Resolving HEERF Business Rules

HEERF-185

Definition: The sum of degree-/certificate-seeking students across enrollment status categories does not equal the total number of degree-/certificate-seeking students for one or more category.

Portal Pages: 14 (Degree-/Certificate-Seeking Students by Academic Level)

15 (Degree-/Certificate-Seeking Students by Race)

16 (Degree-/Certificate-Seeking Students by Gender/Age)

* HEERF-185 only looks at the **2021** data on these pages

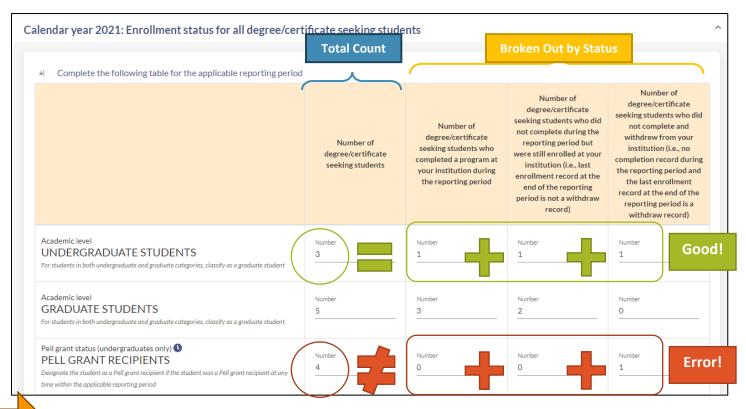**Resolution:** Pages 14, 15, and 16 each contain a table regarding 2021 degree-seeking students. Within each row of these tables, the grantee enters a total number in column 1. Columns 2, 3, and 4 break that total out into different statuses: Completed program, still enrolled, withdrew.

This business rule checks *each row* individually in the three tables for accurate data. The rule ensures that the sum of the subcategories in columns 2, 3, and 4 equals the total in column 1.

Below is an example from the Academic Level table on Page 14. You should also check the Race table on Page 15 and the Gender/Age table on Page 16 for the same logic.

Tips

Regardless of whether the data causing the error are on Page 14, 15, or 16, the error message always appears on Page 14.

Once you find one row with an error, do not assume the rest of the rows are accurate; continue checking each row in each 2021 table on Pages 14, 15, and 16.

HEERF-186

Definition: The total number of degree-/certificate-seeking students exceeds the total number of students enrolled for one or more categories.

Resolution: Data entered for **each of the below student categories** must satisfy the business rule.

For each category, locate the number of enrolled students reported on either Page 6 (Academic Level), 10 (Race), or 11 (Gender/Age). Then, locate the corresponding number of degree-/certificate-seeking students reported on either Page 14 (Academic Level), 15 (Race), or 16 (Gender/Age). Ensure that the data are entered correctly and that **the number of degree-/certificate-seeking students on Page 14, 15, or 16 is less than or equal to the corresponding number of enrolled students on Page 6, 10, or 11.**

In all student categories: **# Degree-/Certificate-Seeking** must be **<** or **=** **# Enrolled**

By Academic Level Enrolled: **Page 6** Degree-Seeking: **Page 14***	By Race/Ethnicity Enrolled: **Page 10** Degree-Seeking: **Page 15***	By Age or Gender Enrolled: **Page 11** Degree-Seeking: **Page 16***
Undergraduate Graduate Undergraduate Pell Undergraduate Non-Pell Part-time Full-time	American Indian or Alaska Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or more races Race/ethnicity is unknown Nonresident alien	Women Men Ages 25 and older Ages 24 and younger Age not available

* **HEERF-186 uses only 2021 data from Pages 14, 15, 16**

Tips

Regardless of which page(s) contain the data causing the error, the error message will always appear on Page 14.

Once you find one error with a student category, do not assume the rest of the data are accurate; continue checking numbers for each student category to ensure there are no additional errors.

Student counts by academic level/Pell grant status/enrollment intensity (e.g., undergraduate students, part-time students) are reported in aggregate on Page 14 (degree-seeking) but are split into more descriptive categories on Page 6 (enrolled). Within each of the enrollment statuses listed above, you will need to add together multiple values from Page 6 in order to compare them to the value on Page 14.

See following pages for examples.

HEERF-186 Example 1: Comparing Counts by Enrollment Status

Comparing academic level, Pell grant status, and enrollment intensity categories will require that you add together multiple values from **Page 6**. Below are sample data from **Pages 6** and **14**. Note that **Page 6** contains **enrolled** counts; **Page 14** contains **degree-/certificate-seeking** counts.

Page 6 - Emergency Grants - Counts, Student, and Institution Funds

8) What percentage of students received emergency grants and how much did students receive in emergency grants by fund type and student type?

Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol 🕐. Institutions ca questions marked with a clock symbol 🕐 in early 2022 as part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the thi

a) Complete the following table:

When IPEDS definitions apply (categories labeled with "(IPEDS categories)" in the form), use the same category for each student that is used to report to IPEDS. For the second and third annual HEERF reports (reporting on ca 2022 in early 2022 and early 2023 respectively), if a student is not reported to IPEDS, for example because they are not enrolled for credit in courses that could lead to an award, then report that student under "Students not In the fourth, and fifth annual HEERF reports "Students not categorized in IPEDS" will no longer be an option in the form and institutions will need to track all of their students (regardless of if they would be included in IPEDS categorize them using the IPEDS classification methodology

Emergency Financial Aid Grants Awarded to Students: Report only disbursements related to Emergency Financial Aid Grants including using those grants to satisfy outstanding accoun disbursements unrelated to Emergency Financial Aid Grants should not be included in the reported expenditures

	Undergraduate$_6$ full-time$_7$ Pell grant recipients$_8$	Undergraduate$_6$ full-time$_7$ Non-Pell grant recipients$_9$	Undergraduate$_6$ part-time Pell grant recipients	Undergraduate$_6$ part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients
Number of Students: How many students were enrolled? (unduplicated count for the reporting period)	Number 2	Number 2	Number 2	Number 2	Number 3	Number 3

> **Undergraduate Students:**
> 10 deg/cert seeking > 8 enrolled
> Error!

> **Graduate Students:**
> 5 deg/cert seeking < 6 enrolled
> Good!

Page 14 - Enrollment - Academic

10) Provide the unduplicated count of students who were enrolled at least once as a degree/ce the end reporting period. The three statuses (completed, withdrawn, and still enrolled) nee

Calendar year 2021: Enrollment status for all degree/certificate seeking

a) Complete the following table for the applicable reporting period

	Number of degree/certificate seeking students
Academic level **UNDERGRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 10
Academic level **GRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 5
Pell grant status (undergraduates only) 🕐 **PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 4

3

The following categories not illustrated as above will also require adding values on **Page 6** to compare to **Page 14**. Below, the relevant values that will need to be compared are highlighted for the remaining categories:

| **Page 6: Enrollment Counts** | **Page 14: Degree-/Certificate-Seeking Counts** |

Undergraduate Pell Grant Recipients

	Undergraduate$_6$ full-time$_7$ Pell grant recipients$_8$	Undergraduate$_6$ full-time$_7$ Non-Pell grant recipients$_9$	Undergraduate$_6$ part-time Pell grant recipients	Undergraduate$_6$ part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients
Number of Students How many students were enrolled? (unduplicated count for the reporting period)	Number 15	Number 10	Number 10	Number 10	Number 20	Number 20

Pell grant status (undergraduates only) 🕐
PELL GRANT RECIPIENTS — Number 20
Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period

Pell grant status (undergraduates only) 🕐
NON-PELL GRANT RECIPIENTS — Number 15
Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period

Enrollment intensity 🕐
PART-TIME — Number 25
For students who had multiple enrollment intensities, classify as full-time

Enrollment intensity 🕐
FULL-TIME — Number 30
For students who had multiple enrollment intensities, classify as full-time

Undergraduate Non-Pell Grant Recipients

	Undergraduate$_6$ full-time$_7$ Pell grant recipients$_8$	Undergraduate$_6$ full-time$_7$ Non-Pell grant recipients$_9$	Undergraduate$_6$ part-time Pell grant recipients	Undergraduate$_6$ part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients
Number of Students How many students were enrolled? (unduplicated count for the reporting period)	Number 15	Number 10	Number 10	Number 10	Number 20	Number 20

Pell grant status (undergraduates only) 🕐
PELL GRANT RECIPIENTS — Number 20
Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period

Pell grant status (undergraduates only) 🕐
NON-PELL GRANT RECIPIENTS — Number 15
Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period

Enrollment intensity 🕐
PART-TIME — Number 25
For students who had multiple enrollment intensities, classify as full-time

Enrollment intensity 🕐
FULL-TIME — Number 30
For students who had multiple enrollment intensities, classify as full-time

Part-Time Students

	Undergraduate$_6$ full-time$_7$ Pell grant recipients$_8$	Undergraduate$_6$ full-time$_7$ Non-Pell grant recipients$_9$	Undergraduate$_6$ part-time Pell grant recipients	Undergraduate$_6$ part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients
Number of Students How many students were enrolled? (unduplicated count for the reporting period)	Number 15	Number 10	Number 10	Number 10	Number 20	Number 20

Pell grant status (undergraduates only) 🕐
PELL GRANT RECIPIENTS — Number 20
Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period

Pell grant status (undergraduates only) 🕐
NON-PELL GRANT RECIPIENTS — Number 15
Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period

Enrollment intensity 🕐
PART-TIME — Number 25
For students who had multiple enrollment intensities, classify as full-time

Enrollment intensity 🕐
FULL-TIME — Number 30
For students who had multiple enrollment intensities, classify as full-time

Full-Time Students

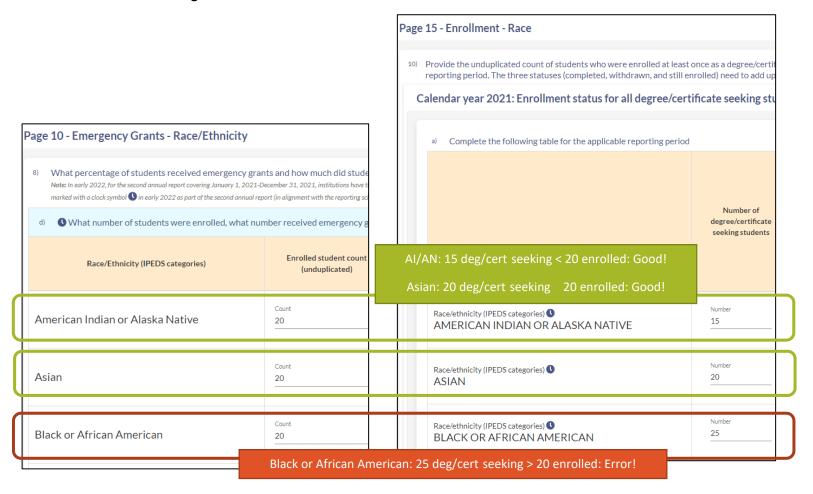|	Undergraduate$_6$ full-time$_7$ Pell grant recipients$_8$	Undergraduate$_6$ full-time$_7$ Non-Pell grant recipients$_9$	Undergraduate$_6$ part-time Pell grant recipients	Undergraduate$_6$ part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients
Number of Students How many students were enrolled? (unduplicated count for the reporting period)	Number 15	Number 10	Number 10	Number 10	Number 20	Number 20

Pell grant status (undergraduates only) 🕐
PELL GRANT RECIPIENTS — Number 20
Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period

Pell grant status (undergraduates only) 🕐
NON-PELL GRANT RECIPIENTS — Number 15
Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period

Enrollment intensity 🕐
PART-TIME — Number 25
For students who had multiple enrollment intensities, classify as full-time

Enrollment intensity 🕐
FULL-TIME — Number 30
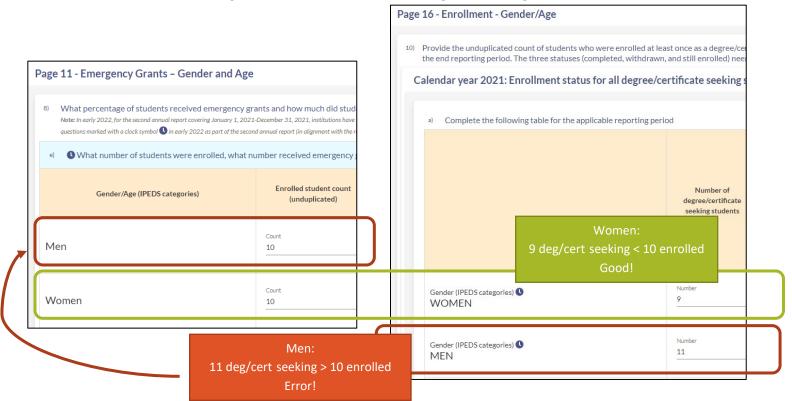*For students who had multiple enrollment intensities, classify as full-time*

HEERF-186 Example 2: Comparing Counts by Race/Ethnicity

Comparing counts by race/ethnicity, gender, and age all involve one-to-one comparisons. Race/ethnicity counts are found on **Pages 10 and 15**.

Page 15 - Enrollment - Race

10) Provide the unduplicated count of students who were enrolled at least once as a degree/certi... reporting period. The three statuses (completed, withdrawn, and still enrolled) need to add up...

Calendar year 2021: Enrollment status for all degree/certificate seeking stu...

a) Complete the following table for the applicable reporting period

Page 10 - Emergency Grants - Race/Ethnicity

8) What percentage of students received emergency grants and how much did stude...
*Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have t...
marked with a clock symbol 🕐 in early 2022 as part of the second annual report (in alignment with the reporting sc...*

d) 🕐 What number of students were enrolled, what number received emergency g...

> AI/AN: 15 deg/cert seeking < 20 enrolled: Good!
>
> Asian: 20 deg/cert seeking   20 enrolled: Good!

Race/Ethnicity (IPEDS categories)	Enrolled student count (unduplicated)		Race/ethnicity (IPEDS categories) 🕐	Number of degree/certificate seeking students
American Indian or Alaska Native	Count 20		AMERICAN INDIAN OR ALASKA NATIVE	Number 15
Asian	Count 20		ASIAN	Number 20
Black or African American	Count 20		BLACK OR AFRICAN AMERICAN	Number 25

> Black or African American: 25 deg/cert seeking > 20 enrolled: Error!

HEERF-186 Example 3: Comparing Counts by Gender

Note that the order that genders are listed is different on **Page 11** than **Page 16.**

Page 16 - Enrollment - Gender/Age

10) Provide the unduplicated count of students who were enrolled at least once as a degree/cer... the end reporting period. The three statuses (completed, withdrawn, and still enrolled) nee...

Calendar year 2021: Enrollment status for all degree/certificate seeking s...

a) Complete the following table for the applicable reporting period

Page 11 - Emergency Grants – Gender and Age

8) What percentage of students received emergency grants and how much did stud...
*Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have...
questions marked with a clock symbol 🕐 in early 2022 as part of the second annual report (in alignment with the r...*

e) 🕐 What number of students were enrolled, what number received emergency ...

Gender/Age (IPEDS categories)	Enrolled student count (unduplicated)		Gender (IPEDS categories) 🕐	Number of degree/certificate seeking students
Men	Count 10			
Women	Count 10		WOMEN	Number 9
			MEN	Number 11

> Women:
> 9 deg/cert seeking < 10 enrolled
> Good!

> Men:
> 11 deg/cert seeking > 10 enrolled
> Error!

HEERF-188

Definition: The sum of students by enrollment status for Calendar Year 2020 does not equal the number of degree-/certificate-seeking students for one or more categories.

Portal Pages: 14 (Degree-/Certificate-Seeking Students by Academic Level)

15 (Degree-/Certificate-Seeking Students by Race)

16 (Degree-/Certificate-Seeking Students by Gender/Age)

* HEERF-188 only looks at the **2020** data on these pages

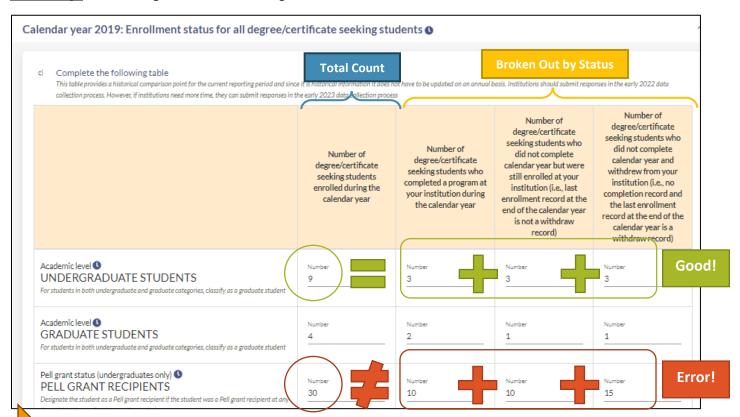**Resolution:** Pages 14, 15, and 16 each contain a table regarding 2020 degree-seeking students. Within each row of these tables, the grantee enters a total number in column 1. Columns 2, 3, and 4 break that total out into different statuses: Completed program, still enrolled, withdrew.

This business rule checks *each row* individually in the three tables for accurate data. The rule ensures that the sum of the subcategories in columns 2, 3, and 4 equals the total in column 1.

Below is an example from the <u>Academic Level</u> table on Page 14. You should also check the <u>Race</u> table on Page 15 and the <u>Gender/Age</u> table on Page 16 for the same logic.

Tips

This business rule functions exactly the same as HEERF-185, except that it checks values in the **2020** tables.

Regardless of whether the data causing the error are on Page 14, 15, or 16, the error message always appears on Page 14.

Once you find one row with an error, do not assume the rest of the rows are accurate; continue checking each row in each 2020 table on Pages 14, 15, and 16.

HEERF-190

Definition: The sum of students by enrollment status for Calendar Year 2019 does not equal the number of degree-/certificate-seeking students for one or more categories.

Portal Pages: 14 (Degree-/Certificate-Seeking Students by Academic Level)

15 (Degree-/Certificate-Seeking Students by Race)

16 (Degree-/Certificate-Seeking Students by Gender/Age)

* HEERF-190 only looks at the **2019** data on these pages

Resolution: Pages 14, 15, and 16 each contain a table regarding 2019 degree-seeking students. Within each row of these tables, the grantee enters a total number in column 1. Columns 2, 3, and 4 break that total out into different statuses: Completed program, still enrolled, withdrew.

This business rule checks *each row* individually in the three tables for accurate data. The rule ensures that the sum of the subcategories in columns 2, 3, and 4 equals the total in column 1.

Below is an example from the <u>Academic Level</u> table on Page 14. You should also check the <u>Race</u> table on Page 15 and the <u>Gender/Age</u> table on Page 16 for the same logic.

Tips This business rule functions exactly the same as HEERF-185 and HEERF-188, except that it checks values in the **2019** tables.

Regardless of whether the data causing the error are on Page 14, 15, or 16, the error message always appears on Page 14.

Once you find one row with an error, do not assume the rest of the rows are accurate; continue checking each row in each 2019 table on Pages 14, 15, and 16.