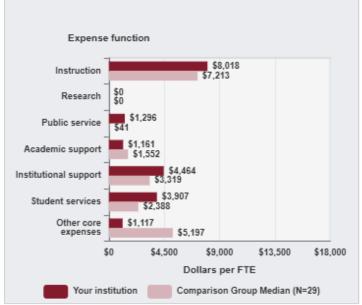
Figure 23. Percent distribution of core revenues, by source: Fiscal year 2022

Figure 24. Core expenses per FTE enrollment, by function: Fiscal year 2022



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

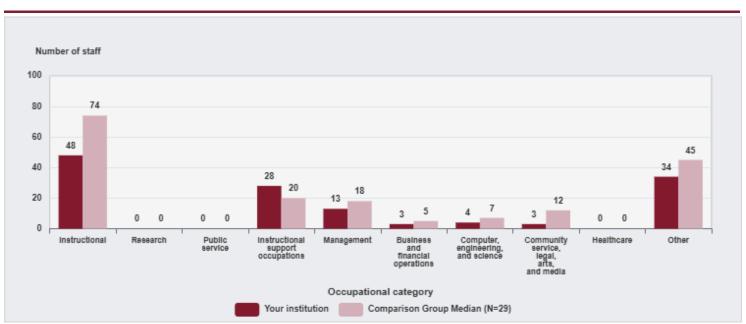
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Finance survey component.



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component and Spring 2023, Finance survey component.

Figure 25. Full-time equivalent staff, by occupational category: Fall 2022

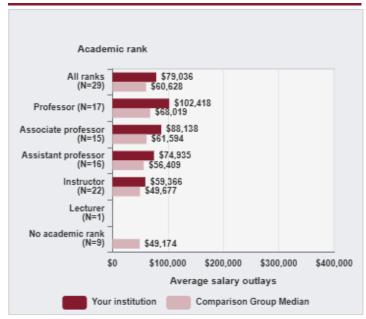


NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Human Resources survey component.

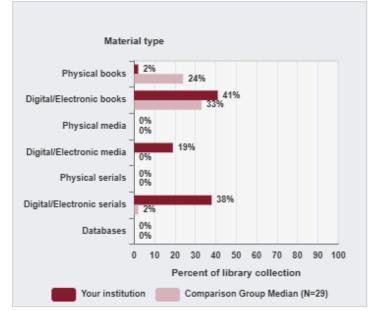
Figure 26. Average salary outlays of full-time non-medical instructional staff equated to 9-months worked, by academic rank: Academic year 2022-23

Figure 27. Percent distribution of library collection, by material type: Fiscal year 2022



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

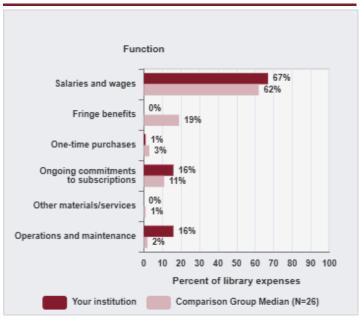
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Human Resources survey component.



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Academic Libraries survey component.

Figure 28. Percent distribution of library expenses, by function: Fiscal year 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Academic Libraries survey component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2022-23 data collection year. Response rates exceeded 99% for most survey components. IPEDS data release memos at https://nces.ed.gov/ipeds/use-the-data/survey-components provide an overview of the number of institutions responding to the survey components. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each indicator shown in the figure. If more than one indicator is present in a figure, the median values are determined separately for each indicator. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (https://nces.ed.gov/ipeds).

Missing Indicators

If an indicator is not reported for your institution, the omission implies that the indicator is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some indicators are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at https://nces.ed.gov/ipeds/Section/Resources.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

DESCRIPTION OF INDICATORS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

Student Enrollment

Enrollment Counts

12-month Enrollment captures a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, Fall Enrollment captures number of students enrolled on a particular date in the fall. Fall enrollment is often referred to as a "snapshot" of an institution's enrollment at a specific time.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment survey component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or clock hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx.

Completions

Completions and Completers

Completions collects data on undergraduate and graduate completions and completers in a 12-month period beginning July 1 and ending June 30. Completions are the counts of postsecondary awards granted where each award reported once but multiple awards may be reported for one recipient. Completers are the counts of students granted postsecondary awards. The count of completers is collected in two ways. The first way counts all completers, while the second way counts completers by award level (e.g., number of associate's completers, number of bachelor's completers).

Student Financial Aid

Financial Aid Recipients and Amounts

Student Financial Aid collects the counts of undergraduate students awarded different types of financial aid and the total amounts of aid awarded. The average dollar amount of aid awarded is then calculated. In addition, Student Financial Aid collects counts of full-time, first-time undergraduate students awarded aid and amounts of aid, and counts and disbursed amounts for undergraduate and graduate students receiving military education benefits.

Charges and Average Net Price

Tuition and Required Fees (Published)

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition and that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduate students and are those used by the financial aid office to determine the financial need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Average Institutional Net Price

IPEDS collects data to calculate average net price at each institution for two groups of undergraduate students: those awarded grant and scholarship aid and those awarded Title IV federal aid.

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the academic year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board, and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduate students from the previous fall who are still enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking undergraduate students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduate students, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduate students.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduate students minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) survey component which carries forward 100% and 150% graduation rates data previously reported in the GR survey component is the Graduation Rates 200% (GR200) survey component, which requests information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: first-time, full-time entering (FTFT); first-time, part-time entering (FTPT); non-first-time, full-time entering (NFTFT); and non-first-time, part-time entering (NFTPT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised for allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 of the next year) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do no report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, student services, institutional support, scholarships and fellowships (GASB) or net grant aid to students (FASB) and other expenses. Core expenses exclude expenses for auxiliary enterprises, hospitals, and independent operations. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB reporting standards, and private, not-for-profit institutions under FASB reporting standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Salaries and Wages

Salaries and wages for public institutions under GASB reporting standards and private (not-for-profit and for-profit) institutions under FASB reporting standards, include amounts paid as compensation for services to all employees regardless of the duration of service, including all regular or periodic payments to a person for the regular or periodic performance of work or a service and payment to a person for more sporadic performance of work or a services (e.g., overtime, extra compensation, summer compensation, bonuses, sick or annual leave, etc.)

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Occupational categories include instructional staff, research staff, public service staff, instructional support staff, management staff, and other occupations. Instructional staff are primarily engaged in teaching and do a combination of teaching, research, and/or public service. Research staff are staff whose primary function is research while public service staff are staff whose primary function is public service. Instructional support occupations include archivists, curators, and museum technicians; librarians and media collections specialists; librarian technicians; student and academic affairs and other education services occupations. Other staff include staff in service occupations; sales and related occupations; office and administrative support occupations; natural resources, construction, and maintenance occupations; production, transportation and material moving occupations; and military specific occupations. Graduate assistants are not included.

Equated Non-Medical Instructional Staff Salaries

Institutions report the number of full-time non-medical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of non-medical instructional staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Fulton-Montgomery Community College

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey component data) divided by total FTE instructional staff (using the total primarily instruction + instruction/research/public service staff reported in Human Resources survey component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Libraries

Library Collections

Library collections comprise of documents held locally and remote resources for which permanent or temporary access rights have been acquired. Access rights may be acquired by the library itself, by a consortium and/or through external funding. Interlibrary lending and document delivery are excluded from the collection.

Degree-granting institutions with total library expenses greater than zero and/or had access to a library collection report their physical books, media, and serials collections and their digital/electronic books, media, serials, and database collections.

Counts in each category (i.e., physical books, media, and serials as well as digital/electronic books, media, serials, and databases) are the number of held at the end of the most recent fiscal year. The percent distribution of each resource is derived by dividing the counts in each category by the total of all categories.

Digital/electronic books and media are reported by titles owned or leased by the library if individual titles are cataloged and/or searchable through the library catalog or discovery system. E-serials are reported by titles that are accessible through the library's catalog or discovery system. Digital and Electronic databases are reported by the total number of licensed digital/electronic databases in the institutions collection if there is bibliographic or discovery access at the database level.

Library Expenses

Library expenses are funds expended by the library (regardless of when received) from its regular budget and from all other sources (e.g., research grants, special projects, gifts and endowments, and fees for services) for the most recent 12-month period that corresponds to your institution's fiscal year that ends before October 1.

Degree-granting institutions with total library expenses less than \$100,000 are not required to report their expenses to IPEDS. Salaries and wages are reported from the library budget or all other institutional sources that are identifiable. Fringe benefits are reported only if paid from the library budget. The percent distribution of each category of expense is derived by dividing each expense category by the sum of total library expenses.

Additional Resources

Additional information on the IPEDS survey components, including survey methodology, survey forms, and frequently asked questions, can be found at https://nces.ed.gov/ipeds/use-the-data/survey-components.

Additional information on the timing of IPEDS data collection, data coverage, and data release cycle, can be found at https://nces.ed.gov/ipeds/use-the-data/timing-of-ipeds-data-collection.

Additional definitions of variables used in this report can be found in the IPEDS glossary available at https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx.

Additional resources on the IPEDS Data Feedback Report, including the instructions on creating a custom comparison report, FAQs, and video tutorials, can be found at https://nces.ed.gov/lpeds/Help/View/2.



IPEDS DATA FEEDBACK REPORT 2024

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (https://nces.ed.gov/collegenavigator/), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at https://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2023-24 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists your selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2024 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2024 report, visit this resource page https://nces.ed.gov/lpeds/Help/View/2. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website https://nces.ed.gov/ipeds and click on Data Feedback Report.

Fulton-Montgomery Community College Johnstown, NY

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's indicators. If your institution did not define a custom comparison group for this report by July 15, 2023 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The customized Data Feedback Report function available at https://nces.ed.gov/ipeds/use-the-data/ can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Carnegie Classification of Associate's Colleges: High Transfer-High Traditional; Control of Institution: Public; Enrollment of a Similar Size. This comparison group includes the following 30 institutions:

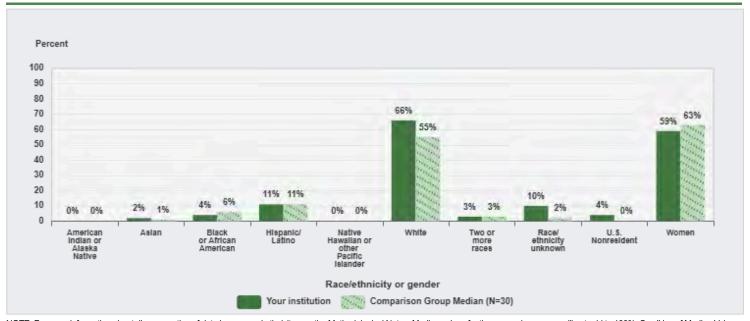
- ▶ <u>Atlantic Cape Community College</u> (Mays Landing, NJ)
- ▶ Black River Technical College (Pocahontas, AR)
- ► Carl Albert State College (Poteau, OK)
- ▶ Cleveland State Community College (Cleveland, TN)
- ▶ Coffeyville Community College (Coffeyville, KS)
- ► Columbia College (Sonora, CA)
- ► Copper Mountain Community College (Joshua Tree, CA)
- ► Crafton Hills College (Yucaipa, CA)
- ► CUNY Stella and Charles Guttman Community College (New York, NY)
- ▶ Dyersburg State Community College (Dyersburg, TN)
- ▶ Eastern Oklahoma State College (Wilburton, OK)
- ▶ Garden City Community College (Garden City, KS)
- ► Garrett College (McHenry, MD)
- Gavilan College (Gilroy, CA)
- ▶ Holyoke Community College (Holyoke, MA)
- ▶ Marion Military Institute (Marion, AL)
- ▶ Mineral Area College (Park Hills, MO)
- ▶ Murray State College (Tishomingo, OK)
- ▶ Napa Valley College (Napa, CA)
- ▶ Orange County Community College (Middletown, NY)
- ▶ Ozarka College (Melbourne, AR)
- Ranger College (Ranger, TX)
- ▶ Roane State Community College (Harriman, TN)
- ▶ Roanoke-Chowan Community College (Ahoskie, NC)
- ▶ Roxbury Community College (Roxbury Crossing, MA)
- ▶ <u>Seminole State College</u> (Seminole, OK)
- ► SUNY Adirondack (Queensbury, NY)
- ▶ Three Rivers College (Poplar Bluff, MO)
- ▶ <u>University of Arkansas Community College-Morrilton (</u>Morrilton, AR)
- ▶ University of Arkansas-Pulaski Technical College (North Little Rock, AR)

The figures in this report have been organized and ordered into the following topic areas:

Topic Area	Figures	Pages
1) Admissions (only for non-open-admissions schools)	[Not applicable]	
2) Student Enrollment	1, 2, 3 and 4	3 and 4
3) Awards	5	4
4) Charges and Net Price	6 and 7	4
5) Student Financial Aid	8, 9, 10, 11, 12 and 13	5 and 6
6) Military Benefits*	[Not applicable]	
7) Retention and Graduation Rates	14, 15, 16, 17, 18, 19, 20, 21 and 22	6, 7, 8 and 9
8) Finance	23 and 24	10
9) Staff	25 and 26	10 and 11
10) Libraries*	27 and 28	11

^{*}These figures only appear in customized Data Feedback Reports (DFRs), which are available through Use the Data portal on the IPEDS website.

Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2023 Figure 1.



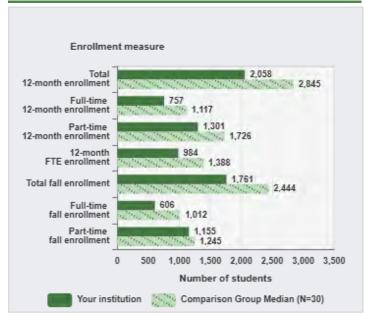
NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

Figure 3.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Fall Enrollment survey component.

Figure 2. Total 12-month enrollment, full-time and part-time 12month enrollment, 12-month FTE enrollment (2022-23), and total fall enrollment, full-time and part-time fall enrollment (Fall 2023)

Total 12-month undergraduate enrollment, by attendance and degree/certificate-seeking status: 2022-23



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, 12-month Enrollment survey component and Spring 2024, Fall Enrollment survey component.

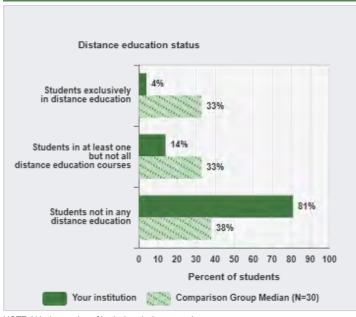


NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, 12-month Enrollment survey component.

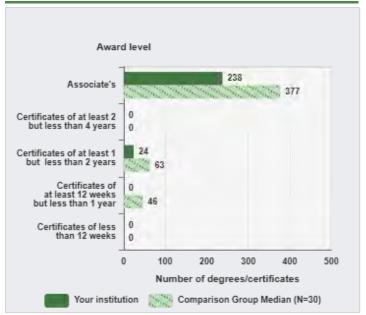
Figure 4. Percent of students enrolled in distance education courses, by distance education status: Fall 2023

Figure 5. Number of subbaccalaureate degrees and certificates conferred, by award level: 2022-23



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Fall Enrollment survey component.



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, Completions survey component.

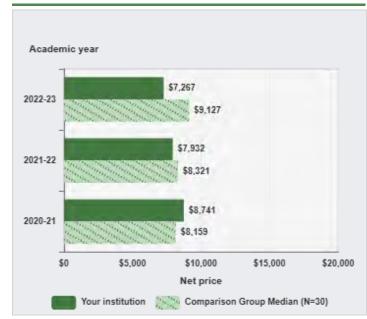
Figure 6. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduate students: Academic years 2020-21 to 2023-24



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, Institutional Characteristics survey component.

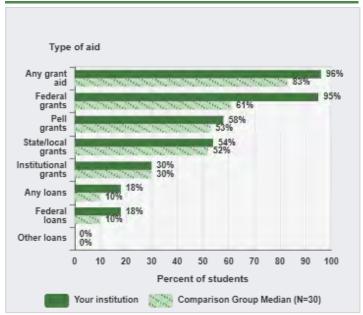
Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: Academic years 2020-21 to 2022-23



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of food and housing and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, Institutional Characteristics survey component and Winter 2023-24, Student Financial Aid survey component.

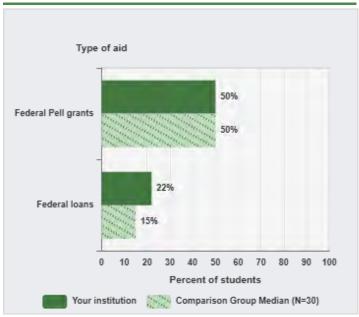
Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: Academic year 2022-23



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

Figure 10. Percent of degree/certificate-seeking undergraduate students awarded Federal Pell grants and Federal Student loans : Academic year 2022-23



NOTE: Federal loans include federal loans awarded to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

Figure 9. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: Academic year 2022-23



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

Figure 11. Average amount of Federal Pell grants and Federal Student loans awarded to degree/certificate-seeking undergraduate students: Academic year 2022-23

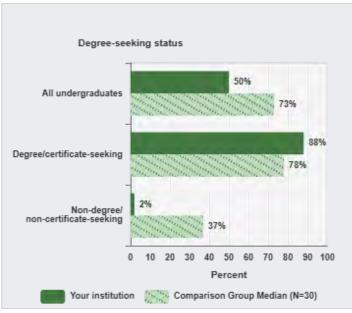


NOTE: Federal loans include federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

Figure 12. Percent of undergraduate students awarded grant or scholarship aid, by degree/certificate-seeking status: Academic year 2022-23

Figure 13. Average amount of grant or scholarship aid awarded to undergraduate students, by degree/certificate-seeking status: Academic year 2022-23



NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. N is the number of institutions in the comparison group.

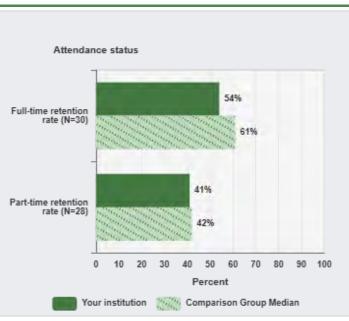
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.



NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, statel/local government, the institution, or other sources. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

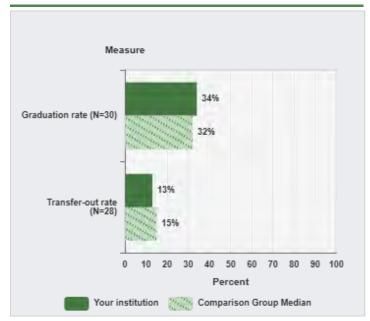
Figure 14. Retention rates of first-time degree/certificate seeking students, by attendance status: Fall 2022 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2022 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2023. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2022 and retention based on August 1, 2023. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Fall Enrollment survey component.

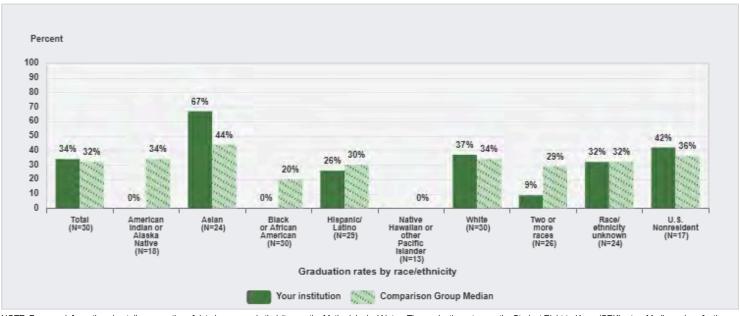
Figure 15. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion: 2020 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Graduation Rates survey component.

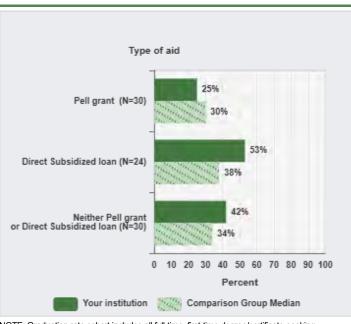
Figure 16. Graduation rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by race/ethnicity: 2020 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Graduation Rates survey component.

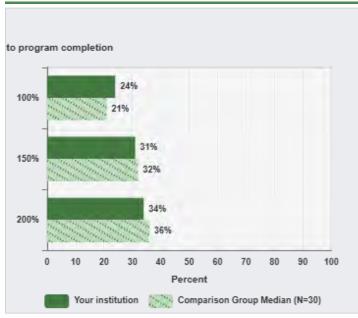
Figure 17. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by type of aid: 2020 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsdizzed Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Graduation Rates survey component.

Figure 18. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 100%, 150%, and 200% of normal time to program completion: 2019 cohort

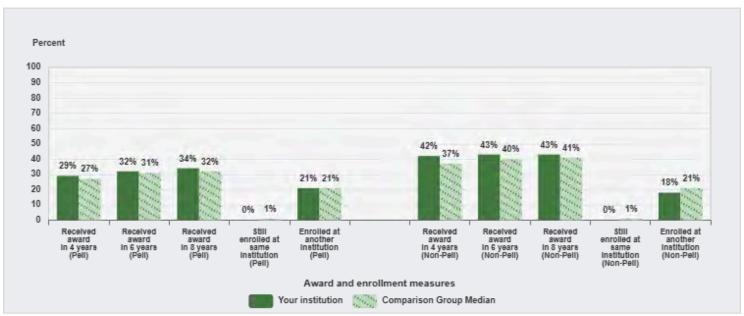


NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, 200% Graduation Rates survey component.

Figure 19. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status; 2015-16 cohort



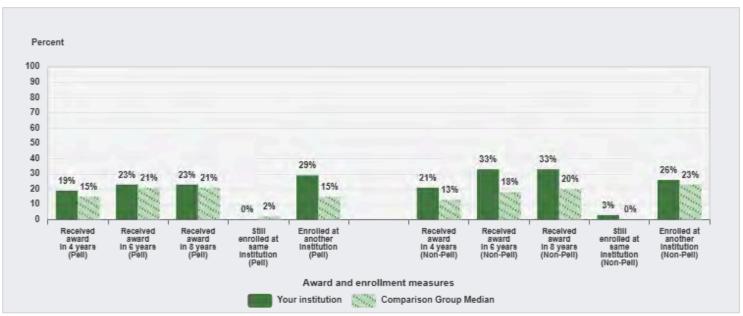


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2015-June 30, 2016. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Outcome Measures survey component.

Figure 20. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2015-16 cohort

Pell Non-Pell (N=28) (N=28)

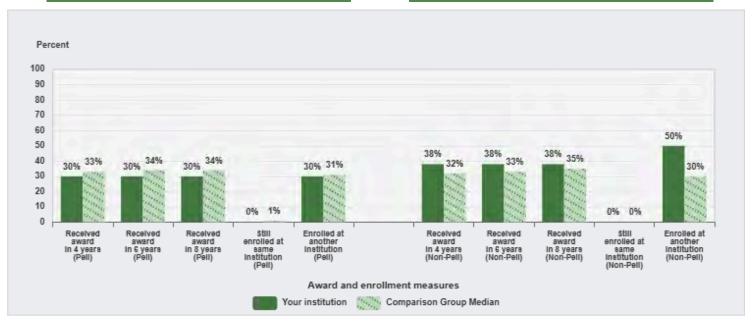


NOTE: Award measures are based on the highest award received after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2015-June 30, 2016. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Outcome Measures survey component.

Figure 21. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2015-16 cohort



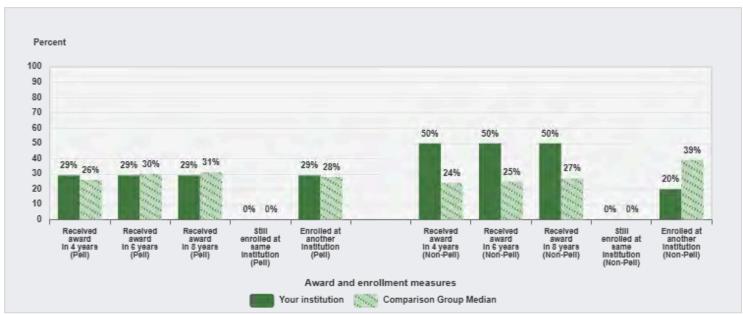


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2015-June 30, 2016. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Outcome Measures survey component.

Figure 22. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2015-16 cohort

Pell Non-Pell (N=28) (N=29)

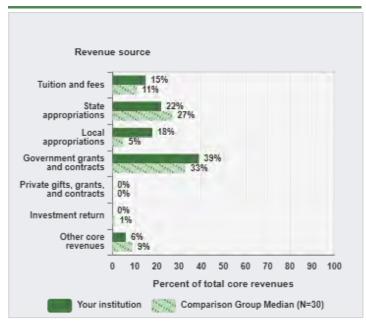


NOTE: Award measures are based on the highest award received after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2015-June 30, 2016. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Outcome Measures survey component.

Figure 23. Percent distribution of core revenues, by source: Fiscal year 2023

Figure 24. Core expenses per FTE enrollment, by function: Fiscal year 2023



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

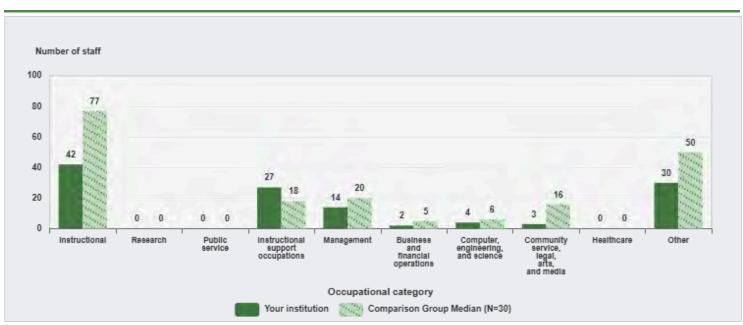
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Finance survey component.



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, 12-month Enrollment survey component and Spring 2024, Finance survey component.

Figure 25. Full-time equivalent staff, by occupational category: Fall 2023

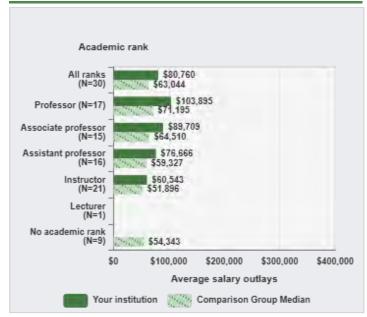


NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Human Resources survey component.

Figure 26. Average salary outlays of full-time non-medical instructional staff equated to 9-months worked, by academic rank: Academic year 2023-24

Figure 27. Percent distribution of library collection, by material type: Fiscal year 2023



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group that have a value for each indicator. Medians are not reported for comparison groups with less than three values.

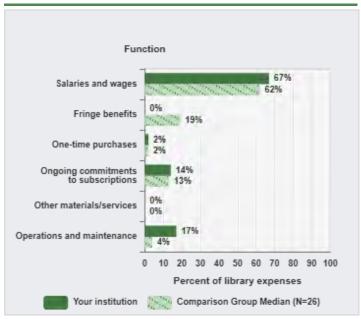
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Human Resources survey component.

Material type Physical books 18% Digital/Electronic books Physical media 23% Digital/Electronic media Physical serials 26% Digital/Electronic serials Databases 30 40 50 60 70 Percent of library collection Comparison Group Median (N=30) Your institution

NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Academic Libraries survey component.

Figure 28. Percent distribution of library expenses, by function: Fiscal year 2023



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Academic Libraries survey component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2023-24 data collection year. Response rates exceeded 99% for most survey components. IPEDS data release memos at https://nces.ed.gov/ipeds/use-the-data/survey-components provide an overview of the number of institutions responding to the survey components. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

Use of Median Values for Comparison Group

This report compares your institution's data to the median values of the comparison group for each indicator shown in the figure. If a figure contains multiple indicators, median values are determined separately for each indicator. The N value represents the number of institutions in the comparison group that has a value for each indicator. If all institutions in the comparison group have values for all indicators within a figure, the N value is displayed. Medians are not displayed for comparison groups with fewer than three values. When percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (https://nces.ed.gov/ipeds).

Missing Indicators

If an indicator is not reported for your institution, the omission implies that the indicator is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some indicators are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at https://nces.ed.gov/IPEDS/report-your-data/resource-center-race-ethnicity.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period, from July 1 to June 30.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1 to June 30 for all degree-granting institutions.

DESCRIPTION OF INDICATORS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

Student Enrollment

Enrollment Counts

12-month Enrollment captures a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, Fall Enrollment captures number of students enrolled on a particular date in the fall. Fall enrollment is often referred to as a "snapshot" of an institution's enrollment at a specific time.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment survey component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or clock hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx.

Completions

Completions and Completers

The Completions survey component collects data on undergraduate and graduate completions and completers in a 12-month period, from July 1 to June 30. Completions are the counts of recognized postsecondary credentials conferred by the postsecondary institution as a result of completion of an academic or occupational/vocational program of study. Each award is counted only once, regardless of whether the student earned multiple awards. Completers are the counts of students who earned a postsecondary award. This data is collected in two ways:

- 1. Unduplicated count of total completers.
- 2. Counts by award level (e.g., number of associate's degree completers, number of bachelor's degree completers)

Student Financial Aid

Financial Aid Recipients and Amounts

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Student Financial Aid collects the counts of undergraduate students awarded different types of financial aid and the total amounts of aid awarded. The average dollar amount of aid awarded is then calculated. In addition, Student Financial Aid collects counts of full-time, first-time undergraduate students awarded aid and amounts of aid, and counts and disbursed amounts for undergraduate and graduate students receiving select military education benefits.

Charges and Average Net Price

Tuition and Required Fees (Published)

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition and that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduate students and approximate those used by the financial aid office to determine the financial need. For institutions that have differential tuition rates for indistrict or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Average Institutional Net Price

IPEDS collects data to calculate average net price at each institution for two groups of undergraduate students: those awarded grant and scholarship aid and those awarded Title IV federal aid.

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the academic year. For public institutions, this includes only students who paid the lower of in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of food and housing, and other expenses.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduate students from the previous fall who are still enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking undergraduate students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduate students, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduate students.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act of 1965, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduate students minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) survey component which carries forward 100% and 150% graduation rates data previously reported in the GR survey component is the Graduation Rates 200% (GR200) survey component, which requests information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: first-time, full-time entering (FTFT); first-time, part-time entering (FTPT); non-first-time, full-time entering (NFTFT); and non-first-time, part-time entering (NFTPT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised for allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 of the next year) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do no report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, student services, institutional support, scholarships and fellowships (GASB) or net grant aid to students (FASB) and other expenses. Core expenses exclude expenses for auxiliary enterprises, hospitals, and independent operations. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets [Customized Data Feedback Reports only]

Endowment assets, for public institutions under GASB reporting standards, and private, not-for-profit institutions under FASB reporting standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Salaries and Wages [Customized Data Feedback Reports only]

Salaries and wages for public institutions under GASB reporting standards and private (not-for-profit and for-profit) institutions under FASB reporting standards, include amounts paid as compensation for services to all employees regardless of the duration of service, including all regular or periodic payments to a person for the regular or periodic performance of work or a service and payment to a person for more sporadic performance of work or a services (e.g., overtime, extra compensation, summer compensation, bonuses, sick or annual leave, etc.)

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff on the payroll as of November 1, along with one-third of the total number of part-time staff on that same date. Occupational categories include instructional staff, research staff, public service staff, instructional support staff, management staff, and other occupations. Instructional staff are primarily engaged in teaching and do a combination of teaching, research, and/or public service. Research staff are staff whose primary function is research while public service staff are staff whose primary function is public service. Instructional support occupations include archivists, curators, and museum technicians; librarians and media collections specialists; librarian technicians; student and academic affairs and other education services occupations. Other staff include staff in service occupations; sales and related occupations; office and administrative support occupations; natural resources, construction, and maintenance occupations; production, transportation and material moving occupations; and military specific occupations. Graduate assistants are not included.

Equated Non-Medical Instructional Staff Salaries

Institutions report the number of full-time non-medical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of non-medical instructional staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Student-to-Faculty Ratio [Customized Data Feedback Reports only]

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey component data) divided by total FTE instructional staff (using the total primarily instruction + instruction/research/public service staff reported in Human Resources survey component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Libraries

Library Collections

Library collections comprise of documents held locally and remote resources for which permanent or temporary access rights have been acquired. Access rights may be acquired by the library itself, by a consortium and/or through external funding. Interlibrary lending and document delivery are excluded from the collection.

Degree-granting institutions with total library expenses greater than zero and/or had access to a library collection report their physical books, media, and serials collections and their digital/electronic books, media, serials, and database collections.

Counts in each category (i.e., physical books, media, and serials as well as digital/electronic books, media, serials, and databases) are the number of held at the end of the most recent fiscal year. The percent distribution of each resource is derived by dividing the counts in each category by the total of all categories.

Digital/electronic books and media are reported by titles owned or leased by the library if individual titles are cataloged and/or searchable through the library catalog or discovery system. E-serials are reported by titles that are accessible through the library's catalog or discovery system. Digital and Electronic databases are reported by the total number of licensed digital/electronic databases in the institutions collection if there is bibliographic or discovery access at the database level.

Library Expenses

Library expenses are funds expended by the library (regardless of when received) from its regular budget and from all other sources (e.g., research grants, special projects, gifts and endowments, and fees for services) for the most recent 12-month period that corresponds to your institution's fiscal year that ends before October 1.

Degree-granting institutions with total library expenses less than \$100,000 are not required to report their expenses to IPEDS. Salaries and wages are reported from the library budget or all other institutional sources that are identifiable. Fringe benefits are reported only if paid from the library budget. The percent distribution of each category of expense is derived by dividing each expense category by the sum of total library expenses.

Additional Resources

Additional information on the IPEDS survey components, including survey methodology, survey forms, and frequently asked questions, can be found at https://nces.ed.gov/ipeds/use-the-data/survey-components.

Additional information on the timing of IPEDS data collection, data coverage, and data release cycle, can be found at https://nces.ed.gov/ipeds/use-the-data/timing-of-ipeds-data-collection.

Additional definitions of variables used in this report can be found in the IPEDS glossary available at https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx.

Additional resources on the IPEDS Data Feedback Report, including the instructions on creating a custom comparison report, FAQs, and video tutorials, can be found at https://nces.ed.gov/lpeds/Help/View/2.