

Integrated Postsecondary Education Data System (IPEDS) 2022-23 through 2024-25

12-Month Enrollment (E12)

OMB No. 1850-0582 v.31

Submitted by:

National Center for Education Statistics (NCES)
Institute of Education Sciences
U.S. Department of Education

12-month Enrollment Package 2023-24 through 2024-2025 Data Collections

Contents

| | |
|---|-----------|
| Integrated Postsecondary Education Data System (IPEDS) 2023-24 through 2024-2025..... | 0 |
| 12-month Enrollment Package 2023-24 through 2024-2025 Data Collections..... | 1 |
| Changes for 2023-24..... | 2 |
| General..... | 2 |
| Institutions with graduate students..... | 2 |
| Changes for | 2 |
| Questions with varied applicability..... | 2 |
| Years that change across the 3 years of clearance..... | 2 |
| 12-month Enrollment Screens 2023-24 Data Collection..... | 3 |
| 12-month Enrollment Instructions 2023-24 Data Collection..... | 14 |
| 12-month Enrollment FAQs 2023-24 Data Collection..... | 23 |
| 12-month Enrollment Screens Data Collection..... | 29 |
| 12-month Enrollment Instructions Data Collection..... | 42 |
| 12-month Enrollment FAQs Data Collection..... | 52 |

Changes for 2023-24

Throughout the materials, additions are indicated in **red**, deletions are indicated in **red-strikethrough**.

| General | |
|--|---|
| Terminology Change | Rephrased all references to 'remedial education' and 'remedial courses' to 'developmental education' and 'developmental courses.' |
| Terminology Change | Rephrased 'dual enrolled students' terminology to 'high school students enrolled in college courses for credit' for clarity. |
| New FAQ | FAQ #7 [General] has been added regarding including incarcerated students in reporting. |
| New FAQ | FAQ #10 [General] has been added regarding experimental site participants. |
| FAQ Clarification | FAQ #5 [Unduplicated Count/Part A] has been updated regarding race/ethnicity reporting for undocumented and DACA students. |
| FAQ Clarification | FAQ #15 [Unduplicated Count/Part A] has been updated regarding reporting undergraduate students who previously enrolled as non-degree-seeking students and reenroll as degree-seeking students. |
| FAQ Clarification | FAQ #2 [Instructional Activity and FTE/Part B] has been revised for clarity regarding reporting the estimate of full-time equivalent (FTE) students. |
| Part A | |
| Gender Unknown or Another Gender | Revised survey materials related to Gender Unknown or Another Gender reporting, including non-reporting for small cell size. |
| Unduplicated Count by Distance Education | Added a note to Instructions regarding distance education enrollment reporting to ensure consistency with Fall Enrollment (EF) reporting. |
| Part B | |
| Instructional Activity and Full-Time Equivalent Enrollment | Revised text and organization of Instructions regarding instructional activity and full-time equivalent enrollment (no changes were made to methodology or reporting guidelines). |

Questions with varied applicability

Some questions are not applicable to all institutions. Please see the table below for information. In the materials below, variability is indicated with **[purple]**.

| | |
|---------|---|
| Part A. | There are 3 variations within the screens and instructions: <ul style="list-style-type: none"> • Applicable to degree-granting institutions only. • Applicable to public non-degree-granting institutions only. • Applicable to private non-degree-granting institutions only. |
| Part A. | Graduate screens and questions: Applicable to institutions with graduate students only. |
| Part B. | Doctor's-professional practice questions: Applicable to institutions with graduate students only. |

Years that change across the 3 years of clearance

Dates change for some elements depending on the collection year. Please see the table below for information. Dates currently included throughout the materials are for the data collection and are highlighted in **green**.

| | |
|--|---|
| 12-month reporting period | 2022-23 collection: July 1, 2021 – June 30, 2022 2023-24 collection: July 1, 2022 – June 30, 2023 2024-2025 collection: July 1, 2023 – June 30, 2024 |
| Current reporting period (shortened version) | 2022-23 collection: 2021-22 2023-24 collection: 2022-23 2024-25 collection: 2023-24 |
| Prior reporting period (shortened version) | 2022-23 collection: 2020-21 2023-24 collection: 2021-22 2024-25 collection: 2022-23 |

12-month Enrollment Screens

12-month Enrollment Overview

The 12-month Enrollment survey 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 at the undergraduate and graduate level is estimated (4-year institutions only). Institutions with Doctor's - professional practice students will also report the FTE enrollment of those students (4-year institutions only). 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 in reporting:

The following changes were implemented for the 2023-24 data collection period:

- Rephrased "remedial education" terminology in survey materials to "developmental education," including Glossary terms
- Rephrased "dual enrolled students" terminology in survey materials to "high school students enrolled in college courses for credit"
- Added new Part C to collect counts of high school students enrolled in college courses for credit
- Revised survey materials related to Gender Unknown or Another Gender enrollment reporting in Part A, including non-reporting for small cell size
- Added FAQ regarding including incarcerated students in for-credit enrollment reporting
- Revised FAQ regarding enrollment reporting for degree-seeking students who were previously enrolled as non-degree-seeking
- Revised FAQ with an additional note about verification of F-1 visa status for undocumented and DACA students
- Added a note to Instructions regarding distance education enrollment reporting to ensure consistency with Fall Enrollment (EF) reporting
- Revised text and organization of Instructions regarding instructional activity and full-time equivalent enrollment (Note: no changes were made to methodology or reporting guidelines)
- Revised FAQ for clarity regarding reporting the estimate of full-time equivalent (FTE) students
- Added FAQ regarding experimental site participants

Resources:

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

If you have questions about completing this survey component, 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. [\[4-year institutions only\]](#)

| | |
|---------------------|---|
| Radio button option | Clock hours |
| Radio button option | Credit hours |
| Radio button option | 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 [Applicable to degree-granting institutions only]

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

July 1, 2022 - June 30, 2023

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

| Enrolled for <u>credit</u> | Degree/certificate-seeking | | | Total degree/certificate-seeking | Non-degree/ non-certificate-seeking | Total, Full-time undergraduate students |
|---|----------------------------|------------------|--------------------------|----------------------------------|--|---|
| | First-time | Non-first-time | | | | |
| | | Transfer-in | Continuing/ Returning | | | |
| U.S. Nonresident | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Hispanic/Latino | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| American Indian or Alaska Native | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Asian | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Black or African American | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Native Hawaiian or Other Pacific Islander | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| White | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Two or More Races | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Race and Ethnicity Unknown | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Total men | Calculated value | Calculated value | Calculated value | Calculated value | Calculated value | Calculated value |
| Total men prior year | Prior year value | Prior year value | Prior year value | Prior year value | Prior year value | Prior year value |

Women

| Enrolled for <u>credit</u> | Degree/certificate-seeking | | | Total degree/certificate-seeking | Non-degree/ non-certificate-seeking | Total, Full-time undergraduate students |
|---|----------------------------|------------------|--------------------------|----------------------------------|--|---|
| | First-time | Non-first-time | | | | |
| | | Transfer-in | Continuing/ Returning | | | |
| U.S. Nonresident | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Hispanic/Latino | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| American Indian or Alaska Native | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Asian | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Black or African American | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Native Hawaiian or Other Pacific Islander | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| White | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Two or More Races | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Race and Ethnicity Unknown | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Total women | Calculated value | Calculated value | Calculated value | Calculated value | Calculated value | Calculated value |
| Total women prior year | Prior year value | Prior year value | Prior year value | Prior year value | Prior year value | Prior year value |

| | | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|------------------|
| Grand total (2022-23) | Calculated value | Calculated value | Calculated value | Calculated value | Calculated value | Calculated value |
| Prior year data: | | | | | | |
| Grand total (men+women) prior year | Prior year value | Prior year value | Prior year value | Prior year value | Prior year value | Prior year value |
| Total Full-time undergraduate enrollment Fall 2022 NOTE: Grand total (2022-23) calculated above is expected to be greater than total Full-time undergraduate enrollment Fall 2022. | Preload, EF | Preload, EF | Preload, EF | Preload, EF | Preload, EF | Preload, EF |

Part A - Unduplicated Count for Full-time Undergraduate Students [Applicable to public non-degree-granting institutions only]

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

July 1, 2022 - June 30, 2023

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

| | <u>First-time, certificate-seeking</u> | Other certificate-seeking | Non-certificate-seeking | <u>Total, full-time Undergraduate students</u> |
|--|--|---------------------------|-------------------------|--|
| <u>U.S. Nonresident</u> | Reported value | Reported value | Reported value | Calculated value |
| <u>Hispanic/Latino</u> | Reported value | Reported value | Reported value | Calculated value |
| <u>American Indian or Alaska Native</u> | Reported value | Reported value | Reported value | Calculated value |
| <u>Asian</u> | Reported value | Reported value | Reported value | Calculated value |
| <u>Black or African American</u> | Reported value | Reported value | Reported value | Calculated value |
| <u>Native Hawaiian or Other Pacific Islander</u> | Reported value | Reported value | Reported value | Calculated value |
| <u>White</u> | Reported value | Reported value | Reported value | Calculated value |
| Two or More Races | Reported value | Reported value | Reported value | Calculated value |
| <u>Race and Ethnicity Unknown</u> | Reported value | Reported value | Reported value | Calculated value |
| Total men | Calculated value | Calculated value | Calculated value | Calculated value |
| Total men prior year | Prior year value | Prior year value | Prior year value | Prior year value |

Women

| | <u>First-time, certificate-seeking</u> | Other certificate-seeking | Non-certificate-seeking | <u>Total, full-time Undergraduate students</u> |
|--|--|---------------------------|-------------------------|--|
| <u>U.S. Nonresident</u> | Reported value | Reported value | Reported value | Calculated value |
| <u>Hispanic/Latino</u> | Reported value | Reported value | Reported value | Calculated value |
| <u>American Indian or Alaska Native</u> | Reported value | Reported value | Reported value | Calculated value |
| <u>Asian</u> | Reported value | Reported value | Reported value | Calculated value |
| <u>Black or African American</u> | Reported value | Reported value | Reported value | Calculated value |
| <u>Native Hawaiian or Other Pacific Islander</u> | Reported value | Reported value | Reported value | Calculated value |
| <u>White</u> | Reported value | Reported value | Reported value | Calculated value |
| Two or More Races | Reported value | Reported value | Reported value | Calculated value |
| <u>Race and Ethnicity Unknown</u> | Reported value | Reported value | Reported value | Calculated value |
| Total women | Calculated value | Calculated value | Calculated value | Calculated value |
| Total women prior year | Prior year value | Prior year value | Prior year value | Prior year value |

| | | | | |
|---|------------------|------------------|------------------|------------------|
| Grand total (2022-23) | Calculated value | Calculated value | Calculated value | Calculated value |
| Prior year data: | | | | |
| Grand total (men+women) prior year | | | | |
| Total Full-time undergraduate enrollment Fall 2022 | | | | |
| NOTE: Grand total (2022-23) calculated above is expected to be greater than total Full-time undergraduate enrollment Fall 2022. | Preload, EF | Preload, EF | Preload, EF | Preload, EF |

Part A - Unduplicated Count for Full-time Undergraduate Students [Applicable to private non-degree-granting institutions only]

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

July 1, 2022 - June 30, 2023

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

| | First-time, certificate-seeking | All other | Total, full-time Undergraduate students |
|---|---------------------------------|------------------|---|
| U.S. Nonresident | Reported value | Reported value | Calculated value |
| Hispanic/Latino | Reported value | Reported value | Calculated value |
| American Indian or Alaska Native | Reported value | Reported value | Calculated value |
| Asian | Reported value | Reported value | Calculated value |
| Black or African American | Reported value | Reported value | Calculated value |
| Native Hawaiian or Other Pacific Islander | Reported value | Reported value | Calculated value |
| White | Reported value | Reported value | Calculated value |
| Two or More Races | Reported value | Reported value | Calculated value |
| Race and Ethnicity Unknown | Reported value | Reported value | Calculated value |
| Total men | Calculated value | Calculated value | Calculated value |
| Total men prior year | Prior year value | Prior year value | Prior year value |

Women

| | First-time, certificate-seeking | All other | Total, full-time Undergraduate students |
|---|---------------------------------|------------------|---|
| U.S. Nonresident | Reported value | Reported value | Calculated value |
| Hispanic/Latino | Reported value | Reported value | Calculated value |
| American Indian or Alaska Native | Reported value | Reported value | Calculated value |
| Asian | Reported value | Reported value | Calculated value |
| Black or African American | Reported value | Reported value | Calculated value |
| Native Hawaiian or Other Pacific Islander | Reported value | Reported value | Calculated value |
| White | Reported value | Reported value | Calculated value |
| Two or More Races | Reported value | Reported value | Calculated value |
| Race and Ethnicity Unknown | Reported value | Reported value | Calculated value |
| Total women | Reported value | Reported value | Calculated value |
| Total women prior year | Prior year value | Prior year value | Prior year value |

| | | | |
|--|------------------|------------------|------------------|
| Grand total (2022-23) | Calculated value | Calculated value | Calculated value |
| Prior year data | | | |
| Grand total (men+women) prior year | Prior year value | Prior year value | Prior year value |
| Total Full-time undergraduate enrollment Fall 2022 <i>NOTE: Grand total (2022-23) calculated above is expected to be greater than total Full-time undergraduate enrollment Fall 2022.</i> | Preload, EF | Preload, EF | Preload, EF |

Part A - Unduplicated Count for Part-time Undergraduate Students [\[Applicable to degree-granting institutions only\]](#)

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

July 1, 2022 - June 30, 2023

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

| Enrolled for <u>credit</u> | <u>Degree/certificate-seeking</u> | | | Total degree/certificate-seeking | <u>Non-degree/non-certificate-seeking</u> | Total, <u>Part-time undergraduate students</u> |
|--|-----------------------------------|-----------------------|-----------------------------|----------------------------------|---|--|
| | <u>First-time</u> | <u>Non-first-time</u> | | | | |
| | | <u>Transfer-in</u> | <u>Continuing/Returning</u> | | | |
| <u>U.S. Nonresident</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>Hispanic/Latino</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>American Indian or Alaska Native</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>Asian</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>Black or African American</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>Native Hawaiian or Other Pacific Islander</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>White</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>Two or More Races</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>Race and Ethnicity Unknown</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Total men | Calculated value | Calculated value | Calculated value | Calculated value | Calculated value | Calculated value |
| Total men prior year | Prior year value | Prior year value | Prior year value | Prior year value | Prior year value | Prior year value |

Women

| Enrolled for <u>credit</u> | <u>Degree/certificate-seeking</u> | | | Total degree/certificate-seeking | <u>Non-degree/non-certificate-seeking</u> | Total, <u>Part-time undergraduate students</u> |
|--|-----------------------------------|-----------------------|-----------------------------|----------------------------------|---|--|
| | <u>First-time</u> | <u>Non-first-time</u> | | | | |
| | | <u>Transfer-in</u> | <u>Continuing/Returning</u> | | | |
| <u>U.S. Nonresident</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>Hispanic/Latino</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>American Indian or Alaska Native</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>Asian</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>Black or African American</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>Native Hawaiian or Other Pacific Islander</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>White</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>Two or More Races</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| <u>Race and Ethnicity Unknown</u> | Reported value | Reported value | Reported value | Calculated value | Reported value | Calculated value |
| Total women | Calculated value | Calculated value | Calculated value | Calculated value | Calculated value | Calculated value |
| Total women prior year | Prior year value | Prior year value | Prior year value | Prior year value | Prior year value | Prior year value |

| | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|
| Grand total (2022-23) | Calculated value | Calculated value | Calculated value | Calculated value | Calculated value | Calculated value |
| Prior year data: | | | | | | |
| Grand total (men+women) prior year | Prior year value | Prior year value | Prior year value | Prior year value | Prior year value | Prior year value |
| Total Part-time undergraduate enrollment Fall 2022 <i>NOTE: Grand total (2022-23) calculated above is expected to be greater than total Part-time undergraduate enrollment Fall 2022.</i> | Preload, EF | Preload, EF | Preload, EF | Preload, EF | Preload, EF | Preload, EF |

Part A - Unduplicated Count for Part-time Undergraduate Students [Applicable to public non-degree-granting institutions only]

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

July 1, 2022 - June 30, 2023

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

Men

| | First-time, certificate-seeking | Other certificate-seeking | Non-certificate-seeking | Total, full-time Undergraduate students |
|---|---------------------------------|---------------------------|-------------------------|---|
| U.S. Nonresident | Reported value | Reported value | Reported value | Calculated value |
| Hispanic/Latino | Reported value | Reported value | Reported value | Calculated value |
| American Indian or Alaska Native | Reported value | Reported value | Reported value | Calculated value |
| Asian | Reported value | Reported value | Reported value | Calculated value |
| Black or African American | Reported value | Reported value | Reported value | Calculated value |
| Native Hawaiian or Other Pacific Islander | Reported value | Reported value | Reported value | Calculated value |
| White | Reported value | Reported value | Reported value | Calculated value |
| Two or More Races | Reported value | Reported value | Reported value | Calculated value |
| Race and Ethnicity Unknown | Reported value | Reported value | Reported value | Calculated value |
| Total men | Calculated value | Calculated value | Calculated value | Calculated value |
| Total men prior year | Prior year value | Prior year value | Prior year value | Prior year value |

Women

| | First-time, certificate-seeking | Other certificate-seeking | Non-certificate-seeking | Total, full-time Undergraduate students |
|---|---------------------------------|---------------------------|-------------------------|---|
| U.S. Nonresident | Reported value | Reported value | Reported value | Calculated value |
| Hispanic/Latino | Reported value | Reported value | Reported value | Calculated value |
| American Indian or Alaska Native | Reported value | Reported value | Reported value | Calculated value |
| Asian | Reported value | Reported value | Reported value | Calculated value |
| Black or African American | Reported value | Reported value | Reported value | Calculated value |
| Native Hawaiian or Other Pacific Islander | Reported value | Reported value | Reported value | Calculated value |
| White | Reported value | Reported value | Reported value | Calculated value |
| Two or More Races | Reported value | Reported value | Reported value | Calculated value |
| Race and Ethnicity Unknown | Reported value | Reported value | Reported value | Calculated value |
| Total women | Calculated value | Calculated value | Calculated value | Calculated value |
| Total women prior year | Prior year value | Prior year value | Prior year value | Prior year value |

| | | | | |
|--|------------------|------------------|------------------|------------------|
| Grand total (2022-23) | Calculated value | Calculated value | Calculated value | Calculated value |
| Prior year data: | | | | |
| Grand total (men+women) prior year | Prior year value | Prior year value | Prior year value | Prior year value |
| Total Part-time undergraduate enrollment Fall 2022 <i>NOTE: Grand total (2022-23) calculated above is expected to be greater than total Part-time undergraduate enrollment Fall 2022.</i> | Preload, EF | Preload, EF | Preload, EF | Preload, EF |

Part A - Unduplicated Count for Part-time Undergraduate Students [Applicable to private non-degree-granting institutions only]

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

July 1, 2022 - June 30, 2023

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

| | First-time, certificate-seeking | All other | Total, part-time Undergraduate students |
|---|---------------------------------|------------------|---|
| U.S. Nonresident | Reported value | Reported value | Calculated value |
| Hispanic/Latino | Reported value | Reported value | Calculated value |
| American Indian or Alaska Native | Reported value | Reported value | Calculated value |
| Asian | Reported value | Reported value | Calculated value |
| Black or African American | Reported value | Reported value | Calculated value |
| Native Hawaiian or Other Pacific Islander | Reported value | Reported value | Calculated value |
| White | Reported value | Reported value | Calculated value |
| Two or More Races | Reported value | Reported value | Calculated value |
| Race and Ethnicity Unknown | Reported value | Reported value | Calculated value |
| Total men | Calculated value | Calculated value | Calculated value |
| Total men prior year | Prior year value | Prior year value | Prior year value |

Women

| | First-time, certificate-seeking | All other | Total, part-time Undergraduate students |
|---|---------------------------------|------------------|---|
| U.S. Nonresident | Reported value | Reported value | Calculated value |
| Hispanic/Latino | Reported value | Reported value | Calculated value |
| American Indian or Alaska Native | Reported value | Reported value | Calculated value |
| Asian | Reported value | Reported value | Calculated value |
| Black or African American | Reported value | Reported value | Calculated value |
| Native Hawaiian or Other Pacific Islander | Reported value | Reported value | Calculated value |
| White | Reported value | Reported value | Calculated value |
| Two or More Races | Reported value | Reported value | Calculated value |
| Race and Ethnicity Unknown | Reported value | Reported value | Calculated value |
| Total women | Calculated value | Calculated value | Calculated value |
| Total women prior year | Prior year value | Prior year value | Prior year value |

| | | | |
|---|------------------|------------------|------------------|
| Grand total (2022-23) | Calculated value | Calculated value | Calculated value |
| Prior year data | | | |
| Grand total (men+women) prior year | Prior year value | Prior year value | Prior year value |
| Total Part-time undergraduate enrollment Fall 2022 | | | |
| NOTE: Grand total (2022-23) calculated above is expected to be greater than total Part-time undergraduate enrollment Fall 2022. | Preload, EF | Preload, EF | Preload, EF |

Part A - Unduplicated Count for Graduate Students [Applicable to institutions with graduate students only]

12-month Unduplicated Count by Race/Ethnicity and Gender – Full-time and Part-time Graduate Students

July 1, 2022 - June 30, 2023

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
- Report **all** postbaccalaureate degree and certificate students as graduate students, **including any doctor's - professional practice students (formerly first-professional)**

Men

| Students enrolled for credit | Graduate students | | |
|---|-------------------|------------------|-------------------------|
| | Total full-time | Total part-time | Total graduate students |
| U.S. Nonresident | Reported value | Reported value | Calculated value |
| Hispanic/Latino | Reported value | Reported value | Calculated value |
| American Indian or Alaska Native | Reported value | Reported value | Calculated value |
| Asian | Reported value | Reported value | Calculated value |
| Black or African American | Reported value | Reported value | Calculated value |
| Native Hawaiian or Other Pacific Islander | Reported value | Reported value | Calculated value |
| White | Reported value | Reported value | Calculated value |
| Two or More Races | Reported value | Reported value | Calculated value |
| Race and Ethnicity Unknown | Reported value | Reported value | Calculated value |
| Total men | Calculated value | Calculated value | Calculated value |
| Total men prior year | Prior year value | Prior year value | Prior year value |

Women

| Students enrolled for credit | Graduate students | | |
|---|-------------------|------------------|-------------------------|
| | Total full-time | Total part-time | Total graduate students |
| U.S. Nonresident | Reported value | Reported value | Calculated value |
| Hispanic/Latino | Reported value | Reported value | Calculated value |
| American Indian or Alaska Native | Reported value | Reported value | Calculated value |
| Asian | Reported value | Reported value | Calculated value |
| Black or African American | Reported value | Reported value | Calculated value |
| Native Hawaiian or Other Pacific Islander | Reported value | Reported value | Calculated value |
| White | Reported value | Reported value | Calculated value |
| Two or More Races | Reported value | Reported value | Calculated value |
| Race and Ethnicity Unknown | Reported value | Reported value | Calculated value |
| Total women | Calculated value | Calculated value | Calculated value |
| Total women prior year | Prior year value | Prior year value | Prior year value |

| | | | |
|---|------------------|------------------|------------------|
| Grand total (2022-23) | Calculated value | Calculated value | Calculated value |
| Prior year data: | | | |
| Grand total (men+women) prior year | Prior year value | Prior year value | Prior year value |
| Total Full-time undergraduate enrollment Fall 2022 <i>NOTE: Grand total (2022-23) calculated above is expected to be greater than total Graduate enrollment Fall 2022.</i> | Preload, EF | Preload, EF | Preload, EF |

Part A – 12-month Enrollment – Gender Unknown or Another Gender than Provided Categories
12-month Unduplicated Count by Gender Unknown or Another Gender than Provided 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 2023-24 data collection? If you indicate 'No, my institution does not collect data on another gender,' ~~your institution should~~ leave the cells in the rows for 'Another gender' blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0'.

Undergraduate students:

| | |
|---------------------|--|
| Radio button option | Yes |
| Radio button option | No, some cells will have a value of less than 5 students (do not report) |
| Radio button option | No, my institution does not collect data on another gender |

Graduate students:

| | |
|---------------------|--|
| Radio button option | Yes |
| Radio button option | No, some cells will have a value of less than 5 students (do not report) |
| Radio button option | No, my institution does not collect data on another gender |

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 | Graduate students [Applicable to institutions with graduate students only] |
| Grand total [Carried forward] | Carried forward | Carried forward |
| Gender unknown (i.e., gender information is not known or not collected). | Reported value | Reported value |
| Another gender (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]). | Reported value | Reported value |
| Total of Gender unknown + Another gender [Calculated value] | Calculated value | Calculated value |
| Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women] [Calculated value] | Calculated value | Calculated value |

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 – 12-month Enrollment by Distance Education Status
12-month Unduplicated Count - Distance Education Status
 July 1, 2022 - June 30, 2023

| | Undergraduate Students | | Graduate Students |
|---|----------------------------|------------------------------------|--|
| | Degree/certificate-seeking | Non-degree/non-certificate-seeking | [Applicable to institutions with graduate students only] |
| Students <i>enrolled exclusively</i> in distance education courses | Reported value | Reported value | Reported value |
| Students <i>enrolled in at least one but not all</i> distance education courses | Reported value | Reported value | Reported value |
| Students <i>not enrolled in any</i> distance education courses | Calculated value | Calculated value | Calculated value |
| Total (Carried forward from prior part A screens) | Carried forward | Carried forward | Carried forward |

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, 2022 - June 30, 2023

Instructional Activity Reporting Reminder:

- Instructional activity is used to calculate an IPEDS FTE based on the institution's reported calendar system.
- Graduate credit hour activity should not include any doctor's - professional practice activity, the total of those students' FTE is entered separately instead.

FTE Reporting Reminder:

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

Instructional Activity

| | 2022-23 total activity | Prior year data |
|--|------------------------|------------------|
| Undergraduate level: | | |
| <u>Clock hour activity</u> | Reported value | Prior year value |
| <u>Credit hour activity</u> | Reported value | Prior year value |
| Graduate level: [Applicable to institutions with graduate students only] | | |
| <u>Credit hour activity</u> (Do not include doctor's-professional practice instructional activity here; the total FTE of those students should be entered separately below) | Reported value | Prior year value |

Full-Time Equivalent (FTE) of Students [\[Applicable to institutions with Doctor's-professional practice students only\]](#)

| | 2022-23 total activity | Prior year data |
|--|------------------------|------------------|
| Doctor's - professional practice level: | | |
| <u>Doctor's - professional practice FTE student estimate</u> | Reported value | Prior year value |

Full-Time Equivalent (FTE) of Students

| Calendar system (as reported on the prior year IC Header survey component): | Preload, IC | | |
|--|---------------------------|-------------------------------------|---------------------------|
| 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. | | | |
| Please provide your best estimate of undergraduate and graduate 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 2022-23 | Institution reported FTE 2022-23 | Prior year FTE 2021-22 |
| Undergraduate student FTE | Calculated value | Reported value | Prior year value |
| Graduate student FTE (excluding doctor's - professional practice student FTE) [Applicable to institutions with graduate students only] | Calculated value | Reported value | Prior year value |
| Doctor's - professional practice student FTE [Applicable to institutions with Doctor's-professional practice students only] | Calculated value | Calculated value | Prior year value |
| Total FTE student enrollment | Calculated value | Calculated value | Prior year value |

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

Part C – Unduplicated Count of Dual Enrolled Students
12-month Unduplicated Count of Dual Enrolled Students

July 1, 2022 - June 30, 2023

Reporting Reminders:

- The number of **dual-enrolled-high school** students **enrolled in college courses for credit** was reported in Part A as part of the non-degree/non-certificate-seeking unduplicated enrollment.
 - o The number of **dual-enrolled-high school** students **enrolled in college courses for credit** reported in Part C will have some duplication with the non-degree/non-certificate-seeking enrollment students reported in Part A.
 - o The number of **dual-enrolled-high school** students **enrolled in college courses for credit** reported in Part C should be less than the number of non-degree/non-certificate-seeking students reported in Part A unless all non-degree/non-certificate-seeking students at your institution are **dual-enrolled-high school** students **enrolled in college courses for credit**.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

| | |
|---|-----------------|
| In Part A, your institution reported the following number of students in the non-degree/non-certificate-seeking unduplicated headcount. | Carried forward |
|---|-----------------|

| | High school students enrolled in college courses for credit (Dual-enrolled) | | Total |
|---|--|------------------|------------------|
| | Men | Women | |
| <u>U.S. Nonresident</u> | Reported value | Reported value | Calculated value |
| <u>Hispanic/Latino</u> | Reported value | Reported value | Calculated value |
| <u>American Indian or Alaska Native</u> | Reported value | Reported value | Calculated value |
| <u>Asian</u> | Reported value | Reported value | Calculated value |
| <u>Black or African American</u> | Reported value | Reported value | Calculated value |
| <u>Native Hawaiian or Other Pacific Islander</u> | Reported value | Reported value | Calculated value |
| <u>White</u> | Reported value | Reported value | Calculated value |
| <u>Two or More Races</u> | Reported value | Reported value | Calculated value |
| <u>Race and Ethnicity Unknown</u> | Reported value | Reported value | Calculated value |
| Total | Calculated value | Calculated value | Calculated value |
| Total prior year [This row will be added in the 2024-25 data collection] | Prior year value | Prior year value | Prior year value |

12-month Enrollment Instructions

Purpose of the Survey Component

Changes in Reporting

General Instructions

Reporting Period Covered
Context Boxes

Coverage

Who To Include
Who To Exclude

Where to Get Help for Reporting

IPEDS Help Desk
AIR Website
IPEDS Website Resources

Where the Reported Data Will Appear

Institution Level
Aggregate Level

Reporting Directions

Screening Question
Reporting Individuals by Racial/Ethnic Categories
Part A: Unduplicated Count by Student Level, Race/Ethnicity, and Gender
Part B: Instructional Activity and Full-Time Equivalent Enrollment

Purpose of Survey Component

The purpose of the 12-month Enrollment survey 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. For undergraduate students, unduplicated enrollment counts are collected by gender, attendance status (full-time, part-time), race/ethnicity, applicable progression statuses (e.g., first-time (entering), transfer-in (non-first-time entering), continuing/returning), and applicable degree/certificate-seeking statuses (e.g., degree/certificate-seeking or non-degree/non-certificate-seeking). For graduate students, data are collected by attendance status (full-time, part-time), race/ethnicity and gender. Instructional activity is collected as total credit and/or clock hours attempted at all enrollment levels. A full-time equivalent (FTE) student enrollment at the undergraduate and graduate levels is estimated using the instructional activity data reported.

Changes in reporting

The following changes were implemented for the 2023-24 data collection period:

- Rephrased “remedial education” terminology in survey materials to “developmental education,” including Glossary terms
- Rephrased “dual enrolled students” terminology in survey materials to “high school students enrolled in college courses for credit”
- Added new Part C to collect counts of high school students enrolled in college courses for credit
- Revised survey materials related to Gender Unknown or Another Gender enrollment reporting in Part A, including non-reporting for small cell size
- Added FAQ regarding incarcerated students in for-credit enrollment reporting
- Revised FAQ regarding enrollment reporting for degree-seeking students who were previously enrolled as non-degree-seeking
- Revised FAQ with an additional note about verification of F-1 visa status for undocumented and DACA students
- Added a note to Instructions regarding distance education enrollment reporting to ensure consistency with Fall Enrollment (EF) reporting
- Revised text and organization of Instructions regarding instructional activity and full-time equivalent enrollment (Note: no changes were made to methodology or reporting guidelines)
- Revised FAQ for clarity regarding reporting the estimate of full-time equivalent (FTE) students
- Added FAQ regarding experimental site participants

General Instructions

Reporting Period Covered

The 12-month reporting period is **July 1, 2022 - June 30, 2023**.

Context Boxes

Context boxes are provided to allow institutions to provide more information regarding the 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 college courses for credit
- Students taking **remedial developmental** 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)
- **Students who are incarcerated (e.g., postsecondary prison education program)**
- Graduate students enrolled for thesis credits, even when zero credits are awarded, as these students are still enrolled and seeking their degree [**4-year institutions with graduate 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
- Residents or interns in doctor's - professional practice programs, since they have already received their doctor's degree [4-year institutions with graduate students]
- **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 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 survey 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 survey component.

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 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 includes 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.

Determining Attendance Status (Full-Time vs. Part-Time) [Applicable to degree-granting institutions]

The attendance status 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 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 degree/certificate-seeking undergraduate student. Similarly, if a graduate 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 graduate 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.

Determining Attendance Status (Full-Time vs. Part-Time) [Applicable to public 2-and less-than-2-year institutions]

The attendance status 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.

Determining Attendance Status (Full-Time vs. Part-Time) [Applicable to private 2-and less-than-2-year institutions]

The attendance status of students is determined on the first full term (i.e., semester or quarter) at entry. For example, if a transfer-in (all 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, all 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 [Applicable to degree-granting institutions]

On this screen, include all students enrolled for credit, full-time at the undergraduate level at any time during the **July 1, 2022 - June 30, 2023** 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/drop period. If there is no official add/drop period, report as of the 15th day of each full term, 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 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)

Full-time, transfer-in (non-first-time entering) degree/certificate-seeking undergraduate students

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/returning degree/certificate-seeking undergraduate students

In column 3, report the total number of continuing or returning (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 displayed on the survey component 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
- Students admitted with graduate standing should be counted as graduate students, even if they are taking some undergraduate courses [\[4-year institutions with graduate students\]](#)
- If a student's attendance level (undergraduate or graduate) changes during the 12-month period, count the student's attendance level as of entry to the institution for the first full term (i.e., typically the fall or spring terms for academic reporters). For example: If a student is an undergraduate in the fall and a graduate student in the spring, count the student as an undergraduate student [\[4-year institutions with graduate students\]](#)
- Doctor's - professional practice students (formerly called first-professional students) should be counted in the graduate student enrollment counts for Part A [\[4-year institutions with graduate students\]](#)

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 (2023-24). The second is the total fall enrollment from Fall 2023, as reported on the Fall Enrollment survey component. Since the Fall 2023 enrollment falls within the 12-month period currently being reported (2022-23), the 12-month unduplicated count must be greater than or equal to the Fall 2023 total enrollment.

Part A: Unduplicated Count of Full-Time Undergraduate Students by Race/Ethnicity and Gender [\[Applicable to non-degree-granting institutions only\]](#)

On this screen, include all students enrolled for credit, full-time at the undergraduate level at any time during the July 1, 2024 – June 30, 2025 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/drop period. If there is no official add/drop period, report as of the 15th day of each full term, 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 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 [\[This sub-section is applicable to public 2-and less-than-2-year institutions\]](#)

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/returning 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 [\[This sub-section is applicable to public 2-and less-than-2-year institutions\]](#)

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 displayed on the survey component 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 (2023-24). The second is the total fall enrollment from Fall 2023, as reported on the Fall Enrollment survey component. Since the Fall 2023 enrollment falls within the 12-month period currently being reported (2022-23), the 12-month unduplicated count must be greater than or equal to the Fall 2023 total enrollment.

Full-time, All other undergraduate students [This sub-section is applicable to private 2-and less-than-2-year institutions]

In column 2, report the total number of all other (i.e., not first-time) full-time 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/returning 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.
- non-certificate-seeking 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 3) will be calculated by the system and displayed on the survey component screen.

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 of Graduate Students by Attendance Status, Race/Ethnicity and Gender [4-year institutions with graduate students]

Report graduate students enrolled for credit at any time during the July 1, 2022 - June 30, 2023 reporting period. Students are reported by attendance status, gender and race/ethnicity.

Number of Students Enrolled for Credit: The number of students enrolled for credit at the close of the official add/drop period. If there is no official add/drop period, report as of the 15th day of each full term, 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.

In column 1, report the total number of graduate students enrolled full time. In column 2, report the total number of graduate students enrolled part time. The attendance status of students is determined on the first full term at entry.

Once you save the data by clicking the 'Verify and Save' button, the 'Total graduate students' (column 3) will be calculated by the system and displayed on the survey component screen.

Student Level Reporting Reminders:

- Students who already hold a bachelor's degree but are enrolled as an undergraduate for additional undergraduate courses should be reported as undergraduate students
- Students admitted with graduate standing should be counted as graduate students, even if they are taking some undergraduate courses
- If a student's level (undergraduate or graduate) changes during the 12-month period, count the student at his/her initial level of enrollment. For example: If a student is an undergraduate student in the fall and a graduate student in the spring, count the student as an under-graduate student.
- Doctor's – professional practice students (formerly called first-professional students) should be counted in the graduate student enrollment counts for Part A.

Part A: 12-month Enrollment – Gender Unknown or another gender than Provided Categories

Of the total undergraduate and graduate reported on previous Part A screens, indicate how many students you had to allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories (Men/Women). If your institution **does not collect data on another gender, cannot currently report 'Another gender'** please select 'No, my institution does not collect data on another gender' to the question and leave the cells in the 'Another gender' row blank (do not input 0s). **If your institution collects data on another gender, but some cells will have a value of less than 5 students, please select 'No, some cells will have a value of less than 5 students,' do not report the data and leave the cells in the rows for 'Another gender' blank.** If you indicate 'Yes', but no students identified as another gender, please enter '0' in the appropriate row(s).

Part A: Unduplicated Count by Distance Education Status [Applicable to degree-granting institutions only]

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

- 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. **Note: Students reported in the prior-year Fall Enrollment (EF) survey component as "enrolled in at least one but not all distance education courses" must also be reported in this same category for the current-year 12-month Enrollment (E12) survey component, as there was at least some portion of the 12-month reporting period in which the student enrolled in both distance education and non-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/returning), non-degree/non-certificate-seeking undergraduate students and graduate 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.

Part A: Unduplicated Count by Distance Education Status [Applicable to non-degree-granting institutions only]

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

- 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 + all other (non-first-time entering + continuing/returning) and, non-certificate-seeking undergraduate students.

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, 2022 - June 30, 2023. The instructional activity data reported will be used by the Data Collection System to calculate full-time equivalent (FTE) student enrollment at the institution.

Step 1: Institution Reports Total Instructional Activity

The IPEDS keyholder reports total instructional activity attempted in clock hours and/or credit hours. **Do not convert clock hour activity into credit hour activity, and vice versa.**

Option A: Reporting Clock Hour Activity

First, calculate total clock hour activity by course. **Include only courses offered for credit that are measured in clock hours** (see the IPEDS Glossary for the definition of "credit course").

- 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/drop period. If there is no official add/drop period, report as of the 15th day of each full term, and the 5th day of each summer session or short term.

Second, calculate total clock hour activity for the institution by adding each calculated total clock hour activity by course. Report this aggregate value on the survey form.

Example Calculation: Total clock hour activity for Institution ABC.

Institution ABC offers 3 courses during the July 1, 2022 - June 30, 2023 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:

- $15,000 \text{ hours} + 3,500 \text{ hours} + 3,000 \text{ hours} = 21,500 \text{ hours}$

Third, once you have reported total instructional activity information, click "save" and the FTE student enrollment will be calculated and appear on the screen.

Note:

Reporting Reminder:

- 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: $40 \text{ weeks} * 15 \text{ hours per week} * 30 \text{ students} = 18,000 \text{ clock hours}$.

Option B: Reporting Credit Hour Activity

First, calculate total credit hour activity by course. **Include only courses offered for credit that are measured in credit hours** (see the IPEDS Glossary for the definition of "credit course").

- 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/drop period. If there is no official add/drop period, report as of the 15th day of each full term, and the 5th day of each summer session or short term.

Second, calculate total credit hour activity for the institution by adding each calculated total credit hour activity by course. Report this aggregate value on the survey form.

Example Calculation: Total credit hour activity for Institution **BDEZ**.

Institution **BDEZ** offers 3 courses during the **July 1, 2022 - June 30, 2023** 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:

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

Third, once you have reported total instructional activity information, click "save" and the FTE student enrollment will be calculated and appear on the screen.

[4-year institutions with graduate students] Report credit hour activity by course level, if applicable to your institution. The level of each course (undergraduate or graduate) should be the level of the course as designated by the institution. If there are courses that cannot be assigned to a single level (i.e., if some courses serve both undergraduate and graduate students), partition the enrollment in the course based on the level of the student. For example, a 3-credit course has 5 graduate students and 10 undergraduate students enrolled. The total credit hour activity for the course is 45 hours (3×15). The undergraduate credit hour activity for the course is 30 hours (3×10), and the graduate credit hour activity for the course is 15 hours (3×5).

Reporting Reminder:

Note:

- **[4-year institutions with graduate students]** Report credit hour activity by course level, if applicable to your institution. The level of each course (undergraduate or graduate) should be the level of the course as designated by the institution. If there are courses that cannot be assigned to a single level (i.e., if some courses serve both undergraduate and graduate students), partition the enrollment in the course based on the level of the student. For example, a 3-credit course has 5 graduate students and 10 undergraduate students enrolled. The **total** credit hour activity for the course is 45 hours (3×15). The **undergraduate** credit hour activity for the course is 30 hours (3×10), and the **graduate** credit hour activity for the course is 15 hours (3×5).
- 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, report as of the 15th day of each full term, and the 5th day of each summer session or short term.
- **[4-year institutions with graduate students]** **For Graduate Level Instructional Activity Reporting, Reminder: B** be sure to exclude doctor's - professional practice activity (formerly first-professional) from the graduate level instructional activity.
 - **[4-year institutions with graduate students]** If your institution has doctor's-professional practice students but does not see the section to report them on their survey component screens, you must contact the IPEDS Help Desk.

[4-year institutions with graduate students] Once you have entered the instructional activity information, then click "save" and the FTE student enrollment will be calculated and appear on the screen.

Step 2: Data Collection System Calculates FTE Enrollment

Full-Time Equivalent (FTE) Calculation

[4-year institutions with graduate students] Full-time equivalent (FTE) student enrollment, by level (undergraduate and graduate) will be calculated for the institution using the instructional activity data reported in Part B. ~~This total 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.

[2-year institutions and 4-year institutions without graduate students] 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.

[4-year institutions with graduate students] **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 **total** clock hours **reported** 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, and graduate credit hours are divided by 36. If Institution **BDEZ** 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, and graduate credit hours are divided by 24. If Institution **BDEZ** was an undergraduate program on the one of these systems, the FTE would be $170/30$, or approximately 6 students.

Step 3: Institution Confirms and Accepts Data Collection System FTE Enrollment Calculation - OR - Institution Provides "Institution Reported FTE"

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

- After double checking the instructional activity data reported, if the FTE count 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 below. This option should be used **ONLY** if the system calculated estimates are not reasonable for the institution and would be misleading for comparison purposes among all IPEDS reporting institutions.

[2-year institutions and 4-year institutions without graduate students] 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 **total** clock hours **reported** 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 **BDEZ** 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 **BDEZ** was an undergraduate program on one of these systems, the FTE would be 170/30, or approximately 6 students.

Step 3: Institution Confirms and Accepts Data Collection System FTE Enrollment Calculation - OR - Institution Provides "Institution Reported FTE"

- If these calculated FTE estimates are not reasonable for the institution, please **double check** the **clock hours and/or credit and/or clock** hours reported to ensure their accuracy. If the instructional activity data reported are inaccurate, then the calculated FTE estimate will also be inaccurate.
- After double checking the instructional activity data reported, if the FTE count 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 below. This option should be used **ONLY** if the system calculated estimates are not reasonable for the institution and would be misleading for comparison purposes among all IPEDS reporting institutions.

Part C: Unduplicated Count of Dual Enrolled Students

On this screen, include all dual enrolled students during the **July 1, 2022 – June 30, 2023** reporting period. Dual enrolled students are **high school** students who enroll in college courses **for credit** 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. Dual enrollment 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. Dual enrollment excludes: Credit-by-exam models such as Advanced Placement and International and a Baccalaureate in which the student is not enrolled in a postsecondary institution.

Dual-Enrolled High School Students enrolled in college courses for credit include students enrolled:

- within a dual enrollment program is defined as within an organized system with special guidelines that allows high school students to take college-level courses. The guidelines might have to do with entrance or eligibility requirements, funding, limits on course taking, etc. AND
- outside a dual enrollment program is defined as high school students who simply enroll in credit courses through your institution and are treated as regularly enrolled college students.

Number of Dual-Enrolled High School Students enrolled in college courses for credit: The number of high school students enrolled in college courses for credit at the close of the official add/drop period. If there is no official add/drop period, report as of the 15th day of each full term, 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.

12-month Enrollment FAQs Data Collection

| General | | |
|------------------------------|---|--|
| Numbering/ applicability | | FAQ |
| 4-year degree granting | 2-year degree granting and non- degree granting | |
| 1 | 1 | <p><u>Who should I include in my enrollment reporting?</u></p> <p>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."</p> |
| 2 | 2 | <p><u>What is the reporting period for 12-month enrollment?</u></p> <p>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.</p> |
| 3 | 3 | <p><u>What is the difference between 12-month enrollment and Fall enrollment?</u></p> <p>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.</p> |
| 5 | 4 | <p><u>Should I report students who are studying abroad?</u></p> <p>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:</p> <ul style="list-style-type: none"> • 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. |
| 6 | 5 | <p><u>Do I include students enrolled only in ESL programs (programs comprised exclusively of ESL courses) in enrollment?</u></p> <p>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.</p> |
| 7 | 6 | <p><u>Should incarcerated students be included in enrollment reporting?</u></p> <p>Include all students enrolled for credit even if enrolled at off-campus locations (e.g., federal or state penal institution). This includes, but is not limited to, students enrolled for credit in a recognized prison education program (PEP). Enrollment statuses for incarcerated students (e.g., full-/part-time, first-time/non-first-time, distance education) should be determined in the same way as all other students enrolled for credit.</p> |
| 78 | 67 | <p><u>I have a degree/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 2022-23 E12 counts?</u></p> <p>For students who start in the summer, the summer session is typically not considered a full term. Please use the following guidance:</p> <ul style="list-style-type: none"> • If a student starts in the summer of 2021 (prior to July 1), and they do NOT enroll in any additional terms in 2022-23, they are not to be included in the July 1, 2022 - June 30, 2023. 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 2022-23, they are still included in the 2022-23 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 2022-23 E12 counts. |

| | | |
|------------------------------------|---|--|
| 8-9 | 7-8 | <p><u>How can I ensure consistent reporting of degree/certificate-seeking undergraduates across EF, E12, and OM survey components?</u></p> <ul style="list-style-type: none"> 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). <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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 component. 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 component 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 months 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: <ul style="list-style-type: none"> 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). |
| 10 | 9 | <p>Should my institution, which is participating as a U.S. Department of Education experimental site, include experimental site participants in enrollment counts?</p> <p>No, exclude experimental site participants from reporting.</p> |
| Unduplicated Count (Part A) | | |
| Numbering/ applicability | | FAQ |
| 4-year degree granting | 2-year degree granting and non- degree granting | |
| 1 | 1 | <u>Why does the total 12-month enrollment need to be larger than the corresponding prior year fall enrollment?</u> |

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| | | The 12-month unduplicated count must be equal to or greater than the corresponding prior year fall enrollment. Since Fall 2023 lies within the 12-month period currently being reported on the 12-month Enrollment survey component (2022-23), the 12-month unduplicated count must be equal to or greater than the Fall 2023 reported enrollments. |
| 2 | N/A | <u>How do I report a student who changes enrollment levels during the 12-month period? (4-year institutions only)</u> The enrollment level should be determined at the first full term during the 12-month reporting period. For example, a student enrolled as an undergraduate in the fall and then as a graduate student in the spring should be reported as an undergraduate student on the 12-month Enrollment survey component. |
| 3 | 2 | <u>How do I report foreign students living outside the U.S. who are enrolled in my institution?</u> 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. |
| 4 | 3 | <u>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?</u> 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, NCEES 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. |
| 5 | 4 | <u>In which race/ethnicity category do I report undocumented and DACA students?</u> 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: <ul style="list-style-type: none"> • Hispanic or Latino, regardless of race • For Non-Hispanic/Latino individuals: <ul style="list-style-type: none"> • 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. Note: If the institution cannot verify F-1 visa status for undocumented and DACA students at the time of high school graduation, the institution can assume that the status at the time of application was the same as the status at the time of high school graduation. |
| 6 | 5 | <u>What is NOT considered "prior postsecondary experience" when reporting first-time students?</u> <ul style="list-style-type: none"> • 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. |
| 7 | 6 | <u>Where do I report students if I don't know whether or not they are first-time?</u> 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. |
| 8 | 7 | <u>How do I treat new students who transferred into the institution the prior summer session and take courses in the fall?</u> For the 12-month Enrollment survey component, 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) |
| 9 | 8 | <u>Does "continuing/returning student" include those students who have stopped out and re-entered the same institution?</u> 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. |
| 10 | 9 | <u>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?</u> |

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| | | 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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| 11 | 10 | <p><u>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?</u></p> <p>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)</p> |
| 12 | 11 | <p><u>Where do I report a high school student who is enrolled for credit at my institution (a dual enrolled student)?</u></p> <p>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.</p> <p>These students will also be reported separately in Part C.</p> |
| 13 | 12 | <p><u>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?</u></p> <p>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.</p> |
| N/A | 13 | <p><u>[Non-degree-granting] Where do I report students who are seeking a second certificate?</u></p> <p>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.</p> <p><u>[2-year degree-granting] Where do I report students who are seeking a second degree?</u></p> <p>Report these students in the column labeled "Continuing/returning" degree/certificate-seeking students (column 3). This column is intended to capture all degree/certificate-seeking undergraduate students who are not first-time and did not transfer-in to the institution during the July 1- June 30 reporting period.</p> |
| 14 | N/A | <p><u>Where do I report students who are seeking a second baccalaureate degree?</u></p> <p>Report these students in the column labeled "Continuing/returning" degree/certificate-seeking students (column 3). This column is intended to capture all degree/certificate-seeking undergraduate students who are not first-time and did not transfer-in to the institution during the July 1- June 30 reporting period.</p> |
| 15 | N/A | <p><u>How do I report an undergraduate student who took courses as a non-degree-seeking student and re-enrolls as a degree-seeking student at the same reporting institution?</u></p> <p>This student should be reported as a "continuing/returning" student. IPEDS defines "continuing/returning students" as "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)."</p> <p>Within the current reporting year, if the student enrolled in the fall term as non-degree-seeking and in a later term (e.g., winter, spring) as degree-seeking, the student should be reported as non-degree-seeking as a student's fall enrollment status should be consistently reported between the Fall Enrollment (EF) and 12-month Enrollment (E12) survey components.</p> <p>If a student enrolled in a prior reporting year as non-degree-seeking and in the current reporting year re-enrolls as degree-seeking, the student should be reported as a "continuing/returning" student as the student is not new to the reporting institution. Note: This does not apply to dual enrolled high school students if they were reported as non-degree-seeking students in a prior reporting year. After receipt of the high school diploma or recognized equivalent, they can be classified as first-time degree/certificate-seeking, if appropriate.</p> |
| N/A | 14 | <p><u>How do I report an undergraduate student who took courses as a non-certificate-seeking student and re-enrolls as a certificate-seeking student at the same reporting institution?</u></p> <p><u>[Non-degree-granting]</u> This student should be reported as a "Other certificate-seeking" student.</p> <p><u>[2-year degree-granting]</u> This student should be reported as a "continuing/returning" student. IPEDS defines "continuing/returning students" as "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)."</p> |
| 16 | 15 | <p><u>How does enrollment in non-credit or zero-credit developmental remedial/ESL and co-op courses count in the determination of a student's full-time status?</u></p> <p>Students in the following categories are considered degree-seeking in IPEDS, though they may be enrolled in courses not creditable for an award:</p> <ul style="list-style-type: none"> • Students enrolled in developmental 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 <p>In determination of the student's full-time status, credit or clock contact hours (up to one academic year's worth) of developmental remedial and ESL courses may be used in the determination of a student's full-time status if the developmental remedial or ESL course is part of a program that leads to a postsecondary award. In these cases, the developmental 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</p> |

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| | | performed is equivalent to the academic workload of a full-time student will also count toward the determination of full-time status. |
| 17 | 16 | <p><u>How do I count a high school student who enrolls for credit at my institution in Spring 2020, takes courses for credit during Summer 2020 after graduating high school, and subsequently enrolls in the institution in Fall 2020?</u></p> <p>This student would be reported as “first-time” degree/certificate-seeking student for the July 1, 2022 - June 30, 2023 12-month Enrollment reporting period.</p> |
| 18 | 17 | <p><u>How do I determine whether a student should be reported as full-time or part-time?</u></p> <p>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.</p> <p>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.</p> <p>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.</p> |
| 19 | 18 | <p><u>Which students should be included in ‘another gender’?</u></p> <p>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.</p> <p>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.</p> |
| 20 | 19 | <p><u>Which students should be included in ‘gender unknown’?</u></p> <p>Institutions should report all students who do not self-report a gender (i.e., missing data) as ‘gender unknown’.</p> <p>Students that selected a binary gender or another gender than the binary ‘men’ and ‘women’ category should not be included in gender unknown.</p> |
| 21 | 20 | <p><u>Should our institution resurvey students if we previously only collected binary gender categories?</u></p> <p>- Institutions should 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’.</p> |
| 22 | 21 | <p><u>Our institution uses the Common App to identify student gender, and the Common App only collected male and female. How should we report gender?</u></p> <p>- Currently, the Common App only allows students to select male or female. Starting with the 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’.</p> |
| Distance Education (Part A) | | |
| Numbering/ applicability | | FAQ |
| 4-year degree granting | 2-year degree granting and non- degree granting | |
| 1 | 1 | <p><u>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?</u></p> <p>Yes, if the instructional portions are entirely online, the student is considered to be enrolled in exclusively distance education courses.</p> |
| 2 | 2 | <p><u>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?</u></p> <p>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.”</p> |

| Instructional Activity and FTE (Part B) | | |
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| Numbering/ applicability | | FAQ |
| 4-year degree granting | 2-year degree granting and non- degree granting | |
| 1 | 1 | <p><u>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?</u></p> <p>If a course does not start and end within the same 12-month reporting period, report that activity using the following guidelines:</p> <p>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.</p> <p>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 full term and the 5th day of a summer session or short term can be used.</p> |
| 2 | 2 | <p><u>How is the estimate of full-time equivalent (FTE) students calculated?</u></p> <p>The FTE enrollment estimate is calculated based on the total instructional activity (measured in credit and/or clock hours and/or credit hours) reported in Part B and the institution's calendar system, as reported on the prior year Institutional Characteristics (IC) survey component. The following method is used to convert total instructional activity the credit and/or clock hours reported to an indicator of full-time equivalent students:</p> <p>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.</p> |
| 3 | 3 | <p><u>The calculated FTE is not a reasonable estimate for my institution. What should I do?</u></p> <p>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.</p> <p>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.</p> |