IPEDS
2021-22
Data Collection System
IPEDS HELP DESK

(877) 225-2568 | ipedshelp@rti.org
OMB NO. 1850-0582 v.29 : Approval Expires 8/31/2022

2021-22 Survey Materials > Form

12-month Enrollment for 2-year degree-granting institutions

Overview

12-month Enrollment Overview

The 12-Month Enrollment component collects unduplicated student enrollment counts and instructional activity data for an entire 12-month period. Using the instructional activity data reported, a full-time equivalent (FTE) student enrollment is estimated. NCES uses the FTE enrollment to produce indicators such as expenses by function per FTE as reported in the IPEDS Data Feedback Report.

Data Reporting Reminder:
- All institutions must use the July 1 - June 30 reporting period.
- 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 2021-22 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.

Changes to reporting for 2021-22:
- New FAQ has been added to clarify reporting of degree/certificate-seeking undergraduates across EF, E12, and OM survey components.
- Edited FAQs to clarify student enrollment statuses (e.g., full-time/part-time) are typically not determined by summer term enrollment, but rather determined at their first full term of enrollment (i.e., fall or spring).

Resources:
- To download the survey materials for this component: <u>Survey Materials</u>

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

Undergraduate Instructional Activity Type

Which instructional activity units will you use to report <u>undergraduate</u> instructional activity?

- Undergraduate instructional activity data in Part B may be reported in units of clock hours or credit hours.
- Please note that any graduate level instructional activity must be reported in credit hours. (4-year institutions only)

○ Clock hours

○ Credit hours

○ Both clock and credit hours (some undergraduate programs measured in clock hours and some measured in credit hours)

⊕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 - Unduplicated Count for Full-time Undergraduate Students

12-month Unduplicated Count by Race/Ethnicity and Gender - <u>Full-time</u> <u>Undergraduate</u> Students

July 1, 2020 – June 30, 2021

Reporting Reminders:
- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	<u>First-time</u>	Non-first-time		Total degree/certificate-seeking		
		<u>Transfer-in</u>	<u>Continuing/ Returning</u>			
<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						
Total men prior year						

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	<u>First-time</u>	Non-first-time		Total degree/certificate-seeking		
		<u>Transfer-in</u>	<u>Continuing/ Returning</u>			
<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						
Total women prior year						

Grand total (2020-21)						
Prior year data:						

Grand total (men+women) prior year						
Total Full-time undergraduate enrollment Fall 2020 *NOTE: Grand total (2020-21) calculated above is expected to be* *greater than total Full-time undergraduate enrollment Fall 2020.*						

Part A - Unduplicated Count for Part-time Undergraduate Students

12-month Unduplicated Count by Race/Ethnicity and Gender - <u>Part-time</u> <u>Undergraduate</u> Students

July 1, 2020 – June 30, 2021

Reporting Reminders:
- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, Part-time undergraduate students
	<u>First-time</u>	Non-first-time		Total degree/certificate-seeking		
		<u>Transfer-in</u>	<u>Continuing/ Returning</u>			
<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						
Total men prior year						

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, Part-time undergraduate students
	<u>First-time</u>	Non-first-time		Total degree/certificate-seeking		
		<u>Transfer-in</u>	<u>Continuing/ Returning</u>			
<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						
Total women prior year						

Grand total (2020-21)						
Prior year data:						

Grand total (men+women) prior year						
Total Part-time undergraduate enrollment Fall 2020 NOTE: Grand total (2020-21) calculated above is expected to be greater than total Part-time undergraduate enrollment Fall 2020.						

Part A – 12-month Enrollment by Distance Education Status

12-month Unduplicated Count - Distance Education Status

July 1, 2020 – June 30, 2021

	Undergraduate Students	
	Degree/certificate-seeking	Non-degree/non-certificate-seeking
Students **enrolled exclusively** in distance education courses		
Students **enrolled in at least one but not all** distance education courses		
Students **not enrolled 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 B - Instructional Activity

12-month Instructional Activity

July 1, 2020 - June 30, 2021

Instructional Activity Reporting Reminder:
- Instructional activity is used to calculate an IPEDS FTE based on the institution's reported calendar system.

FTE Reporting Reminder:
- Institutions need not report their own calculations of undergraduate FTE unless IPEDS FTE calculations would be misleading for comparison purposes among all IPEDS reporting institutions.

Instructional Activity

	2020-21 total activity	Prior year data
Undergraduate level:		
ⓘ Clock hour activity	[ ]	
Credit hour activity	[ ]	

Full-Time Equivalent (FTE) of Students

Calendar system (as reported on the prior year IC Header survey component):	

If the IPEDS calculated FTE estimates below are not reasonable, **AND** you have reported the correct instructional activity hours above, enter your best FTE estimate in the "Institution reported FTE" column below and save the page. This option should be used **ONLY** if the calculated estimate is not reasonable for your institution and IPEDS comparisons.

Please provide your best estimate of undergraduate FTE for the 12-month reporting period **only if the calculated FTE estimate below is not reasonable for IPEDS comparison purposes**. Please provide an explanation in the context box if the option is used due to Coronavirus Pandemic.

	Calculated FTE 2020-21	Institution reported FTE 2020-21	Prior year FTE 2019-20
Undergraduate student FTE		[ ]	

⊕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).

[   ]

Prepared by

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:		
○ Keyholder	○ SFA Contact	○ HR Contact
○ Finance Contact	○ Academic Library Contact	○ Other
Name:		
Email:		

How many staff from your institution only were involved in the data collection and reporting process of this survey component?
☐ 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?
Exclude the hours spent collecting data for state and other reporting purposes.

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	☐ hours	☐ hours	☐ hours	☐ hours
Other offices	☐ hours	☐ hours	☐ hours	☐ hours

12-Month Enrollment Full Instructions

Purpose of Survey

The purpose of the 12-month Enrollment component of IPEDS is to collect unduplicated enrollment counts of all students enrolled for credit and instructional activity data in postsecondary institutions for an entire 12-month period. Data are collected by gender, attendance status (full-time, part-time), race/ethnicity, first-time (entering), transfer-in (non-first-time entering), continuing/returning, and degree/certificate-seeking statuses for undergraduate students. Instructional activity is collected as total credit and/or clock hours attempted at the undergraduate levels. Using the instructional activity data reported, a full-time equivalent (FTE) student enrollment at the undergraduate level is estimated.

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Changes in reporting

The following changes were implemented for the 2021-22 data collection period:
- New FAQ has been added to clarify reporting of degree/certificate-seeking undergraduates across EF, E12, and OM survey components.
- Edited FAQs to clarify student enrollment statuses (e.g., full-time/part-time) are typically not determined by summer term enrollment, but rather determined at their first full term of enrollment (i.e., fall or spring).

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General Instructions

Reporting Period Covered

The 12-month reporting period is July 1, 2020 - June 30, 2021.

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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.

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 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
- Students in Experimental Pell Programs

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 is serves as an administrative record
- Students enrolled in any branch campus located in a foreign country

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.

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

Reporting Directions

Screening Question

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

Instructional Activity Units

Select which units your institution will use to report undergraduate instructional activity for this component. Institutions are given the option to report undergraduate instructional activity in clock hours, credit hours, or a combination of the two.

Clock hours are a unit of measure that represent an hour of scheduled instruction given to students. *Credit hours* are a unit of measure representing the equivalent of approximately one hour of instruction per week over the entire term. Select the method that best describes the units used to measure instructional activity at your institution.

The option for both clock and credit hours should only be used if some programs are measured in clock hours while others are measured in credit hours. If your institution measures courses or programs in a unit of measure other than standard credit or clock hours, select credit hours and convert the instructional activity offered to credit hour equivalents for reporting in Part B of this component.

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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.

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Determining Attendance Status (Full-Time vs. Part-Time)

The attendance level of students is determined on the first full term (i.e., semester or quarter) at entry. For example, if a transfer-in (non-first-time entering) undergraduate student entered an institution in the Spring term of the July 1 – June 30 reporting period as part-time, this student should be reported as a part-time, transfer-in (non-first-time entering) undergraduate student Or, if a degree/certificate seeking undergraduate student who took a summer term preceding the start of the July 1 – June 30 reporting period enrolled in the following fall term as a full-time student, they should be reported as a full-time, first-time degree/certificate seeking undergraduate student. Note: Even if the student's attendance status changes (i.e., full-time to part-time, or vice versa) or if the student drops out, transfers out, or transfers back into the institution during the 12-month period, the student's attendance status is reported as of entry to the institution for the first full term.

Part A: Unduplicated Count of Full-Time Undergraduate Students by Race/Ethnicity and Gender

On this screen, include all students enrolled for credit, full-time at the undergraduate level at any time during the July 1, 2020 – June 30, 2021 reporting period. The undergraduate level includes students enrolled in undergraduate level courses, in 4 or 5 -year bachelor's degree programs, associate's degree programs, 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.

Number of Students Enrolled for Credit: The number of students enrolled for credit at the close of the official add period for each program. If there is no official add period, report as of the 15th day of each regular program, and the 5th day of each short program.

To determine the unduplicated 12-month enrollment, count each student only once during the 12-month period. For example: If a student enrolls in the fall term, drops out in winter, but enrolls again in spring, count that student once.

Full-time, first-time degree/certificate-seeking undergraduate students

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

- Students enrolled and attended college for the first time at any time during July 1 – June 30 reporting period
- Students who entered with advanced standing (any college credits or recognized postsecondary credential earned before graduation from high school)

In column 2, report the total number of full-time degree/certificate-seeking undergraduate students entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the undergraduate level. Include students enrolled in the institution who transferred into the institution at least once during the July 1 – June 30 reporting period.

Full-time, continuing degree/certificate-seeking undergraduate students

In column 3, report the total number of continuing (i.e., not first-time and not transfer-in (non-first-time entering)) full-time degree/certificate seeking undergraduate students. These are students who are not new to the institution at the beginning of July 1 – June 30 reporting period, but instead are continuing their studies at the institution.

Full-time, non-degree/non-certificate-seeking full-time undergraduate students

In column 5, report the total number of full-time non-degree/non-certificate-seeking undergraduate students. These students are enrolled for credit but not with the intent of earning a degree or other recognized postsecondary credential for a whole July 1 – June 30 reporting period. Note: High school students enrolled in creditable courses prior to high school graduation are considered non-degree/non-certificate-seeking students.

Once you save the data by clicking the 'Verify and Save' button, the 'Total full-time degree/certificate-seeking undergraduate students (column 4) and 'Total, full-time undergraduate students (column 6) will be calculated by the system and display on the survey screen.

Student Level Reporting Reminders:

- Students who already hold an undergraduate degree but are enrolled as an undergraduate for additional undergraduate courses should be reported as undergraduate students

To provide context, two prior year enrollment totals are displayed at the bottom of the screen. The first is the total 12-month unduplicated count reported last year (2020-21). The second is the total fall enrollment from Fall 2020, as reported on the Fall Enrollment survey component. Since the Fall 2020 enrollment falls within the 12-month period currently being reported (2020-21), the 12-month unduplicated count must be greater than or equal to the Fall 2020 total enrollment.

Part A: Unduplicated Count of Part-Time Undergraduate Students by Race/Ethnicity and Gender

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

Part A: Unduplicated Count by Distance Education Status

On this screen, report all students reported on previous Part A screens who, ~~are at least once~~ during the July 1 – June 30 reporting period:

- Enrolled exclusively in distance education courses offered 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.
- 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 courses + students enrolled in at least one but not all distance education courses) from the total enrolled students from previous Part A screens, which is the totals for degree/certificate-seeking undergraduate (first-time + transfer-in (non-first-time entering) + continuing) and non-degree/non-certificate-seeking undergraduate students.

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.

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Part B: Instructional Activity and Full-Time Equivalent Enrollment

Report the total clock hour and/or credit hour activity attempted during the 12-month period of July 1, 2020 - June 30, 2021. The instructional activity data reported will be used to calculate full-time equivalent (FTE) student enrollment at the institution.

Reporting Clock Hour Activity

To determine the clock hour activity for a course, multiply the clock hour value of the course by the number of students enrolled in the course for credit. When computing total clock hour activity for the institution, include all courses offered for credit (see the IPEDS Glossary for the definition of "credit course") that are measured in clock hours, **do not convert credit hour activity into clock hour activity.**

Clock Hour Activity of a Course = Course Clock Hour Value * Number of Students Enrolled for Credit

Clock Hour Value of a Course: The clock hour value of a course is the number of hours per week that the course meets multiplied by the number of weeks the course is given. For example, a 3-week real estate licensure course that meets 15 hours per week has a value of 45 clock hours.

Number of Students Enrolled for Credit: The number of students enrolled for credit at the close of the official add period for each program. If there is no official add period, report as of the 15th day of each regular program, and the 5th day of each short program.

Example Calculation: Total clock hour activity for Institution ABC.

Institution ABC offers 3 courses during the July 1, 2020 - June 30, 2021 reporting period:

- Course 1 is a 50-week course with 30 clock hours per week and 10 students.
- Course 2 is a 20-week course with 35 clock hours per week and 5 students.
- Course 3 is a 15-week course with 20 clock hours per week and 10 students.

Compute the clock hour activity for each course:

- Course 1: 50 * 30 * 10 = 15,000 hours
- Course 2: 20 * 35 * 5 = 3,500 hours
- Course 3: 15 * 20 * 10 = 3,000 hours

Compute the total clock hour activity for the institution by summing the clock hour activity for all courses offered for credit that are measured in terms of clock hours:

- 15,000 hours + 3,500 hours + 3,000 hours = 21,500 hours

Note: If a course does not start and end within the same 12-month reporting period, the clock hour activity reported should be only for the number of weeks which fall within the July 1 - June 30 period. For example, if only 40 weeks of a 64 week course (which meets 15 hours per week and has an enrollment of 30 students) falls within the 12-month period, the clock hour activity for this course would be computed as follows: 40 weeks x 15 hours per week x 30 students = 18,000 clock hours.

Reporting Credit Hour Activity

To determine the credit hour activity for a course, multiply the credit hour value of the course by the number of students enrolled in the course for credit (see the IPEDS Glossary for the definition of "credit course"). When computing total credit hour activity for the institution, include only those courses offered for credit that are measured in credit hours, **do not convert clock hour activity into credit hour activity.**

Credit Hour Activity of a Course = Course Credit Hour Value * Number of Students Enrolled for Credit

Number of Students Enrolled for Credit: The number of students enrolled for credit at the close of the official add period for each term. If there is no official add period, report as of the 15th day of each regular term and the 5th day of each summer or short term.

Example Calculation: Total credit hour activity for Institution DEZ.

Institution DEZ offers 3 courses during the July 1, 2020 - June 30, 2021 reporting period:

- Course 1 is a 3 credit hour course with 20 students.
- Course 2 is a 5 credit hour course with 10 students.
- Course 3 is a 4 credit hour course with 15 students.

Compute the credit hour activity for each course:

- Course 1: 3*20 = 60 hours
- Course 2: 5*10 = 50 hours
- Course 3: 4*15 = 60 hours

Compute the total credit hour activity for the institution by summing the credit hour activity for all courses offered for credit and measured in credit hours:

- >60 hours + 50 hours + 60 hours = 170 hours

Note: If a course does not start and end within the same 12-month reporting period, report all credit hour activity for the course in the 12-month period in which the course began. Because course enrollment counts (necessary for calculating total credit hour activity) are typically taken at the close of the official add/drop period for a course, this date can also be used as the course start date for the purposes of determining the appropriate 12-month period. If there is no official add/drop period, the 15th day of a regular term and the 5th day of a summer or short term can be used.

Full-Time Equivalent (FTE) Calculation

Full-time equivalent (FTE) student enrollment will be calculated for the institution using the instructional activity data (total clock hour and credit hour activity) reported in Part B. This FTE student count will be used in computing indicators such as expenses by function per FTE and revenues per FTE, which are reported on the IPEDS Data Feedback Report (DFR). A FTE student is a unit of measurement intended to represent one student enrolled full time for one academic year.

Calculated Full-Time Equivalent (FTE) Estimate. After entering the instructional activity, the FTE estimate will be calculated as follows:

- **For institutions reporting clock hours**, the number of clock hours is divided by 900. For example, the FTE for Institution ABC would be 1150/900, or approximately 1 student.
- **For institutions operating on a Quarter calendar system** (as reported in the prior year IC Header survey component), undergraduate credit hours are divided by 45. If Institution DEZ from the example above was an undergraduate program on the quarter system, the FTE would be 170/45, or approximately 4 students.
- **For institutions operating on a semester, 4-1-4 Plan, or other calendar type** (as reported in the prior year IC Header survey component), undergraduate credit hours are divided by 30. If Institution DEZ was an undergraduate program on one of these systems, the FTE would be 170/30, or approximately 6 students.

If the calculated estimate is not reasonable for the institution, please **double check** the credit and/or clock hours reported to ensure their accuracy. If the instructional activity data reported are inaccurate, then the calculated FTE amount will also be inaccurate.

After double checking the instructional activity data reported, if the FTE estimated for the institution is still not reasonable the system will allow you to enter more accurate FTE data for the institution in the **"Institution reported FTE"** column. This option should be used **ONLY** if the system calculated estimate is not reasonable for the institution and would be misleading for comparison purposes among all IPEDS reporting institutions.

Glossary

Term	Definition
12-month enrollment (E12)	These data were collected in the Enrollment component prior to the 2007 IPEDS collection. Data are collected for the entire 12-month academic year, while enrollment data collected in the Fall Enrollment component are fall data. Institutions report an unduplicated head count for the total number of students by gender, attendance status (full-time, part-time), race/ethnicity, level (undergraduate, graduate, first-professional), first-time (entering), transfer-in (non-first-time entering), continuing/returning, and degree/certificate-seeking statuses enrolled throughout the reporting period. Students included are those enrolled in any courses leading to a degree or other recognized postsecondary credential, as well as those enrolled in courses that are part of a terminal vocational or occupational program. Institutions also report the total instructional activity for the same 12-month period for both undergraduate and graduate programs. Instructional activity data are reported in units of clock hours or credit hours.
12-month period	A 12-month period defined by an institution for reporting a full year of activity (All institutions must use the July 1 - June 30 reporting period). This time period should be consistent across all IPEDS data collections and from year-to-year.
4-1-4 (calendar system)	The 4-1-4 calendar usually consists of 4 courses taken for 4 months, 1 course taken for 1 month, and 4 courses taken for 4 months. There may be an additional summer term.
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 credit for the course toward a degree or other recognized postsecondary credential.
Black or African American	A person having origins in any of the black racial groups of Africa.
Calculation of FTE students (using instructional activity)	The number of FTE students is calculated based on the credit and/or clock hours reported by the institution on the IPEDS 12-month enrollment (E12) component and the institution's calendar system, as reported on the IC Header component. The following table indicates the level of instructional activity used to convert the credit and/or clock hours reported to an indicator of full-time equivalents (FTE students): - Quarter calendar system - Enrollment level (One FTE over 12-month period) - Undergraduate 45 credit hours, 900 clock hours - Graduate 36 credit hours - Semester/trimester/4-1-4 plan/other calendar system - Enrollment level (one FTE over 12-month period) - Undergraduate 30 credit hours 900 clock hours - Graduate 24 credit hours For institutions with continuous enrollment programs, FTE is determined by dividing the number of clock hours attempted by 900. The total 12-month FTE is generated by summing the estimated or reported undergraduate FTE and the estimated or reported graduate FTE and reported Doctor's Professional Practice FTE.
Calendar system	The method by which an institution structures most of its courses for the academic year.
Clock hour	A period of time consisting of (1) A 50- to 60-minute class, lecture, or recitation in a 60-minute period; (2) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or (3) Sixty minutes of preparation in a correspondence course.
Clock hour activity	The provision of coursework to students which can be measured in terms of clock hours.
Cohort year	The year that a cohort of students begins attending college.
Contact hour (old definition)	A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.
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).
Continuous basis	A calendar system classification that is used by institutions that allow students to enroll/start classes at any time during the year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

Credit	Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a postsecondary degree, diploma, certificate, 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 degree, diploma, certificate, or other recognized postsecondary credential, irrespective of the activity's unit of measurement.
Credit hour	A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other recognized postsecondary credential.
Credit hour activity	The provision of coursework to students which can be measured in terms of credit hours.

Degree/certificate-seeking students	Students enrolled in courses for credit who are seeking a degree, certificate, or other recognized postsecondary credential. This includes students who:
	  - 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
	
	High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.

Differs by program (calendar system)	A calendar system classification that is used by institutions that have occupational/vocational programs of varying lengths. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a 2-month program in January, March, May, September, and November; and a 3-month program in January, April, and October.
Distance education	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. 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.
Distance education course	A course in which the instructional content is delivered exclusively via distance education. 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 distance education courses.

Dual enrollment	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.
	  - 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.

Enrolled for credit	Credit can be measured in units such as clock hours or credit hours. Credit is the recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a postsecondary degree, diploma, certificate, or other recognized postsecondary credential, irrespective of the activity's unit of measurement.
Entering students (undergraduate)	Students at the undergraduate level, both full-time and part-time, coming into the institution for the first time in the fall term (or the prior summer term who returned again in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level for the first time, and non-degree/non-certificate-seeking undergraduates entering in the fall.
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 undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or recognized postsecondary credential earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more clock hours 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. Doctor's degree - Professional practice - full-time as defined by the institution.

High school diploma or recognized equivalent	A document certifying the successful completion of a prescribed secondary school program of studies, or any of the following: - recognized attainment of satisfactory scores on the GED 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
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Instructional activity	The total number of credit and clock hours all students are engaged in during the specified period.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement 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 data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); 12-month Enrollment (E12);Completions (C); Admissions (ADM); Student Financial Aid (SFA); Human Resources (HR) composed of Employees by Assigned Position, Fall Staff, and Salaries; Fall Enrollment (EF); Graduation Rates (GR); Outcome Measures (OM); Finance (F); and Academic Libraries (AL).
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 credit who is not recognized by the institution as seeking a degree 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 credit applicable toward a degree, diploma, certificate, or other recognized postsecondary credential.
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.
Other academic calendar system	Category used to describe "non-traditional" calendar systems at 4-year and 2-year degree-granting institutions. These can include schools that offer primarily on-line courses or "one course at a time."
Part-time student	Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 clock hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits.
Quarter (calendar system)	A calendar system in which the academic year consists of 3 sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks as defined by the institution. There may be an additional quarter in the summer.
Race and ethnicity unknown	The category used to report students or employees whose race and ethnicity are not known.
Race/ethnicity	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. Individuals are asked to first designate ethnicity as: - Hispanic or Latino or - Not Hispanic or Latino Second, individuals are asked to indicate all races that apply among the following: - American Indian or Alaska Native - Asian - Black or African American - Native Hawaiian or Other Pacific Islander - White
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.

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).
Semester (calendar system)	A calendar system that consists of two sessions called semesters during the academic year with about 15 weeks for each semester of instruction. There may be an additional summer term. **Note:** the standard term length range is defined by the Office of Postsecondary Education. More information can be found at: https://ifap.ed.gov/electronic-announcements/110519RevisionGuidelinesApplicableStandardTerms
Study abroad	Arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.
Summer Term	A summer term is typically not considered a full term. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have two or more sessions occurring in the summer term. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer term.
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).
Transfer-in (non-first-time entering) student	A student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate). This includes new students enrolled in the fall term who transferred into the reporting institution the prior summer term. The student may transfer with or without credit. For systems of coordinated institutions (multi-campus system), students are to be identified as transfer-in students upon entering an institution from another institution within the same coordinated system.
Trimester (calendar system)	An academic year consisting of 3 terms of about 15 weeks each.
Undergraduate	A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.
Unduplicated count	The sum of students enrolled for credit with each student counted only once during the reporting period, regardless of when the student enrolled.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.