

IPEDS

2022-23

Data Collection System

IPEDS HELP DESK(877) 225-2568 | ipedshelp@rti.org

OMB NO. 1850-0582 v.30 : Approval Expires 8/31/2025

2022-23 Survey Materials > Package

12-month Enrollment for public 2-year and less-than-2-year non-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.

Changes to reporting:

The following changes were implemented for the 2022-23 data collection period:

- The "Nonresident alien" terminology has been changed to "U.S. Nonresident" but should include the same category of students.
- A question about gender has been added at the end of the Part A to collect information about students for whom gender does not fit the binary gender (Men/Women) categories provided. **Institutions should still allocate those students to the Men/Women categories throughout the survey component at this time.**
- A part-time column was added for graduate student unduplicated enrollment counts.
- References to summer term were changed to summer session.
- FAQ #4 has been removed as it refers to an old change.
- FAQ #7 on consistent reporting of EF, E12, and OM has been updated for clarification.
- FAQ on reporting undocumented and DACA students has been updated along with instructions.

Resources:


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

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 undergraduate 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 - Full-time Undergraduate Students

July 1, 2021 – June 30, 2022

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>	<u>First-time,</u> certificate-seeking	Other certificate-seeking	Non-certificate- seeking	Total, Full-time undergraduate students
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Total men				
Total men prior year				

Women

Students enrolled for <u>credit</u>	<u>First-time,</u> certificate-seeking	Other certificate-seeking	Non-certificate- seeking	Total, Full-time undergraduate students
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Total women				
Total women prior year				

Grand total (2021-22)				
Prior year data:				
Grand total (men+women) prior year				

Total Full-time undergraduate enrollment Fall 2021 <i>NOTE: Grand total (2021-22) calculated above is expected to be greater than total Full-time undergraduate enrollment Fall 2021.</i>				
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Part A - Unduplicated Count for Part-time Undergraduate Students

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

July 1, 2021 – June 30, 2022

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>	<u>First-time</u> , certificate-seeking	Other certificate-seeking	Non-certificate- seeking	Total, Part-time undergraduate students
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Total men				
Total men prior year				

Women

Students enrolled for <u>credit</u>	<u>First-time</u> , certificate-seeking	Other certificate-seeking	Non-certificate- seeking	Total, Part-time undergraduate students
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Total women				
Total women prior year				

Grand total (2021-22)				
Prior year data:				
Grand total (men+women) prior year				

Total Part-time undergraduate enrollment Fall 2021 <i>NOTE: Grand total (2021-22) calculated above is expected to be greater than total Part-time undergraduate enrollment Fall 2021.</i>				
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Part A - Unduplicated Count for Undergraduate Students

12-month Unduplicated Count by Race/Ethnicity and Gender - Undergraduate Student Total

July 1, 2021 – June 30, 2022

Men

Students enrolled for credit	Total full-time undergraduate students	Total part-time undergraduate students	Grand total, all undergraduate students
<u>U.S. Nonresident</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>U.S. Nonresident</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)			
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Part A - Gender Unknown or another gender than Men/Women categories

12-month Unduplicated Count by Gender Unknown or another gender than provided men/women categories

- The ‘gender unknown’ category is to report students for whom the institution does not know a gender.
- Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.

Is your institution able to report **another gender** for the 2022-23 data collection? If you indicate ‘No’, your institution should leave the cells in the rows for ‘**Another gender**’ blank (i.e., do not report 0). If you indicate ‘Yes’, but no students identified as **another gender**, please enter ‘0’.

Undergraduate students:

- ☐ Yes
- ☐ No

Of the total students reported, how many students did you allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories?


		Number of students
		Undergraduate students
Grand total		
	Gender unknown (i.e., gender information is not known or not collected).	<input type="text"/>
	Another gender (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).	<input type="text"/>
	Total of Gender unknown + Another gender	
	Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]	

Part A – 12-month Enrollment by Distance Education Status

12-month Unduplicated Count - Distance Education Status

July 1, 2021 – June 30, 2022

	Undergraduate Students	
	Degree/certificate-seeking	Non-degree/non-certificate-seeking
Students <i>enrolled exclusively</i> in <u>distance education courses</u>	<input type="text"/>	<input type="text"/>
Students <i>enrolled in at least one but not all</i> distance education courses	<input type="text"/>	<input type="text"/>
Students <i>not enrolled in any</i> 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, 2021 - June 30, 2022

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

	2021-22 total activity	Prior year data
Undergraduate level:		
 <u>Clock hour activity</u>	<input type="text"/>	
<u>Credit hour activity</u>	<input type="text"/>	

Full-Time Equivalent (FTE) of Students

Calendar system (as reported on the prior year IC Header survey component):			
<p>If the IPEDS <u>calculated</u> 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.</p> <p>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.</p>			
	Calculated FTE 2021-22	Institution reported FTE 2021-22	Prior year FTE 2020-21
Undergraduate student FTE		<input type="text"/>	
<p> 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).</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>			

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:		
<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

12-Month Enrollment Full Instructions

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Part A: Unduplicated Count by Student Level, Race/Ethnicity, and Gender

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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), other (non-first-time entering) and 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 2022-23 data collection period:

- The "Nonresident alien" terminology has been changed to "U.S. Nonresident" but should include the same category of students.
- A question about gender has been added at the end of Part A to collect information about students for whom gender does not fit the binary gender (Men/Women) categories provided. **Institutions should still allocate those students to the Men/ Women categories throughout the survey component at this time. There are also new FAQs to help with questions about the new reporting.**
- References to summer term were changed to summer session.
- FAQ #4 has been removed as it refers to an old change.
- FAQ #7 on consistent reporting of EF, E12, and OM has been updated for clarification.
- FAQ on reporting undocumented students has been updated to clarify reporting for DACA students.

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General Instructions

Reporting Period Covered

The 12-month reporting period is July 1, 2021 - June 30, 2022.

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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 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)

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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

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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 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, residents, and other eligible non-citizens. Eligible noncitizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation. More information about other eligible (for financial aid purposes) non-citizens is available at <https://studentaid.gov/understand-aid/eligibility/requirements/non-us-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:

- U.S. Nonresident
- 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

- **U.S. Nonresident** - 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. Do not include DACA, undocumented, or other eligible noncitizens in this category. NOTE - U.S. Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories.
- **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 (other, 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, other (non-first-time entering) undergraduate student. Or, if a certificate seeking undergraduate student who took a summer session 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 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, 2021 – June 30, 2022 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 summer session or short term.

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 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)

Full-time, Other certificate-seeking undergraduate students

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

- transfer-in (non-first-time entering) certificate-seeking students. These are students who enter 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.
- continuing certificate-seeking 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-certificate-seeking undergraduate students

In column 3, report the total number of full-time non-certificate-seeking undergraduate students. These students are enrolled for credit but not with the intent of earning a certificate 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 undergraduate students (column 4)' 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 (2021-22). The second is the total fall enrollment from Fall 2021, as reported on the Fall Enrollment survey component. Since the Fall 2021 enrollment falls within the 12-month period currently being reported (2021-22), the 12-month unduplicated count must be greater than or equal to the Fall 2021 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, 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 certificate-seeking undergraduate (first-time + other (non-first-time entering + continuing) and, 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, 2021 - June 30, 2022. 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 summer session or short program.

Example Calculation: Total clock hour activity for Institution ABC.

Institution ABC offers 3 courses during the July 1, 2021 - June 30, 2022 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 session or short term.

Example Calculation: Total credit hour activity for Institution DEZ.

Institution DEZ offers 3 courses during the July 1, 2021 - June 30, 2022 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: $3 \times 20 = 60$ hours
- Course 2: $5 \times 10 = 50$ hours
- Course 3: $4 \times 15 = 60$ 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:

- $60 \text{ hours} + 50 \text{ hours} + 60 \text{ hours} = 170 \text{ hours}$

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 session 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.

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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 <u>clock hours</u> or <u>credit hours</u> . Starting with the 2023-24 data collection, institutions will also report data on dual enrollment.
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 <u>IPEDS</u> 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 session.
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.
Calculation of FTE students (using instructional activity)	<p>The number of FTE students is calculated based on the <u>credit</u> and/or <u>clock hours</u> reported by the institution on the <u>IPEDS 12-month enrollment (E12)</u> component and the institution's <u>calendar system</u>, as reported on the IC Header component. The following table indicates the level of <u>instructional activity</u> used to convert the credit and/or clock hours reported to an indicator of full-time equivalents (FTE students):</p> <ul style="list-style-type: none"> - <u>Quarter</u> calendar system <ul style="list-style-type: none"> - Enrollment level (One FTE over <u>12-month period</u>) <ul style="list-style-type: none"> - <u>Undergraduate</u> 45 credit hours, 900 clock hours - <u>Graduate</u> 36 credit hours - <u>Semester/trimester/4-1-4</u> plan/other calendar system <ul style="list-style-type: none"> - Enrollment level (one FTE over 12-month period) <ul style="list-style-type: none"> - Undergraduate 30 credit hours 900 clock hours - Graduate 24 credit hours <p>For institutions with continuous enrollment programs, FTE is determined by dividing the number of clock hours attempted by 900.</p> <p>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.</p>
Calendar system	The method by which an institution structures most of its courses for the <u>academic year</u> .
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 <u>clock hours</u> .
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 <u>instruction</u> given to students. Also referred to as <u>clock hour</u> .
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 <u>calendar system</u> 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 <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.
Credit hour	A unit of measure representing the equivalent of an hour (50 minutes) of <u>instruction</u> per week over the entire term. It is applied toward the total number of <u>credit</u> hours needed for completing the requirements of a <u>degree</u> , <u>diploma</u> , <u>certificate</u> , or other recognized postsecondary credential.
Credit hour activity	The provision of coursework to students which can be measured in terms of <u>credit hours</u> .
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>
Differs by program (calendar system)	A <u>calendar system</u> 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 <u>program</u> 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	<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> .
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.
Enrolled for credit	Credit can be measured in units such as clock hours or credit hours. <u>Credit</u> is the 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.
Entering students (undergraduate)	Students at the <u>undergraduate</u> level, both <u>full-time</u> and <u>part-time</u> , coming into the institution for the first time in the <u>fall term</u> (or the prior summer session 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 <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 session, 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> - full-time as defined by the institution.

High school diploma or recognized equivalent	A document certifying the successful completion of a prescribed secondary school <u>program</u> of studies, or any of the following: <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
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 <u>clock hours</u> 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 <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 (E)</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.
Other academic calendar system	Category used to describe "non-traditional" <u>calendar systems</u> 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 <u>semester</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.
Quarter (calendar system)	A <u>calendar system</u> in which the <u>academic year</u> 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, residents, and other eligible non-citizens. Individuals are asked to first designate ethnicity as: <ul style="list-style-type: none"> - <u>Hispanic or Latino</u> or - Not Hispanic or Latino Second, individuals are asked to indicate all races that apply among the following: <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.

Resident (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 status (and who holds either a 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 <u>calendar system</u> that consists of two sessions called semesters during the <u>academic year</u> with about 15 weeks for each semester of instruction. There may be an additional summer session. 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 <u>abroad</u> or through a cooperative agreement with some other U.S. college or an institution of another country.
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 session. 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 <u>academic year</u> consisting of 3 terms of about 15 weeks each.
U.S. Nonresident	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.
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.
Unduplicated count	The sum of students enrolled for <u>credit</u> 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.

12-month Enrollment for public non-degree-granting institutions

Click one of the following questions to view the answer.

General

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- 2) [What is the reporting period for 12-month enrollment?](#)
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- 5) [Do I include students enrolled only in ESL programs \(programs comprised exclusively of ESL courses\) in enrollment?](#)
- 6) [I have a certificate-seeking undergraduate student who took a summer session in 2021. However, the start date of the summer session was prior to E12 period start date of July 1 \(prior to July 1\). Should I include this student in the 2021-22 E12 counts?](#)
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Unduplicated Count (Part A)

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- 2) [How do I report foreign students living outside the U.S. who are enrolled in my institution?](#)
- 3) [My institution has students for which gender does not align with the 'Men' and 'Women' categories in IPEDS \(e.g., non-binary, unknown\). Since there is no place to report another gender category on the IPEDS data collection screens, how should we report these individuals?](#)
- 4) [In which race/ethnicity category do I report undocumented and DACA students?](#)
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- 7) [How do I treat new students who transferred into the institution the prior summer session and take courses in the fall?](#)
- 8) [Does "continuing/returning student" include those students who have stopped out and re-entered the same institution?](#)
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- 10) [How do I report a student who earned college credit or postsecondary award while in high school \(a dual enrolled student\) and has now graduated high school and enrolled in my institution?](#)
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- 12) [If a student enrolled for credit has not indicated whether they intend to earn a degree or certificate, how do I determine whether they are degree/certificate-seeking?](#)
- 13) [Where do I report students who are seeking a second certificate?](#)
- 14) [How do I report an undergraduate student who took courses as a non-certificate-seeking student and reenrolls as a certificate-seeking student at the same reporting institution?](#)
- 15) [How does enrollment in non-credit or zero-credit remedial/ESL and co-op courses count in the determination of a student's full-time status?](#)
- 16) [How do I count a high school student who enrolls for credit at my institution in Spring 2021, takes courses for credit during Summer 2021 after graduating high school, and subsequently enrolls in the institution in Fall 2021?](#)
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- 18) [Which students should be included in 'another gender'?](#)
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- 21) [Our institution uses the Common App to identify student gender, and the Common App only collected male and female. How should we report gender?](#)

Distance Education (Part A)

- 1) [If a student is taking the instructional portions of their program entirely online, but are then required to complete a practicum, residency, or internship, is the student considered enrolled in exclusively distance education courses?](#)

2)

We offer courses that combine distance education and traditional teaching methods ("hybrid" courses). How should students enrolled in these courses be counted in the distance education portion of 12-month Enrollment?

Instructional Activity and FTE (Part B)

1) How do I report instructional activity for courses that start in one 12-month reporting period and end in the next 12-month reporting year?

2) How is the estimate of full-time equivalent (FTE) students calculated?

3) The calculated FTE is not a reasonable estimate for my institution. What should I do?

General

1)

Who should I include in my enrollment reporting?

All students enrolled *for credit* should be reported. Credit is defined as "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."

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2)

What is the reporting period for 12-month enrollment?

The reporting period for the 12-month enrollment component is July 1 - June 30. In the past, institutions had the option to report using the July 1 - June 30 period or the September 1 - August 31 period. Since the 2011-12 collection year, institutions have been required to use the July 1 - June 30 reporting period.

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3)

What is the difference between 12-month enrollment and Fall enrollment?

The 12-month Enrollment (E12) survey component collects an institution's cumulative unduplicated headcount enrollment for the entire 12-month period beginning July 1 and ending June 30. In contrast, the Fall Enrollment (EF) survey component collects an institution's "snapshot" enrollment count in the fall. For academic reporters, EF enrollment counts reflect the institution's official fall reporting date or October 15. For program reporters, EF enrollment counts reflect students enrolled during the period August 1 to October 31. The EF enrollment counts, for both academic reporters and program reporters, should be viewed as a subset of the larger E12 counts. The E12 survey component captures all unduplicated student enrollments, including fall-enrolled students (i.e., reported on the EF survey component) plus all other unduplicated student enrollments not captured on the EF survey component but that enrolled during the July 1 to June 30 time period.

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4)

Should I report students who are studying abroad?

Students who are enrolled in your institution and attend classes in a foreign country should be included in your institution's enrollment report if your institution provides instructional resources (classroom, instructors), even though the education occurs abroad. Students who are enrolled in your institution and attend classes in a foreign country should NOT be included in your enrollment report if:

- The students are enrolled ONLY in courses offered by another institution;
- The students are enrolled at a branch campus of your institution in a foreign country;
- Your institution does not provide the instructional resources (i.e., classrooms, instructors), even if the student pays tuition to your institution. Their enrollment at your institution serves only as an administrative record.

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5)

Do I include students enrolled only in ESL programs (programs comprised exclusively of ESL courses) in enrollment?

ESL has never been considered a postsecondary program by IPEDS. Since it is considered non-postsecondary, students who are ONLY enrolled in ESL programs, regardless of whether or not they are receiving Title-IV aid, should NOT be counted in enrollment.

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6)

I have a certificate-seeking undergraduate student who took a summer session in 2021. However, the start date of the summer session was prior to E12 period start date of July 1 (prior to July 1). Should I include this student in the 2021-22 E12 counts?

For students who start in the summer, the summer session is typically not considered a full term. Please use the following guidance:

- If a student starts in the summer of 2021 (prior to July 1), and they do NOT enroll in any additional terms in 2021-22, they are not included in the July 1, 2021 - June 30, 2022 E12 counts (as they would have been included in the prior E12 counts).
- If a student starts in the summer of 2021 (after July 1), and they do NOT enroll in any additional terms in 2021-22, they are still included in the 2021-22 E12 counts, at the attendance status (i.e., full-time or part-time) in which they were enrolled during the summer.

- If a student starts in the summer of 2021 (prior to July 1 or after July 1), and the student continues enrollment beyond summer, either into the fall term or re-enrolls in the spring term, the institution should use the full term (e.g., fall or spring) to determine if the student is full-time or part-time, and the student should be included in the 2021-22 E12 counts.

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7)

How can I ensure consistent reporting of degree/certificate-seeking undergraduates across EF, E12, and OM survey components?

- The Fall Enrollment (EF) survey component is a “snapshot” of the institution’s enrollment in the fall. The 12-month Enrollment (E12) survey component captures the institution’s total unduplicated headcount enrollment for an entire 12-month period (July 1 to June 30).
 - EF enrollment counts are a subset of the E12 enrollment counts, as the E12 survey component captures students enrolled in the fall plus any other unduplicated students not captured in the EF survey component (e.g., students who first enroll in the spring term or enroll only in the summer months). If students enroll in the summer immediately preceding the fall term, students’ enrollment status (i.e., part-time or full-time, first-time or non-first-time, degree/certificate-seeking or non-degree/non-certificate-seeking, undergraduate or graduate) should be determined by their fall enrollment (not their summer enrollment). Note that recent high school graduates and other students without prior postsecondary experience will still be considered “first-time students” for EF reporting purposes even if they enrolled in the summer prior to fall enrollment.
 - Because the EF survey component is a subset of the E12 survey component, all student enrollment counts (total and by disaggregate) reported in the current year’s E12 survey component should be greater than or equal to the prior year’s EF survey component. Note that the prior year’s EF survey component matches the “data year” of the current year’s E12 survey because there is a greater “time lag” in reporting E12 data.
- Because the fall term is considered a full term for IPEDS reporting purposes, students enrolled in the fall term and captured in the EF survey component should retain their same enrollment statuses (e.g., part-time or full-time, first-time or non-first-time, degree/certificate-seeking or non-degree/non-certificate-seeking, undergraduate or graduate) in the E12 survey component.
 - For example, a full-time, first-time student reported on the EF survey would also be reported as a full-time, first-time student in the E12 survey. Similarly, a part-time, non-degree/non-certificate-seeking student reported in the EF survey component would retain those statuses in the E12 survey component.
 - For both program reporters and academic reporters, student enrollment statuses as reported on the current-year EF survey should be retained for E12 reporting in the following data collection year when the data coverage periods align (i.e., you should not change students’ statuses between EF and E12 reporting).
 - For students not reported on the EF survey component (i.e., not enrolled in the fall and therefore not captured), default to the student’s first full term at entry to determine enrollment statuses (typically spring in this scenario). If the student enrolls only in the summer and at no other time during the 12-month reporting period, then the summer session may be used to determine student statuses.
- While the E12 survey component captures unduplicated enrollment counts during the 12-month period of July 1 to June 30, the Outcome Measures (OM) survey component captures the 4-, 6-, and 8-year academic outcomes for the cohort of degree/certificate-seeking students during the same 12-month period. Like the E12 survey component, students’ statuses (i.e., first-time/non-first-time, Pell/Non-Pell, full-time/part-time) are determined by students’ first full term (i.e., fall or spring).
- Unlike the E12 survey component, the OM survey component captures only degree/certificate-seeking students. For this reason, students’ statuses for OM reporting purposes are determined in their first full term as a degree/certificate-seeking student. For example, students enter as non-degree/non-certificate-seeking students in the fall and in the following spring term enroll as degree/certificate-seeking students, these students would be reported as:
 - In EF as non-degree/non-certificate-seeking students with the statuses (e.g., full-time/part-time) determined at their first full term (i.e., fall term).
 - In E12 as non-degree/non-certificate-seeking students with the statuses (e.g., full-time/part-time) determined at their first full term (i.e., fall term). Note that students reported on both the EF and E12 survey components should be reported with the same enrollment statuses (i.e., they do not change).
 - In OM as degree/certificate-seeking students with the statuses (i.e., first-time/non-first-time, Pell/non-Pell, full-time/part-time) determined at their first full term as degree/certificate-seeking students (i.e., spring term). Because the OM survey component is designed to capture academic outcomes for degree/certificate-seeking students, students who are non-degree/non-certificate-seeking in the fall (and reported as such for both EF and E12 survey components) but then become degree/certificate-seeking after the fall term should be reported for OM reporting purposes. Only in this scenario and only for OM reporting purposes should fall-enrolled students’ enrollment statuses then be determined from a non-fall term to align with when they became degree/certificate-seeking.
- Therefore, OM counts should be same or slightly greater than degree/certificate-seeking student counts reported in E12 because there is the potential for some students to enroll as non-degree/non-certificate-seeking in the fall term (and reported as such for EF and E12 survey components) but then change their enrollment to degree/certificate-seeking in the spring term (and thus need to be captured in the OM survey component).

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Unduplicated Count (Part A)

1)

Why does the total 12-month enrollment need to be larger than the corresponding prior year fall enrollment?

The 12-month unduplicated count must be equal to *or* greater than the corresponding prior year fall enrollment. Since Fall 2021 lies within the 12-month period currently being reported on the 12-Month Enrollment survey component (2021-22), the 12-month unduplicated count must be equal to or greater than the Fall 2021 reported enrollments.

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2)

How do I report foreign students living outside the U.S. who are enrolled in my institution?

There has been no change to how these students should be reported with the new race/ethnicity reporting method. Foreign students living outside the U.S., such as a foreign student living outside the U.S. who is enrolled in distance education at your institution, should be classified in the Race/Ethnicity Unknown category. Only

U.S. citizens are to be categorized in the specific Race/Ethnicity categories. The U.S. Nonresident category is reserved specifically for students that are in the U.S. under that specific legal status.

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3)

My institution has students for which gender does not align with the 'Men' and 'Women' categories in IPEDS (e.g., non-binary, unknown). Since there is no place to report another gender category on the IPEDS data collection screens, how should we report these individuals?

These individuals are still to be reported to IPEDS. It is up to the institution to decide how best to handle reporting individuals whose gender does not align with the 'Men' and 'Women' categories. However, a common method used is to allocate these students based on the known proportion of men to women.

In 2022-23, NCES has added a question in Part A to capture the total number of students for whom gender is unknown and the total number of students for who gender does not align with the 'Men' and 'Women' categories. However, these students should still be allocated into the 'Men' and 'Women' categories in all other screens of Part A.

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4)

In which race/ethnicity category do I report undocumented and DACA students?

Undocumented and DACA students who completed high school or a GED equivalency within the United States and who were not on an F-1 non-immigrant student visa at the time of high school graduation are considered eligible non-citizens and their race/ethnicity should be reported using the seven race/ethnicity categories provided:

- 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

If a student's race/ethnicity is unknown, you can include them in the race/ethnicity unknown category.

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5)

What is NOT considered "prior postsecondary experience" when reporting first-time students?

- Credit for military service/training from an association such as the American Council on Education,
- Credit from any non-credit courses, as defined by the institution,
- Credit received for completion of tests/assessments,
- Credit received before the student has earned a high school diploma (i.e., dual enrollment credits),
- Postsecondary award received before the students earned a high school diploma (e.g., certificate, associate's, bachelor's, etc.), or
- Credit for life experience.

Students with prior postsecondary experience credit from attending a military academic institution (e.g., Community College of the Air Force, West Point, U.S. Naval Academy, etc.) would NOT be considered first-time students.

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6)

Where do I report students if I don't know whether or not they are first-time?

If their status is not indicated directly and the student does not enroll with prior credits or transcripts from another institution, then assume the student is first-time.

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7)

How do I treat new students who transferred into the institution the prior summer session and take courses in the fall?

For the 12-month Enrollment survey, count the student as a "transfer-in," even if the student transferred into the institution during the prior summer session and is not entering the institution for the first time in the fall. (Applies only to academic reporters)

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8)

Does "continuing/returning student" include those students who have stopped out and re-entered the same institution?

Yes, "continuing/returning student" is meant to capture students who are not first-time or transfer-in. This includes students who have been continuously enrolled in the institution and those who have stopped out and re-enrolled, without having transferred to another institution.

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9)

How do I report students who changed attendance status (part-time to full-time or full-time to part-time) during the July 1-June 30 reporting period?

Report students based on their attendance status in their first full term enrolled (i.e., typically the fall or spring terms for academic reporters), even if that status changed during the 12-month period.

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10)

How do I report a student who earned college credit or postsecondary award while in high school (a dual enrolled student) and has now graduated high school and enrolled in my institution?

If the college credit or postsecondary award was earned prior to the student graduating high school, then this student would be considered a first-time student. The definition of "first-time" allows for students to still be classified as first-time if the college credit they have previously earned was prior to their high school graduation. (Applies only to academic reporters)

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11)

Where do I report a high school student who is enrolled for credit at my institution (a dual enrolled student)?

This student would be reported as non-degree/non-certificate-seeking. Prior to receipt of a high school diploma or recognized equivalent (see glossary definition), a student is non-degree/non-certificate-seeking. After receipt of the high school diploma or recognized equivalent, they can be classified as degree/certificate-seeking, if appropriate.

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12)

If a student enrolled for credit has not indicated whether they intend to earn a degree or certificate, how do I determine whether they are degree/certificate-seeking?

If the student has not indicated any intent but is applying for Title IV federal financial aid, assume the student to be degree/ certificate-seeking.

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13)

Where do I report students who are seeking a second certificate?

Report these students in the column labeled "Other certificate-seeking students (column 2). This column is intended to capture all certificate-seeking undergraduate students who are not first-time to the institution during the July 1- June 30 reporting period.

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14)

How do I report an undergraduate student who took courses as a non-certificate-seeking student and reenrolls as a certificate-seeking student at the same reporting institution?

This student should be reported as a "Other certificate-seeking" student.

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15)

How does enrollment in non-credit or zero-credit remedial/ESL and co-op courses count in the determination of a student's full-time status?

Students in the following categories are considered degree-seeking in IPEDS, though they may be enrolled in courses not creditable for an award:

- Students enrolled in remedial courses that are not creditable toward an award but have been admitted into an eligible Title-IV program and receive Title-IV aid
- Students enrolled in ESL courses that are not creditable toward an award but have been admitted into an eligible Title- IV program and receive Title-IV aid
- Co-op students enrolled in courses that are not creditable toward an award but are required for award attainment

In determination of the student's full-time status, credit or contact hours (up to one academic year's worth) of remedial and ESL courses may be used in the determination of a student's full-time status if the remedial or ESL course is part of a program that leads to a postsecondary award. In these cases, the remedial or ESL courses should count the same as the comparable full-credit class. For co-op students, the work portion of a cooperative education program in which the amount of work performed is equivalent to the academic workload of a full-time student will also count toward the determination of full-time status.

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16)

How do I count a high school student who enrolls for credit at my institution in Spring 2021, takes courses for credit during Summer 2021 after graduating high school, and subsequently enrolls in the institution in Fall 2021?

This student would be reported as "first-time" degree/certificate-seeking student for the July 1, 2021 – June 30, 2022 12-month Enrollment reporting period.

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17)

How do I determine whether a student should be reported as full-time or part-time?

Based on IPEDS definitions, a full-time undergraduate student is 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, while a part-time undergraduate student is a student enrolled for either less than 12 semester or quarter credits, or less than 24 clock hours a week each term.

A full-time graduate student is 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, while a part-time graduate student is a student enrolled for less than 9 semester or quarter credits.

In some rare cases, however, students may be enrolled in fewer than the specified full-time credit thresholds outlined above but still be considered full-time for federal financial aid purposes. In these instances, students who are determined to be full-time enrolled for federal financial aid purposes are also to be considered full-time for IPEDS reporting purposes.

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18)

Which students should be included in 'another gender'?

Students who self-identify as having a single binary gender identity (i.e., men or woman) should be reported in the appropriate binary gender category. Students who self-identify as having a gender identity that does not fall into either of the mutually exclusive binary categories provided (i.e., men or women) should be reported in the "another gender" category. Institutions are not limited to the options available for IPEDS reporting purposes and should determine the best way for their institution to collect and aggregate this information.

For some students, it may be challenging to place them in either a binary category or another gender. For example, for students that indicate they are transgender and provide a binary gender, institutions may ask the student whether they identify as transgender or as the binary gender they selected. If they identify as transgender, they would be reported in another gender. If they identify as a binary gender, they should be placed in the appropriate binary gender category.

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19)

Which students should be included in 'gender unknown'?

Institutions should report all students who do not self-report a gender (i.e., missing data) as 'gender unknown'. Students that selected a binary gender or another gender than the binary 'men' and 'women' category should not be included in gender unknown.

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20)

Should our institution resurvey students if we previously only collected binary gender categories?

Institutions can resurvey students so that they can report an accurate number of students in the 'another gender' category. Institutions that cannot report the 'another gender' category can indicate they are not able to report these students using the radio buttons at the top of the screen. It is expected that institutions should be able to provide a count of 'gender unknown'.

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21)

Our institution uses the Common App to identify student gender, and the Common App only collected male and female. How should we report gender?

Currently, the Common App only allows students to select male or female. Starting with the 2023-24 application cycle, the Common App will also allow 'Gender X or another legal sex' (more information can be found at <https://www.commonapp.org/blog/common-app-update-gender-identity-questions-college-application>). Institutions can resurvey students or indicate that they cannot currently report 'another gender'.

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Distance Education (Part A)

1)

If a student is taking the instructional portions of their program entirely online, but are then required to complete a practicum, residency, or internship, is the student considered enrolled in exclusively distance education courses?

Yes, if the instructional portions are entirely online, the student is considered to be enrolled in exclusively distance education courses.

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2)

We offer courses that combine distance education and traditional teaching methods ("hybrid" courses). How should students enrolled in these courses be counted in the distance education portion of 12-month Enrollment?

Hybrid courses are not considered by IPEDS as distance education. Students enrolled in "hybrid" courses should be reported as "not enrolled in any distance education courses."

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Instructional Activity and FTE (Part B)

1)

How do I report instructional activity for courses that start in one 12-month reporting period and end in the next 12-month reporting year?

If a course does not start and end within the same 12-month reporting period, report that activity using the following guidelines:

Clock Hour Reporting:

Report only the activity for the number of weeks that fall within the 12-month period being reported on. For example, if only 40 weeks of a 64 week course occurred before the June 30 end of the current reporting period, then report only those 40 weeks worth of activity. Next year, report the 24 weeks worth of activity for that course that occurred after July 1. For guidance on calculating total clock hour activity, refer to the 12-month Enrollment survey component instructions.

Credit Hour Reporting:

Report all activity for a 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.

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2)

How is the estimate of full-time equivalent (FTE) students calculated?

The FTE enrollment estimate is calculated based on the total credit and/or clock hours reported in Part B and the institution's calendar system, as reported on the prior year Institutional Characteristics (IC) component. The following method is used to convert the credit and/or clock hours reported to an indicator of full-time equivalent students:

Clock Hour Reporters: Clock hours are divided by 900.

Quarter Calendar System: Undergraduate credit hours are divided by 45.

Semester/Trimester/4-1-4 Plan/Other Calendar System: Undergraduate credit hours are divided by 30.

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3)

The calculated FTE is not a reasonable estimate for my institution. What should I do?

First, double check the instructional activity data reported on the Part B screen. If your instructional activity data is accurate and the FTE calculation is not providing a reasonable FTE estimate for your institution, there is the option to report a more accurate FTE in Part B. This option should be used ONLY if the system calculation is not a reasonable estimate for your institution and would be misleading for comparison purposes among all IPEDS reporting institutions.

If a more accurate FTE is provided and an edit is received on that data entry, make sure to detail the methodology used to arrive at the reported FTE and explain why this is a better measure for the institution.

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