

IPEDS

2020-21

Prior Year Data Revision System

IPEDS HELP DESK

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2020-21 Survey Materials > Form

Fall Enrollment for private 2-year and less-than-2-year non-degree-granting institutions

Overview

Fall Enrollment Overview

The Fall Enrollment component collects student enrollment counts by level of student, enrollment status, gender and race/ethnicity. In addition, first-time student retention rates and the student-to-faculty ratio are collected. Enrollment by age is required in odd-numbered years, and enrollment by residence of first-time undergraduates is required in even-numbered years.

Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August 1 and October 31.

Data reporting reminders:

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting. For example, if a summer term began later than usual due to Coronavirus Pandemic postponements, continue to report using the timeframes as defined in the IPEDS instructions. NCES expects that some data reported during the 2020-21 data collection year will vary from established prior trends due to the impacts of Coronavirus Pandemic. If an error edit is triggered even when submitting accurate data, please indicate in the corresponding context box or verbally to the Help Desk that the seemingly inconsistent data are accurate and reflect the effects of Coronavirus Pandemic.
- Part B, Enrollment of students by age, is **optional** this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is **required** this year.
- For reporting students studying in consortium agreements, please refer to the Resource page at <https://nces.ed.gov/ipeds/report-your-data/data-tip-sheet-reporting-data-consortium-institutions>.

Changes to reporting for 2020-21:

There are no changes to this survey component.

Resources:

- To download the survey materials for this component: [Survey Materials](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Part Selection

Completion of Part B (Enrollment of Students by Age) is optional this year.

Do you wish to complete Part B this year?

If you select 'Yes', you will be expected to complete the Part B screens.

If you select 'No', you will skip Part B.

- ☐ No, I will not complete Part B
- ☐ Yes, I will complete Part B

Part A - Fall Enrollment for Full-Time Undergraduate Students

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2020.

Program reporters report students enrolled at any time between August 1 and October 31, 2020.

Full-time Undergraduate Students

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

| Enrolled for <u>credit</u> | <u>First-time</u> , certificate-seeking | All Other | Total, <u>full-time</u> <u>undergraduate</u> students |
|--|---|----------------------|--|
| <u>Nonresident alien</u> | <input type="text"/> | <input type="text"/> | |
| <u>Hispanic/Latino</u> | <input type="text"/> | <input type="text"/> | |
| <u>American Indian or Alaska Native</u> | <input type="text"/> | <input type="text"/> | |
| <u>Asian</u> | <input type="text"/> | <input type="text"/> | |
| <u>Black or African American</u> | <input type="text"/> | <input type="text"/> | |
| <u>Native Hawaiian or Other Pacific Islander</u> | <input type="text"/> | <input type="text"/> | |
| <u>White</u> | <input type="text"/> | <input type="text"/> | |
| Two or more races | <input type="text"/> | <input type="text"/> | |
| <u>Race and ethnicity unknown</u> | <input type="text"/> | <input type="text"/> | |
| Total men | | | |
| Total men prior year | | | |

Women

| Enrolled for <u>credit</u> | <u>First-time</u> , certificate-seeking | All Other | Total, <u>full-time</u> <u>undergraduate</u> students |
|--|---|----------------------|--|
| <u>Nonresident alien</u> | <input type="text"/> | <input type="text"/> | |
| <u>Hispanic/Latino</u> | <input type="text"/> | <input type="text"/> | |
| <u>American Indian or Alaska Native</u> | <input type="text"/> | <input type="text"/> | |
| <u>Asian</u> | <input type="text"/> | <input type="text"/> | |
| <u>Black or African American</u> | <input type="text"/> | <input type="text"/> | |
| <u>Native Hawaiian or Other Pacific Islander</u> | <input type="text"/> | <input type="text"/> | |
| <u>White</u> | <input type="text"/> | <input type="text"/> | |
| Two or more races | <input type="text"/> | <input type="text"/> | |
| <u>Race and ethnicity unknown</u> | <input type="text"/> | <input type="text"/> | |
| Total women | | | |
| Total women prior year | | | |

| | | | |
|---|--|--|--|
| Grand total (men+women) | | | |
| Grand total (men+women) prior year | | | |

Part A - Fall Enrollment for Part-time Undergraduate Students

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2020.

Program reporters report students enrolled at any time between August 1 and October 31, 2020.

Part-time Undergraduate Students

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

| Enrolled for <u>credit</u> | <u>First-time</u> , certificate-seeking | All Other | Total, <u>part-time</u> <u>undergraduate</u> students |
|--|---|----------------------|--|
| <u>Nonresident alien</u> | <input type="text"/> | <input type="text"/> | |
| <u>Hispanic/Latino</u> | <input type="text"/> | <input type="text"/> | |
| <u>American Indian or Alaska Native</u> | <input type="text"/> | <input type="text"/> | |
| <u>Asian</u> | <input type="text"/> | <input type="text"/> | |
| <u>Black or African American</u> | <input type="text"/> | <input type="text"/> | |
| <u>Native Hawaiian or Other Pacific Islander</u> | <input type="text"/> | <input type="text"/> | |
| <u>White</u> | <input type="text"/> | <input type="text"/> | |
| Two or more races | <input type="text"/> | <input type="text"/> | |
| <u>Race and ethnicity unknown</u> | <input type="text"/> | <input type="text"/> | |
| Total men | | | |
| Total men prior year | | | |

Women

| Enrolled for <u>credit</u> | <u>First-time</u> , certificate-seeking | All Other | Total, <u>part-time</u> <u>undergraduate</u> students |
|--|---|----------------------|--|
| <u>Nonresident alien</u> | <input type="text"/> | <input type="text"/> | |
| <u>Hispanic/Latino</u> | <input type="text"/> | <input type="text"/> | |
| <u>American Indian or Alaska Native</u> | <input type="text"/> | <input type="text"/> | |
| <u>Asian</u> | <input type="text"/> | <input type="text"/> | |
| <u>Black or African American</u> | <input type="text"/> | <input type="text"/> | |
| <u>Native Hawaiian or Other Pacific Islander</u> | <input type="text"/> | <input type="text"/> | |
| <u>White</u> | <input type="text"/> | <input type="text"/> | |
| Two or more races | <input type="text"/> | <input type="text"/> | |
| <u>Race and ethnicity unknown</u> | <input type="text"/> | <input type="text"/> | |
| Total women | | | |
| Total women prior year | | | |

| | | | |
|---|--|--|--|
| Grand total (men+women) | | | |
| Grand total (men+women) prior year | | | |

Part A - Fall Enrollment Summary

Fall Enrollment Summary

Men

| Students enrolled for credit | Total full-time students | Total part-time students | Grand total, all students |
|--|--------------------------|--------------------------|---------------------------|
| <u>Nonresident alien</u> | | | |
| <u>Hispanic/Latino</u> | | | |
| <u>American Indian or Alaska Native</u> | | | |
| <u>Asian</u> | | | |
| <u>Black or African American</u> | | | |
| <u>Native Hawaiian or Other Pacific Islander</u> | | | |
| <u>White</u> | | | |
| Two or more races | | | |
| <u>Race and ethnicity unknown</u> | | | |
| Total men | | | |

Women


| Students enrolled for credit | Total full-time students | Total part-time students | Grand total, all students |
|--|--------------------------|--------------------------|---------------------------|
| <u>Nonresident alien</u> | | | |
| <u>Hispanic/Latino</u> | | | |
| <u>American Indian or Alaska Native</u> | | | |
| <u>Asian</u> | | | |
| <u>Black or African American</u> | | | |
| <u>Native Hawaiian or Other Pacific Islander</u> | | | |
| <u>White</u> | | | |
| Two or more races | | | |
| <u>Race and ethnicity unknown</u> | | | |
| Total women | | | |


| | | | |
|-------------------------|--|--|--|
| Grand Total (men+women) | | | |
|-------------------------|--|--|--|

Part A - Fall Enrollment by Distance Education Status

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2020.

Program reporters report students enrolled at any time between August 1 and October 31, 2020.

| | All <u>Undergraduate</u> Students |
|---|-----------------------------------|
|  Enrolled <i>exclusively</i> in <u>distance education courses</u> | <input type="text"/> |
| Enrolled in <i>at least one</i> but not all distance education courses | <input type="text"/> |
| <i>Not enrolled</i> in any distance education courses | |
| | |
| Total (from prior part A screens) | |

 You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Part A - Fall Enrollment by Distance Education Status

Of those students *exclusively* enrolled in distance education courses, report the number that are:

| | | All <u>Undergraduate</u> Students |
|--|--|-----------------------------------|
| Located in the same state/jurisdiction as the institution | | <input type="text"/> |
| Located in the U.S. but not in the same state/jurisdiction as the institution | | <input type="text"/> |
| Located in the U.S. but state/jurisdiction unknown | | <input type="text"/> |
| Located outside the U.S. | | <input type="text"/> |
| Location unknown/unreported | | |
| Total students exclusively enrolled in distance education (from section above) | | |

Part B - Fall Enrollment by Age and Gender for Full-time Undergraduate Students

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2020.

Program reporters report students enrolled at any time between August 1 and October 31, 2020.

NOTE: These data are **optional** this year.

| Age | Full-time Undergraduate Students | |
|---|----------------------------------|----------------------|
| | Men | Women |
| Under 18 | <input type="text"/> | <input type="text"/> |
| 18-19 | <input type="text"/> | <input type="text"/> |
| 20-21 | <input type="text"/> | <input type="text"/> |
| 22-24 | <input type="text"/> | <input type="text"/> |
| 25-29 | <input type="text"/> | <input type="text"/> |
| 30-34 | <input type="text"/> | <input type="text"/> |
| 35-39 | <input type="text"/> | <input type="text"/> |
| 40-49 | <input type="text"/> | <input type="text"/> |
| 50-64 | <input type="text"/> | <input type="text"/> |
| 65 and over | <input type="text"/> | <input type="text"/> |
| Age unknown/unreported | | |
| Total full-time undergraduate students (from part A) | | |

Part B - Fall Enrollment by Age and Gender for Part-time Undergraduate Students

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2020.

Program reporters report students enrolled at any time between August 1 and October 31, 2020.


NOTE: These data are **optional** this year.

| Age | Part-time Undergraduate Students | |
|---|----------------------------------|----------------------|
| | Men | Women |
| Under 18 | <input type="text"/> | <input type="text"/> |
| 18-19 | <input type="text"/> | <input type="text"/> |
| 20-21 | <input type="text"/> | <input type="text"/> |
| 22-24 | <input type="text"/> | <input type="text"/> |
| 25-29 | <input type="text"/> | <input type="text"/> |
| 30-34 | <input type="text"/> | <input type="text"/> |
| 35-39 | <input type="text"/> | <input type="text"/> |
| 40-49 | <input type="text"/> | <input type="text"/> |
| 50-64 | <input type="text"/> | <input type="text"/> |
| 65 and over | <input type="text"/> | <input type="text"/> |
| Age unknown/unreported | | |
| Total part-time undergraduate students (from part A) | | |

Part C - Screening Question

Did any of your first-time degree/certificate-seeking undergraduate students (reported in Part A) enroll within 12 months of graduating high school or receiving their GED?

- ☐ No, we do not have any first-time students who enrolled within 12 months of their high school graduation.
- ☐ Yes, we have first-time students who enrolled within 12 months of their high school graduation.


 You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Part C - Residence of First-time Undergraduates

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2020.

Program reporters report students enrolled at any time between August 1 and October 31, 2020.

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

| State of <u>residence</u> when student was first admitted | FIPS Code |  Total <u>first-time</u> degree/certificate-seeking undergraduates (1) | Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2) |
|---|-----------|---|---|
| Alabama | 01 | <input type="text"/> | <input type="text"/> |
| Alaska | 02 | <input type="text"/> | <input type="text"/> |
| Arizona | 04 | <input type="text"/> | <input type="text"/> |
| Arkansas | 05 | <input type="text"/> | <input type="text"/> |
| California | 06 | <input type="text"/> | <input type="text"/> |
| Colorado | 08 | <input type="text"/> | <input type="text"/> |
| Connecticut | 09 | <input type="text"/> | <input type="text"/> |
| Delaware | 10 | <input type="text"/> | <input type="text"/> |
| District of Columbia | 11 | <input type="text"/> | <input type="text"/> |
| Florida | 12 | <input type="text"/> | <input type="text"/> |
| Georgia | 13 | <input type="text"/> | <input type="text"/> |
| Hawaii | 15 | <input type="text"/> | <input type="text"/> |
| Idaho | 16 | <input type="text"/> | <input type="text"/> |
| Illinois | 17 | <input type="text"/> | <input type="text"/> |
| Indiana | 18 | <input type="text"/> | <input type="text"/> |
| Iowa | 19 | <input type="text"/> | <input type="text"/> |
| Kansas | 20 | <input type="text"/> | <input type="text"/> |
| Kentucky | 21 | <input type="text"/> | <input type="text"/> |
| Louisiana | 22 | <input type="text"/> | <input type="text"/> |
| Maine | 23 | <input type="text"/> | <input type="text"/> |

Part C - Residence of First-time Undergraduates

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2020.

Program reporters report students enrolled at any time between August 1 and October 31, 2020.

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

| State of <u>residence</u> when student was first admitted | FIPS Code | Total <u>first-time</u> degree/certificate-seeking undergraduates (1) | Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2) |
|--|-----------|--|---|
| Maryland | 24 | <input type="text"/> | <input type="text"/> |
| Massachusetts | 25 | <input type="text"/> | <input type="text"/> |
| Michigan | 26 | <input type="text"/> | <input type="text"/> |
| Minnesota | 27 | <input type="text"/> | <input type="text"/> |
| Mississippi | 28 | <input type="text"/> | <input type="text"/> |
| Missouri | 29 | <input type="text"/> | <input type="text"/> |
| Montana | 30 | <input type="text"/> | <input type="text"/> |
| Nebraska | 31 | <input type="text"/> | <input type="text"/> |
| Nevada | 32 | <input type="text"/> | <input type="text"/> |
| New Hampshire | 33 | <input type="text"/> | <input type="text"/> |
| New Jersey | 34 | <input type="text"/> | <input type="text"/> |
| New Mexico | 35 | <input type="text"/> | <input type="text"/> |
| New York | 36 | <input type="text"/> | <input type="text"/> |
| North Carolina | 37 | <input type="text"/> | <input type="text"/> |
| North Dakota | 38 | <input type="text"/> | <input type="text"/> |
| Ohio | 39 | <input type="text"/> | <input type="text"/> |
| Oklahoma | 40 | <input type="text"/> | <input type="text"/> |
| Oregon | 41 | <input type="text"/> | <input type="text"/> |
| Pennsylvania | 42 | <input type="text"/> | <input type="text"/> |
| Rhode Island | 44 | <input type="text"/> | <input type="text"/> |


Part C - Residence of First-time Undergraduates

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2020.

Program reporters report students enrolled at any time between August 1 and October 31, 2020.

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

| State of <u>residence</u> when student was first admitted | FIPS Code | Total <u>first-time</u> degree/certificate-seeking undergraduates (1) | Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2) |
|---|-----------|---|---|
| South Carolina | 45 | <input type="text"/> | <input type="text"/> |
| South Dakota | 46 | <input type="text"/> | <input type="text"/> |
| Tennessee | 47 | <input type="text"/> | <input type="text"/> |
| Texas | 48 | <input type="text"/> | <input type="text"/> |
| Utah | 49 | <input type="text"/> | <input type="text"/> |
| Vermont | 50 | <input type="text"/> | <input type="text"/> |
| Virginia | 51 | <input type="text"/> | <input type="text"/> |
| Washington | 53 | <input type="text"/> | <input type="text"/> |
| West Virginia | 54 | <input type="text"/> | <input type="text"/> |
| Wisconsin | 55 | <input type="text"/> | <input type="text"/> |
| Wyoming | 56 | <input type="text"/> | <input type="text"/> |
| <u>State Unknown</u> | 57 | <input type="text"/> | <input type="text"/> |
| American Samoa | 60 | <input type="text"/> | <input type="text"/> |
| Federated States of Micronesia | 64 | <input type="text"/> | <input type="text"/> |
| Guam | 66 | <input type="text"/> | <input type="text"/> |
| Marshall Islands | 68 | <input type="text"/> | <input type="text"/> |
| Northern Marianas | 69 | <input type="text"/> | <input type="text"/> |
| Palau | 70 | <input type="text"/> | <input type="text"/> |
| Puerto Rico | 72 | <input type="text"/> | <input type="text"/> |
| Virgin Islands | 78 | <input type="text"/> | <input type="text"/> |
| Foreign Countries | 90 | <input type="text"/> | <input type="text"/> |
| Residence unknown/unreported | 98 | | |
| Total first-time degree/certificate-seeking undergraduates (from Part A) | | | |

 You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Part E - First-Time Student Cohort Retention Rates (Full-time)

Retention Rates - Full-time, First-time Degree/Certificate-Seeking Cohort from Fall 2019

The Fall 2019 cohort is preloaded based on data reported in the prior year Fall Enrollment survey component.

Academic reporters report retention data as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2019 and retention based on August 1, 2020.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **full-time, first-time degree/certificate-seeking** students in this cohort.
- Determine full-time using Fall 2019 attendance status (e.g., if a student was full-time in Fall 2019, report them in the full-time cohort regardless of Fall 2020 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E2a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g., Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E2b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E1) but who have re-enrolled at the institution their second year.

| FULL-TIME, FIRST-TIME COHORT RETENTION: | | Preloaded cohort | | Prior year data (Fall 2018 cohort) | |
|---|--|------------------|----------------------|---|---|
| E1 | Full-time, first-time Fall 2019 cohort | | <input type="text"/> |  | |
| E2a | <u>Exclusions</u> from the Fall 2019 cohort | | <input type="text"/> | | |
| E2b | Inclusions to the Fall 2019 cohort | | <input type="text"/> | | |
| E3 | Adjusted Fall 2019 cohort (line E1 - E2a + E2b) | | | | |
| E4 | Students from Fall 2019 cohort who are still enrolled + students from Fall 2019 cohort who completed their program as of Fall 2020 | | <input type="text"/> |  | |
| E5 | Full-time, first-time Fall 2019 cohort retention rate (line E4 / line E3) | | | % | % |

 The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website.

Choose one option that best explains your data or choose "Non-applicable" if you do not wish to provide context notes. If none of the options provided explain your institution's data, then choose "Other" and write your own context notes. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Not Applicable

Part E - First-Time Student Cohort Retention Rates (Part-time)

Retention Rates - Part-time, First-time Degree/Certificate-Seeking Cohort from Fall 2019

The Fall 2019 cohort is preloaded based on data reported in the prior year Fall Enrollment survey component.

Academic reporters report retention data as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2019 and retention based on August 1, 2020.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **part-time, first-time degree/certificate-seeking** students in this cohort.
- Determine part-time using Fall 2019 attendance status (e.g., if a student was part-time in Fall 2019, report them in the part-time cohort regardless of their Fall 2020 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E7a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g., Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E7b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E6) but who have re-enrolled at the institution their second year.

| PART-TIME, FIRST-TIME COHORT RETENTION: | | Preloaded cohort | | Prior year data (Fall 2018 cohort) |
|---|--|------------------|----------------------|------------------------------------|
| E6 | Part-time, first-time Fall 2019 cohort | | <input type="text"/> | <input type="text"/> |
| E7a | <u>Exclusions</u> from the Fall 2019 cohort | | <input type="text"/> | <input type="text"/> |
| E7b | Inclusions to the Fall 2019 cohort | | <input type="text"/> | <input type="text"/> |
| E8 | Adjusted Fall 2019 cohort (line E6 - E7a + E7b) | | <input type="text"/> | <input type="text"/> |
| E9 | Students from Fall 2019 cohort who are still enrolled + students from Fall 2019 cohort who completed their program as of Fall 2020 | | <input type="text"/> | <input type="text"/> |
| E10 | Part-time, first-time Fall 2019 cohort retention rate (line E9 / line E8) | | % | % |

 The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website.

Choose one option that best explains your data or choose "Non-applicable" if you do not wish to provide context notes. If none of the options provided explain your institution's data, then choose "Other" and write your own context notes. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Not Applicable

Part F - Student-to-Faculty Ratio


Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 2020. The student-to-faculty ratio and any accompanying context that is provided will be displayed on College Navigator.

Note: Logic in this item is similar to item I-2 from the Common Data Set data collection.

Click here to use a worksheet to help you determine the student-to-faculty ratio

| | | |
|-------------------------------------|----------------------|------|
| Student-to-faculty ratio | <input type="text"/> | to 1 |
| Student-to-faculty ratio prior year | | to 1 |

 You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Part F - Less Than Four-Year Institutions and Four Year-Institutions Without Graduate Programs Student-to-Faculty Ratio Worksheet

To reduce administrative burden, this worksheet is optional but is provided to help you determine your institution's student-to-faculty ratio.

Data entered on this worksheet will NOT be collected or saved. Therefore, please PRINT and SAVE this worksheet if you would like to refer to the ratio calculation for your institution at a later time.

Note: The logic used for this calculation is similar to item I-2 from the Common Data Set data collection.

Students, Fall 2020

F1 Total full-time students from Part A

F2 Total part-time students from Part A

F3 Full-time equivalent of part-time students
(Line F2 * 1/3)

F4 Total full-time equivalent students
(Line F1 + F3)

Instructional Staff, Fall 2020

FULL-TIME INSTRUCTIONAL STAFF:

F5 Number of full-time instructional staff as reported on the HR survey component

Full-Time Instructional Staff Exclusion (Line F6):

F6 **Full-Time Instructional Staff Exclusion:**

Of the number of full-time instructional staff reported in Line F5, the number teaching exclusively **non-credit** courses

F7 Total adjusted full-time instructional staff
(Line F5 - F6)

PART-TIME INSTRUCTIONAL STAFF:

F8 Number of part-time instructional staff as reported on the HR survey component

Part-Time Instructional Staff Exclusion (Line F9):

F9 Of the number of part-time instructional staff reported in Line F8, the number teaching exclusively **non-credit** courses

Part-Time Instructional Staff Addition (Line F10):

F10 Number of administrators, or other staff **NOT** reported to IPEDS as instructors, that are teaching a credit course(s) in the Fall

F11 Total adjusted part-time instructional staff
(Line F8 - F9 + F10)

F12 Full-time equivalent of adjusted part-time instructional staff
(Line F11 * 1/3)

F13 Total full-time equivalent instructional staff
(Line F7 + F12)

F14 Student-to-faculty ratio
(Line F4/F13)

to 1

Prepared by

Reporting Reminders:

- The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data.
- The Keyholder will be copied on all email correspondence to other preparers.
- The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS.
- Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.
- Thank you for your assistance.

| | | |
|--|--|----------------------------------|
| This survey component was prepared by: | | |
| <input type="radio"/> Keyholder | <input type="radio"/> SFA Contact | <input type="radio"/> HR Contact |
| <input type="radio"/> Finance Contact | <input type="radio"/> Academic Library Contact | <input type="radio"/> Other |
| Name: | <input type="text"/> | |
| Email: | <input type="text"/> | |

| | |
|--|--------------------------------------|
| How many staff from your institution only were involved in the data collection and reporting process of this survey component? | |
| <input type="text"/> | Number of Staff (including yourself) |

| How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component? <i>Exclude the hours spent collecting data for state and other reporting purposes.</i> | | | | |
|---|----------------------------|---|----------------------------|----------------------------|
| Staff member | Collecting Data Needed | Revising Data to Match IPEDS Requirements | Entering Data | Revising and Locking Data |
| Your office | <input type="text"/> hours | <input type="text"/> hours | <input type="text"/> hours | <input type="text"/> hours |
| Other offices | <input type="text"/> hours | <input type="text"/> hours | <input type="text"/> hours | <input type="text"/> hours |

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Purpose of Survey

The purpose of the Fall Enrollment component of IPEDS is to collect enrollment data on all students enrolled for credit in courses/programs that could lead to awards ranging from postsecondary certificates of less than 1 year to doctoral degrees. Fall enrollment data are collected by level of student, attendance status, race/ethnicity, and gender. In addition, the Fall Enrollment component collects data on the institution's undergraduate entering class, first-time student retention rates, and the student-to-faculty ratio. Every other year data on enrollment by nine selected fields of study are collected, as is residency of first-time degree/certificate-seeking undergraduate students. In opposite years, enrollment by student age is collected.

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Changes in reporting

Enrollment by age is optional this year. Enrollment by mandatory is optional.

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General Instructions

Reporting Period Covered

For institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4), fall enrollment should be reported as of the institution's official fall reporting date or October 15.

For institutions operating on an "other academic calendar," a calendar that differs by program, or enrolls students on a continuous basis (referred to as program reporters), fall enrollment is reported for students enrolled any time during the period August 1 and October 31.

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Context Boxes

Context boxes are provided to allow institutions to provide more information regarding survey component items. Note that some context boxes are posted on the [College Navigator Website](#), which is the college search tool offered by NCES. NCES will review entries in these context boxes for applicability and appropriateness before posting them on the [College Navigator Website](#); institutions should check grammar and spelling of their entries.

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Coverage

Who to Include

Include all students **enrolled for credit** (enrolled in instructional activity, courses or programs, that can be applied towards the requirements for a postsecondary degree, diploma, certificate, or other recognized postsecondary credential), regardless of whether or not they are seeking a degree or certificate. This includes:

- Students enrolled for credit in off-campus centers
- High school students taking regular college courses for credit
- Students taking remedial courses if the student is degree-seeking for the purpose of student financial aid determination
- Students from overseas enrolled in for credit at your institution (e.g., online students)

Who to Exclude

Exclude students who are **not** enrolled for credit. For example, exclude:

- Students enrolled exclusively in courses that cannot be applied towards a recognized postsecondary credential
- Students enrolled only in ESL programs (programs comprised exclusively of ESL courses)
- Students enrolled exclusively in Continuing Education Units (CEUs)
- Students exclusively auditing classes

In addition, the following students should be excluded:

- Any student studying abroad (e.g., at a foreign university) if their enrollment at the 'home' institution serves as an administrative record
- Students enrolled in any branch campus located in a foreign country
- Students in Experimental Pell Programs

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Where to Get Help with Reporting

IPEDS Help Desk

Phone: (877) 225-2568

E-mail: ipedshelp@rti.org

Web Tutorials

You can consult the [IPEDS Website's Trainings & Outreach](#) page which contains several tutorials on IPEDS data collection, a self-paced overview of IPEDS tools, and other valuable resources.

IPEDS Resource Page

The [IPEDS Website's Reporting Tools](#) page contains frequently asked questions, a link to data tip sheets, tutorials, taxonomies, information centers (e.g., academic libraries, average net price, human resources, race/ethnicity, etc.), and other valuable information.

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Where the Reported Data Will Appear

Data collected through IPEDS will be accessible at the institution and aggregate levels.

At the institution-level, data will appear in the:

- [College Navigator Website](#)
- [IPEDS Use the Data portal](#)
- [IPEDS Data Feedback Reports](#)
- [College Affordability and Transparency Center Website](#)

At the aggregate-level, data will appear in:

- [IPEDS Data Explorer](#)
- [IPEDS Data Feedback Reports](#)
- [The Digest of Education Statistics](#)
- [The Condition of Education](#)

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Reporting Directions

Screening Questions

Before entering any data, a screening question will need to be answered.

Part B Selection.

Part B (Enrollment by Age) is optional this year. Indicate whether or not you will complete Part B of the Fall Enrollment survey component this year.

Reporting Persons by Racial/Ethnic Category (1997 OMB)

This information is being collected in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and Sec. 421(a) (1) of the Carl D. Perkins Vocational Education Act. These instructions correspond with the Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, published in the Federal Register on October 19, 2007.

Method of collection - Institutions must collect race and ethnicity information using a 2-question format. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Institutions should allow students and staff to self-identify their race and ethnicity. For further details on the guidance for collecting these data, please see the full Federal Register notice.

Method of reporting aggregate data - Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, resident aliens, and other eligible non-citizens.

- Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

In addition, the following categories may be used:

- Nonresident alien
- Race and ethnicity unknown

Racial/ethnic descriptions - Racial/ethnic designations as used in this survey do not denote scientific definitions of anthropological origins. The categories are:

- **Hispanic or Latino**- A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- **American Indian or Alaska Native**- A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
- **Asian**- A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American**- A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander**- A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Other descriptive categories

- **Nonresident alien** - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. NOTE - Nonresident aliens are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories. Resident aliens and other eligible (for financial aid purposes) non-citizens who are not citizens or nationals of the United States and who have been admitted as legal immigrants for the purpose of obtaining permanent resident alien status (and who hold either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian) are to be reported in the appropriate racial/ethnic categories along with United States citizens.
- **Race and ethnicity unknown** - This category is used only if the person did not select EITHER a racial or ethnic designation.

Part A - Full-Time Undergraduate Students by Race/Ethnicity and Gender

On this screen, include all students enrolled for credit, full-time at the undergraduate level. The undergraduate level includes students enrolled in undergraduate level courses or any certificate programs below the baccalaureate level. Students who have already earned a bachelor's degree but are taking undergraduate courses for credit should be included as undergraduates.

Full-time, first-time certificate-seeking students

In column 1, report undergraduate students who have **no prior postsecondary experience** and have enrolled **full-time** with the **intent to earn a certificate** or other recognized postsecondary credential. The following are also considered first-time:

- Students enrolled in the fall term who attended college for the first time in the prior summer session (applicable to academic reporters only)
- Students who entered with advanced standing (any college credits or recognized postsecondary credential earned before graduation from high school)

In order to be considered certificate-seeking, the student must be enrolled in courses for credit and be recognized by the institution as seeking a certificate or other recognized postsecondary credential. **Note:** All students eligible to receive federal student financial aid are to be considered certificate-seeking.

Dual enrolled high school students are not considered certificate-seeking.

Program Reporters: Include first-time students who entered your institution between August 1, 2020 and October 31, 2020.

Academic Reporters: Student counts reported in column 1 define the initial cohort for reporting graduation rates on the IPEDS Graduation Rates (GR) component to meet Student Right-to-Know reporting requirements. Students reported in this group will become your GR cohort in the reporting year appropriate for your institution.

All other full-time undergraduate students

In column 2, report the total number of all other (i.e. not first-time) full-time undergraduate students enrolled for credit. This includes:

- students transferring-in to your institution
- continuing certificate-seeking students (i.e. students not new to the institution in the fall, but instead are continuing in their courses/program at the institution)
- non-certificate-seeking students (i.e. students enrolled for credit, but not intending to earn a certificate or recognized postsecondary credential or high school students with dual enrollment)

Once you save the data by clicking the 'Verify and Save' button, the 'Total full-time undergraduates' (column 3) will be calculated by the system and display on the survey screen.

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Part A: Part-time Undergraduate Students

Report part-time students using the same definitions and instructions provided for full-time undergraduate students.

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Part A: Enrollment by Distance Education Status

On this screen, report all students reported on previous Part A screens who are:

- **Enrolled exclusively in distance education courses offered at your institution:** Students who are enrolled only in courses that are considered distance education courses at your institution.
- **Enrolled in at least one but not all distance education courses offered at your institution:** Students who are enrolled in at least one course that is considered a distance education course, but are not enrolled exclusively in distance education courses.

Note:

- Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as exclusively distance education. Similarly, if a student is taking instructional portions of their program entirely online, but are then required to complete a practicum, residency, or internship, the student can still be considered enrolled in entirely distance education courses.
- If a student is enrolled at the home institution but takes distance education courses from a consortium member institution, distance education enrollment should be reported at the consortium member institution, not the home institution. If a student is taking distance education courses at BOTH the home institution and a consortium member institution, the student should be reported as enrolled in distance education courses at BOTH institutions.

Not enrolled in any distance education courses offered at your institution: This number represents the students who are not enrolled in any distance education courses at your institution. It will be calculated by subtracting the (students enrolled exclusively in distance education + students enrolled in some but not all distance education courses) from the total enrolled students from Part A, which is the total undergraduates.

Location of students enrolled exclusively in distance education courses

If there are students reported as enrolled exclusively in distance education courses, further data on the location of these distance education students will need to be reported. Report the number of exclusively distance education students that are located in the same state/jurisdiction as the institution, in a different state/jurisdiction than the institution, in the U.S. but the state/jurisdiction is unknown, and residing outside the U.S. Location for those students enrolled exclusively in distance education should be their physical location or current address, as of the institution's Fall reporting date. If this is not available, use the address on file for the student. For students enlisted in the military on active duty, use the permanent address instead of the student's physical location or current address.

The total students exclusively enrolled in distance education courses will be carried forward from earlier on the screen. If the total students reported by location does not equal the total enrolled exclusively in distance education from above, the "Location unknown/unreported" is calculated.

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Part B: Fall Enrollment by Age and Gender

Part B is optional this year. This part is required in odd-numbered years.

This distribution of students should include all students reported in Part A.

Enrollment by Age

Use institutional records to calculate student age.

Academic reporters: report student age as of the institution's official fall reporting date or as of October 15, 2020.

Program reporters: report student age as of August 1, 2020.

The totals by gender for each attendance status (full- or part-time) and student level (undergraduate or graduate) will be carried forward from the corresponding Part A screens. When the Part B and Part A totals do not agree, the "Age unknown/unreported" is calculated.

Note: If the Part B student count total is larger than the total carried forward from Part A (resulting in a negative value), a fatal error results. In this case, reexamine both the age data and comparable portion of Part A to identify the error and make appropriate corrections.

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Part C: Residence of First-time Degree/Certificate-Seeking Undergraduate Students

Part C is mandatory this year. This part is required in even-numbered years only.

This distribution of students should include all **first-time degree/certificate-seeking undergraduate students** (both full- and part-time) reported in Part A.

Recent High School Graduates Screening Question

Part C begins with a screening question to determine whether or not your institution has first-time degree/certificate-seeking undergraduate students who enrolled within 12 months of graduating high school or receiving their GED. If the answer is 'No', then only one column for all first-time degree/certificate-seeking undergraduates will display in Part C. If the answer is 'Yes', then 2 columns will be reported in Part C, one for all first-time degree/certificate-

seeking undergraduates and one for those first-time degree/certificate-seeking undergraduates enrolled within 12 months of graduating high school or receiving their GED.

State of residence

Use the state identified by the student as his/her permanent address at the time of application to the institution. This may be the legal residence of a parent or guardian, or the state in which a student has a driver's license or is registered to vote. It is not necessarily the state in which the student's high school is located.

Residence of first-time degree/certificate-seeking undergraduate students

In column (1), report **all** first-time degree/certificate-seeking undergraduate students, **both full-time and part-time**, by state of residence. The total line for column (1) will be carried forward from the total first-time degree/certificate-seeking undergraduate students reported in Part A. If the sum of the students reported by state of residence in column (1), lines 1-90, does not agree with the total first-time degree/certificate-seeking undergraduates from Part A, the "Residence unknown/unreported" (line 98) will be calculated.

Note: When the sum of students by state of residence is larger than the total carried forward from Part A (resulting in a negative value calculated for the "Residence unknown/unreported" line), a fatal error results. In this case, reexamine both the residence data and comparable section of Part A to identify the error and make appropriate corrections.

If your institution responded 'Yes' to the screening question, the subset of students from column (1) who enrolled within 12 months of graduating high school or receiving their GED are to be reported again by their state of residence in column (2).

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Part E: Retention Rates for the First-Time Degree/Certificate-Seeking Student Cohort

Retention rates examine the percentage of first-time degree/certificate seeking students enrolled in the fall of the prior year that are either still enrolled in the fall of the current year or have completed their program in that time.

The retention cohorts, full-time and part-time, first-time degree/certificate-seeking undergraduates from Fall 2019, are preloaded from Part A of the prior year Fall Enrollment survey component.

On each retention screen (full-time cohort and part-time cohort screens), institutions must:

- Verify the preloaded Fall 2019 cohort.
Attendance status (full- or part-time) should be based on the student's Fall 2019 attendance status.
- Report any exclusions for the cohort (see below for allowable exclusions).
- Report any inclusions of first-time study abroad students who were excluded from the first-time cohort but who have re-enrolled at the institution their second year.
- Report the total number of students retained from the Fall 2019 cohort. Include students who were reported as first-time but who are studying abroad in Fall 2020.

Total students retained = students from Fall 2019 cohort still enrolled as of Fall 2020 + students from Fall 2019 cohort who completed their program as of Fall 2020.

Academic reporters: Report students retained as of the institution's official fall reporting date or as of October 15, 2020.

Program reporters: Report students retained as of August 1, 2020.

Exclusions:

Institutions may report exclusions for the Fall 2019 cohort. Allowable exclusions are students who left the institution for any of the following reasons:

- Died or were totally and permanently disabled
- To serve in the armed forces (including those called to active duty)
- To serve with a foreign aid service of the Federal Government (e.g., Peace Corps)
- To serve on official church missions

The system will compute an **adjusted** cohort by subtracting the student exclusions from the original cohort prior to calculating the retention rate.

Retention rates will be computed by the system after clicking 'Save.' The retention rate is calculated as:

(Students from Fall 2019 cohort still enrolled + Students from Fall 2019 cohort who completed their program as of Fall 2020/Adjusted Fall 2019 cohort)*100.

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Part F: Student-to-Faculty Ratio

Graduate only institutions do not complete Part F.

Report the student-to-faculty ratio for undergraduate programs at your institution. A worksheet is available to help determine your institution's ratio. Click on the link from the Part F screen to access the worksheet.

Worksheet for Less Than Four-Year Institutions and Four-Year Institutions without Graduate or Professional Programs

The worksheet is designed to help institutions determine their student-to-faculty ratio. It is NOT mandatory that you use this worksheet to calculate your student-to-faculty ratio. Data entered on the worksheet will **NOT** be collected or saved. Make sure to **print** the screen in order to refer to the ratio calculation for your institution at a later time.

Please note: The logic used in this calculation is similar to that of item I-2 from the Common Data Set data collection.

FULL- AND PART-TIME STUDENT DATA:

All student data on the worksheet are either carried forward from Part A or a calculated field.

Lines F1 and F2. Total full-time and total part-time students.

The total number of full- and part-time students are carried forward from Part A.

Line F3. A full-time equivalent (FTE) of the part-time student count.

The FTE will be calculated as line F2 (total part-time student count) * 1/3.

Line F4. Total FTE students.

This is calculated as the sum of lines F1 (total full-time students) and F3 (FTE of part-time students). Line F4 is used in the ratio calculation.

FULL-AND PART-TIME INSTRUCTIONAL STAFF DATA:

Lines F5 and F8 should be reported based on data your institution is reporting in the IPEDS Human Resources (HR) survey component. Please work together with the appropriate staff at your institution to ensure that the data used on this worksheet and reported in the HR component are the same.

In line F5, report the total number of full-time instructional staff as reported on the HR survey component.

In line F8, report the total number of part-time instructional staff as reported on the HR survey component.

Instructional Staff Exclusion for Non-Credit Instructors:

In line F6, report the number of full-time instructional staff reported in line F5 that are teaching exclusively non-credit courses.

In line F9, report the number of part-time instructional staff reported in line F8 that are teaching exclusively non-credit courses.

For institutions that have a large amount of non-credit activity, the above exclusions will better align the student data with the instructional staff data being used in the ratio.

Part-Time Instructional Staff Addition:

In line F10, report the number of administrators or other staff **NOT** reported to IPEDS as instructors (and therefore not included in the instructional staff count reported in line F8) that are teaching a credit course in the Fall.

For institutions that have administrators and other professionals on staff that are not reported to IPEDS as instructors (because it is not their "primary function") but they teach credit courses, the above allowable addition will produce a more accurate ratio.

With the above instructional staff exclusions and part-time instructional staff addition information above, the system will compute the following on the worksheet:

Line F7. Total adjusted full-time instructional staff.

The adjusted full-time instructional staff is the total full-time instructional staff, excluding those teaching exclusively non-credit classes. The system will calculate line F7 as line F5 (total full-time instructional staff as reported on the HR survey component) minus line F6 (total full-time instructional staff teaching exclusively non-credit courses).

Line F11. Total adjusted part-time instructional staff.

The adjusted part-time instructional staff is the total part-time instructional staff, excluding those teaching exclusively non-credit classes, and adding those administrators and other staff teaching credit courses. The system will calculate line F11 as line F8 (total part-time instructional staff as reported on the HR survey component) minus line F9 (total part-time instructional staff teaching exclusively non-credit courses) + line F10 (administrators and other staff teaching credit courses).

Line F12. Total FTE of adjusted part-time instructional staff.

The FTE will be calculated as line F11 (total adjusted part-time instructional staff) * 1/3.

Line F13. Total FTE of adjusted instructional staff.

This is calculated as the sum of lines F7 (total adjusted full-time instructional staff) and F12 (FTE of total adjusted part-time instructional staff). Line F13 is used in the ratio calculation.

Line F14. Student-to-faculty ratio.

The ratio will be calculated by the system as line F4 (total adjusted FTE students) divided by line F13 (total adjusted FTE instructional staff). The ratio will be displayed on the worksheet as xxx to 1.

The calculated ratio can then be entered onto the Part F (Student-to-Faculty Ratio) screen.

Glossary

| Term | Definition |
|--|--|
| Adjusted cohort | The result of removing any allowable <u>exclusions</u> from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Fall Enrollment</u> component, it is the cohort for calculating retention rate; for the <u>Graduation Rates</u> component, this is the cohort from which graduation and transfer-out rates are calculated; and for the <u>Outcome Measures</u> component, these are the four cohorts (first-time, full-time; first-time, part-time; non-first-time, full-time; or non-first-time, part-time) for which outcomes rates are calculated at 4, 6, and 8 years. |
| American Indian or Alaska Native | A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. |
| Asian | A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. |
| Audit/auditing (a class) | Term used when a student elects to take a course, but does not wish to receive <u>credit</u> for the course toward a <u>degree</u> or other recognized postsecondary credential. |
| Black or African American | A person having origins in any of the black racial groups of Africa. |
| Branch institution | A campus or site of an educational institution that is not temporary, is located in a community beyond a reasonable commuting distance from its <u>parent institution</u> , and offers full <u>programs</u> of study, not just courses. |
| Cohort | A specific group of students established for tracking purposes. |
| Cohort year | The year that a cohort of students begins attending college. |
| Continuing/Returning student (undergraduate) | A student who is not new to the institution in the fall, but instead is continuing his or her studies at the institution (i.e., not first-time and not transfer-in). |
| Credit | Recognition of attendance or performance in an <u>instructional activity</u> (course or <u>program</u>) that can be applied by a recipient toward the requirements for a postsecondary <u>degree</u> , <u>diploma</u> , <u>certificate</u> , or other recognized postsecondary credential, irrespective of the activity's unit of measurement. |
| Credit course | A course that, if successfully completed, can be applied toward the number of courses required for achieving a postsecondary <u>degree</u> , <u>diploma</u> , <u>certificate</u> , or other recognized postsecondary credential, irrespective of the activity's unit of measurement. |
| Degree/certificate-seeking students | <p>Students enrolled in courses for credit who are seeking a degree, certificate, or other recognized postsecondary credential. This includes students who:</p> <ul style="list-style-type: none"> - received any type of federal financial aid, regardless of what courses they took at any time; - received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program; or - obtained a student visa to study at a U.S. postsecondary institution <p>High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.</p> |
| Distance education | <p>Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.</p> <p>Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.</p> |
| Distance education course | A course in which the instructional content is delivered exclusively via <u>distance education</u> . Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education. |
| Distance education program | A program for which all the required coursework for program completion is able to be completed via <u>distance education courses</u> . |

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| Dual enrollment | <p>Refers to students who enroll in college courses offered by an institution of higher education while enrolled in high school or seeking a recognized equivalent. Student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course.</p> <ul style="list-style-type: none"> - Includes: All postsecondary courses, independent of course delivery mode, course location, course instructor, whether secondary credit is also offered, and whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program. - Excludes: Credit-by-exam models such as Advanced Placement and International Baccalaureate in which the student is not enrolled in a postsecondary institution. |
| Exclusions | Those students who may be removed (deleted) from a <u>cohort</u> (or <u>subcohort</u>). For the <u>Graduation Rates</u> , <u>Outcome Measures</u> , and <u>Fall Enrollment</u> retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. |
| First-time student (undergraduate) | A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the <u>undergraduate level</u> . This includes students enrolled in <u>academic</u> or <u>occupational programs</u> . It also includes students enrolled in the <u>fall term</u> who attended college for the first time in the prior summer term, and students who entered with advanced standing (college <u>credits</u> or recognized postsecondary credential earned before graduation from high school). |
| Full-time student | Undergraduate: A student enrolled for 12 or more <u>semester credits</u> , or 12 or more <u>quarter credits</u> , or 24 or more <u>clock hours</u> a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. <u>Doctor's degree - Professional practice</u> - as defined by the institution. |
| High school diploma or recognized equivalent | <p>A document certifying the successful completion of a prescribed secondary school <u>program</u> of studies, or any of the following:</p> <ul style="list-style-type: none"> - recognized attainment of satisfactory scores on the <u>GED</u> or another state-authorized examination - recognized completion of homeschooling at the secondary level as defined by state law - completion of secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive credential for their education |
| Integrated Postsecondary Education Data System (IPEDS) | The Integrated Postsecondary Education Data System (IPEDS), conducted by the <u>NCES</u> , began in 1986 and involves annual institution-level data collections. All <u>postsecondary institutions</u> that have a <u>Program Participation Agreement</u> with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based <u>data collection system</u> . IPEDS currently consists of the following components: <u>Institutional Characteristics (IC)</u> ; <u>12-month Enrollment (E12)</u> ; <u>Completions (C)</u> ; <u>Admissions (ADM)</u> ; <u>Student Financial Aid (SFA)</u> ; <u>Human Resources (HR)</u> , composed of Employees by Assigned Position, Fall Staff, and Salaries; <u>Fall Enrollment (EF)</u> ; <u>Graduation Rates (GR)</u> ; <u>Outcome Measures (OM)</u> ; <u>Finance (F)</u> ; and <u>Academic Libraries (AL)</u> . |
| Native Hawaiian or Other Pacific Islander | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. |
| Non-degree-seeking student | A student enrolled in courses for <u>credit</u> who is not recognized by the institution as seeking a <u>degree</u> or recognized postsecondary credential. |
| Non-first-time entering student (undergraduate) | A student who has prior postsecondary experience before attending the reporting IPEDS institution. This cohort of students may closely reflect the transfer-in (non-first-time entering) enrollment from Fall Enrollment (EF), 12-month Enrollment (E12) and Outcomes Measures (OM) components. |
| Noncredit course | A course or activity having no <u>credit</u> applicable toward a <u>degree</u> , <u>diploma</u> , <u>certificate</u> , or other recognized postsecondary credential. |
| Off-campus centers (extension centers) | Sites outside the confines of the parent institution where courses are offered that are part of an organized <u>program</u> at the <u>parent institution</u> . The sites are not considered to be temporary but may be rented or made available to the institution at no cost by another institution or an organization, agency, or firm. |
| Official fall reporting date | The date (in the fall) on which an institution must report fall enrollment data to either the state, its board of trustees or governing board, or some other external governing body. |
| Part-time student | Undergraduate: A student enrolled for either less than 12 <u>semester credits</u> or <u>quarter credits</u> , or less than 24 <u>clock hours</u> a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits. |
| Race and ethnicity unknown | The category used to report students or employees whose race and ethnicity are not known. |

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| Race/ethnicity | <p>Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens.</p> <p>Individuals are asked to first designate ethnicity as:</p> <ul style="list-style-type: none"> - <u>Hispanic or Latino</u> or - Not Hispanic or Latino <p>Second, individuals are asked to indicate all races that apply among the following:</p> <ul style="list-style-type: none"> - <u>American Indian or Alaska Native</u> - <u>Asian</u> - <u>Black or African American</u> - <u>Native Hawaiian or Other Pacific Islander</u> - <u>White</u> |
| Recognized postsecondary credential | A recognized postsecondary credential includes any credential that is received after completion of a program that is eligible for Title IV federal student aid or that is awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations. |
| Remedial courses | Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. |
| Residence | A person's permanent address determined by such evidence as a driver's license or voter registration. For entering freshmen, residence may be the legal residence of a parent or guardian. |
| Resident alien (and other eligible non-citizens) | A person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian). |
| Retention rate | A measure of the rate at which students persist in their educational <u>program</u> at an institution, expressed as a percentage. For <u>four-year institutions</u> , this is the percentage of first-time bachelors (or equivalent) degree-seeking <u>undergraduates</u> from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time <u>degree/certificate-seeking students</u> from the previous fall who either re-enrolled or successfully completed their program by the current fall. |
| State of residence | A person's permanent address as determined by such evidence as a driver's license or voter registration. For entering freshmen, state of <u>residence</u> may be the legal state of residence of a parent or guardian. |
| State unknown | Status used when the reporting institution is unable to determine from existing records the home state or <u>residence</u> of the student. |
| Student-to-faculty ratio | <p>The ratio of FTE students to FTE <u>instructional staff</u>, i.e., students divided by staff.</p> <p>Students enrolled in "stand-alone" graduate or professional programs and instructional staff teaching in these programs are excluded from both full-time and part-time counts.</p> <p>"Stand-alone" graduate or professional programs are those programs such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (also referred to as "independent" programs).</p> <p>Each FTE value is equal to the number of full-time students/staff plus 1/3 the number of part-time students/staff.</p> |
| Study abroad | Arrangement by which a student completes part of the college program studying in another country. Can be at a campus <u>abroad</u> or through a cooperative agreement with some other U.S. college or an institution of another country. |
| Summer session | A summer session is shorter than a regular session and is not considered part of the <u>academic year</u> . It is not the third term of an institution operating on a <u>trimester</u> system or the fourth term of an institution operating on a <u>quarter calendar system</u> . The institution may have two or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session. |
| Title IV institution | An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs). |
| Undergraduate | A student enrolled in a 4- or 5-year <u>bachelor's degree</u> program, an <u>associate's degree</u> program, or a vocational or technical <u>program</u> below the baccalaureate. |
| White | A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. |