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

Overview

Fall Enrollment Overview

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

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

Data reporting reminders:

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior year reporting.
- Part B, Enrollment of students by age, is required this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is optional this year.
- For reporting students studying in consortium agreements, please refer to the Resource page at https://nces.ed.gov/ipeds/report-your-data/data-tip-sheet-reporting-data-consortium-institutions.

Changes to reporting for 2025-26:

The following changes were implemented for the 2025-26 data collection period:

- Removed question collecting student headcounts of Another Gender.
- Revised "gender" to "sex" where applicable. Revised "men" to "male" and "women" to "female" where applicable.

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

Part Selection

Completion of Part C (Residence of First-Time Degree/Certificate-Seeking Undergraduates) is optional this year.

Do you wish to complete Part C this year?

If you select 'Yes', you will be expected to complete the Part C screens.
If you select 'No', you will skip Part C.

- ○ No, I will not complete Part C
- ○ Yes, I will complete Part C

Part A - Fall Enrollment for Full-Time Undergraduate Students

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2025.
Program reporters report students enrolled at any time between August 1 and October 31, 2025.

Full-time Undergraduate Students

Reporting Reminder:

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

Male

Enrolled for credit	First-time, certificate-seeking	Other certificate-seeking	Non-certificate-seeking	Total, full-time undergraduate students
U.S. Nonresident				
Hispanic/Latino				
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Race and ethnicity unknown				
Total male				
Total male prior year				

Female

Enrolled for credit	First-time, certificate-seeking	Other certificate-seeking	Non-certificate-seeking	Total, full-time undergraduate students
U.S. Nonresident				
Hispanic/Latino				
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Race and ethnicity unknown				
Total female				
Total female prior year				
Grand total (male+female)				
Grand total (male+female) prior year				

Part A - Fall Enrollment for Part-time Undergraduate Students

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2025.
Program reporters report students enrolled at any time between August 1 and October 31, 2025.

Part-time Undergraduate Students

Reporting Reminder:

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

Male

Enrolled for credit	First-time, certificate-seeking	Other certificate-seeking	Non-certificate-seeking	Total, part-time undergraduate students
U.S. Nonresident				
Hispanic/Latino				
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Race and ethnicity unknown				
Total male				
Total male prior year				

Female

Enrolled for credit	First-time, certificate-seeking	Other certificate-seeking	Non-certificate-seeking	Total, part-time undergraduate students
U.S. Nonresident				
Hispanic/Latino				
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Race and ethnicity unknown				
Total female				
Total female prior year				
Grand total (male+female)				
Grand total (male+female) prior year				

Part A - Fall Enrollment - Summary

Fall Enrollment Summary

Male

Enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
U.S. Nonresident			
Hispanic/Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Other Pacific Islander			
White			
Two or more races			
Race and ethnicity unknown			
Total male			

Female

Enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
U.S. Nonresident			
Hispanic/Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Other Pacific Islander			
White			
Two or more races			
Race and ethnicity unknown			
Total female			

Grand total (male+female)			

Part A - Fall Enrollment - Sex Unknown

Reporting Reminders:

- The purpose of this supplemental section is to determine whether institutions are able to report the number of students for whom sex is unknown. Note that these students must still be allocated into the 'Male' and 'Female' categories in all other sections of the survey component.
- Institutions should not ask students that do not select a binary sex to allocate themselves to a binary sex; it is up to the institution to allocate unknown students 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 male to female reported.

	Number of students
	Undergraduate students
	Current Year
Grand total	
Sex unknown (i.e., sex information is not known or not collected)	

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

Part A - Fall Enrollment by Distance Education Status 1

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2025.
Program reporters report students enrolled at any time between August 1 and October 31, 2025.

	Undergraduate Students	
	Degree/certificate-seeking	Non-degree/non-certificate-seeking
Enrolled *exclusively* in distance education courses		
Enrolled in *at least one* but not all distance education courses		
Not enrolled in any distance education courses		
Total (Carried forward from part A)		

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

Part A - Fall Enrollment by Distance Education Status 2

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

	Undergraduate Students	
	Degree/certificate-seeking	Non-degree/non-certificate-seeking
Located in the same state/jurisdiction as the institution		
Located in the U.S. but not in the same state/jurisdiction as the institution		
Located in the U.S. but state/jurisdiction unknown		
Located outside the U.S.		
Location unknown/unreported		
Total students exclusively enrolled in distance education (Carried forward from section above)		

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

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2025.
Program reporters report students enrolled at any time between August 1 and October 31, 2025.

Age	Full-time Undergraduate Students	
	Male	Female
Under 18		
18-19		
20-21		
22-24		
25-29		
30-34		
35-39		
40-49		
50-64		
65 and over		
Age unknown/unreported		
Total full-time undergraduate students (Carried forward from part A)		

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

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2025.
Program reporters report students enrolled at any time between August 1 and October 31, 2025.

Age	Part-time Undergraduate Students	
	Male	Female
Under 18		
18-19		
20-21		
22-24		
25-29		
30-34		
35-39		
40-49		
50-64		
65 and over		
Age unknown/unreported		
Total part-time undergraduate students (Carried forward from part A)		

Part C - Screening Question

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

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

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

Part C - Residence of First-time Undergraduates 1

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2025.
Program reporters report students enrolled at any time between August 1 and October 31, 2025.

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

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

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

Part C - Residence of First-time Undergraduates 2

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2025.
Program reporters report students enrolled at any time between August 1 and October 31, 2025.

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

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

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

Part C - Residence of First-time Undergraduates 3

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2025.
Program reporters report students enrolled at any time between August 1 and October 31, 2025.

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

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

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

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

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

Retention Rates - Full-time, First-time certificate-seeking Cohort from Fall 2024

Academic reporters report retention data as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2024 and retention based on August 1, 2025.

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

Retention Data Reporting Reminders:

- Include only **full-time, first-time certificate-seeking** students in this cohort.
- Determine full-time using Fall 2024 attendance status (e.g., if a student was full-time in Fall 2024, report them in the full-time cohort regardless of Fall 2025 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E2a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g., Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E2b) first-time certificate-seeking study abroad students who were excluded from the first-time cohort (line E1) but who have re-enrolled at the institution their second year.

FULL-TIME, FIRST-TIME COHORT RETENTION:	Preloaded cohort		Prior year data (Fall 2023 cohort)
E1 Full-time, first-time Fall 2024 certificate-seeking cohort			
E2a Exclusions from the Fall 2024 cohort			
E2b Inclusions to the Fall 2024 cohort			
E3 **Adjusted** Fall 2024 cohort (line E1 - E2a + E2b)			
E4 Students from Fall 2024 cohort who are **still enrolled +** students from Fall 2024 cohort who **completed their program** as of Fall 2025			
E5 Full-time, first-time Fall 2024 cohort retention rate (line E4 / line E3)		%	%

The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website.
Choose one option that best explains your data or choose "Not Applicable" if you do not wish to provide context notes. If none of the options provided explain your institution's data, then choose "Other" and write your own context notes. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Not Applicable

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

Retention Rates - Part-time, First-time certificate-seeking Cohort from Fall 2024

Academic reporters report retention data as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2024 and retention based on August 1, 2025.

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

Retention Data Reporting Reminders:

- Include only **part-time, first-time certificate-seeking** students in this cohort.
- Determine part-time using Fall 2024 attendance status (e.g., if a student was part-time in Fall 2024, report them in the part-time cohort regardless of their Fall 2025 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E7a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g., Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E7b) first-time certificate-seeking study abroad students who were excluded from the first-time cohort (line E6) but who have re-enrolled at the institution their second year.

PART-TIME, FIRST-TIME COHORT RETENTION:	Preloaded cohort		Prior year data (Fall 2023 cohort)
E6 Part-time, first-time Fall 2024 certificate-seeking cohort			
E7a Exclusions from the Fall 2024 cohort			
E7b Inclusions to the Fall 2024 cohort			
E8 **Adjusted** Fall 2024 cohort (line E6 - E7a + E7b)			
E9 Students from Fall 2024 cohort who are **still enrolled +** students from Fall 2024 cohort who **completed their program** as of Fall 2025			
E10 Part-time, first-time Fall 2024 cohort retention rate (line E9 / line E8)		%	%

The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website.
Choose one option that best explains your data or choose "Not Applicable" if you do not wish to provide context notes. If none of the options provided explain your institution's data, then choose "Other" and write your own context notes. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Not Applicable

Part F - Student-to-Faculty Ratio

Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 2025. The student-to-faculty ratio and any accompanying context that is provided will be displayed on College Navigator.

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

Student-to-faculty ratio		to 1
Student-to-faculty ratio prior year		to 1

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

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

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

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

Students, Fall 2025

F1 Total full-time students from Part A

F2 Total part-time students from Part A

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

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

Instructional Staff, Fall 2025

FULL-TIME INSTRUCTIONAL STAFF:

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

Full-Time Instructional Staff Exclusion (Line F6):

F6 **Full-Time Instructional Staff Exclusion:**
Of the number of full-time instructional staff reported in Line F5, the number teaching exclusively **non-credit** courses

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

PART-TIME INSTRUCTIONAL STAFF:

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

Part-Time Instructional Staff Exclusion (Line F9):

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

Part-Time Instructional Staff Addition (Line F10):

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

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

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

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

F14 Student-to-faculty ratio (Line F4/F13) to 1

Prepared by

Reporting Reminders:

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

This survey component was prepared by:		
○ Keyholder	○ SFA Contact	○ HR Contact
○ Finance Contact	○ Other	
Name:		
Email:		

How many staff from your institution only were involved in the data collection and reporting process of this survey component?
Number of Staff (including yourself)

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component?
Exclude the hours spent collecting data for state and other reporting purposes.

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

Summary

Fall Enrollment Component Summary

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the IPEDS Use the Data and appear as aggregated statistics in various Department of Education reports. College Navigator is updated approximately three months after the data collection period closes and DFRs will be available through the IPEDS Use the Data.

Please review your data for accuracy. If you have questions about the data displayed below or after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Student Enrollment		
Total enrollment		
	Undergraduate enrollment	
Student-to-faculty ratio		to 1

Undergraduate Student Characteristics		
Percent of all students who are female (%)		
Percent of undergraduates who are full-time (%)		
Percent of all students by U.S. resident status and race/ethnicity: Note: Race/ethnicity is not collected for U.S. Nonresidents.		
U.S. Resident (%)		
	American Indian or Alaska Native (%)	
	Asian (%)	
	Black or African American (%)	
	Hispanic/Latino (%)	
	Native Hawaiian or Pacific Islander (%)	
	White (%)	
	Two or More Races (%)	
	Race and ethnicity unknown (%)	
U .S. Nonresident (%)		
Percent of undergraduate students by age:		
	24 and under (%)	
	25 and over (%)	
	Age unknown (%)	
Percent of first-time degree/certificate seeking students by residence:		
	In state (%)	
	Out-of-state (%)	
	Foreign countries (%)	
	Residence unknown (%)	

Undergraduate Retention and Graduation Rate Cohort	
First-time, full-time certificate-seeking student fall-to-fall retention rate (%)	
First-time, part-time certificate-seeking student fall-to-fall retention rate (%)	
Graduation rate cohort as percent of total entering students (%)	

Fall Enrollment Full Instructions

Purpose of Survey

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 Questions

Reporting Individuals by Racial/Ethnic Categories

Part A: Fall Enrollment by Level, Attendance Status, Race/Ethnicity, and Sex

Part B: Fall Enrollment by Age

Part C: Residence of First-Time Certificate-Seeking Undergraduates

Part E: Retention Rates for First-Time Degree/Certificate-Seeking Undergraduates

Purpose of Survey

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

Data reporting reminders:

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior year reporting.
- Part B, Enrollment of students by age, is required this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is optional this year.
- For reporting students studying in consortium agreements, please refer to the Resource page at https://nces.ed.gov/ipeds/report-your-data/data-tip-sheet-reporting-data-consortium-institutions.

Top ▲

Changes in reporting

The following changes were implemented for the 2025-26 data collection period:

- Removed question collecting student headcounts of Another Gender.
- Revised "gender" to "sex" where applicable. Revised "men" to "male" and "women" to "female" where applicable.

Top ▲

General Instructions

Reporting Period Covered

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

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

Top ▲

Context Boxes

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

Top ▲

Coverage

Who to Include

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

- Students enrolled for credit in off-campus centers
- High school students taking college courses for credit
- Students taking remedial courses if the student is degree-seeking for the purpose of student financial aid determination
- Students from overseas enrolled for credit at your institution (e.g., online students)
- 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
- Graduate students enrolled for credit while not seeking a degree or certificate.

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

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

Top ▲

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.

Top ▲

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

Top ▲

Reporting Directions

Screening Questions

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

Part C Selection

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

Top ▲

Reporting Persons by Racial/Ethnic Category (1997 OMB)

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

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

Method of reporting aggregate data - Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens. Eligible noncitizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation. More information about other eligible (for financial aid purposes) non-citizens is available at https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens.

- Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:

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

In addition, the following categories may be used:

- U.S. Nonresident
- Race and ethnicity unknown

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

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

Other descriptive categories

- **U.S. Nonresident** - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category. NOTE - U.S. Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories.
- **Race and ethnicity unknown** - This category is used only if the person did not select EITHER a racial or ethnic designation.

Top ▲

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

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

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

In order to be considered certificate-seeking, the student must be enrolled in courses for credit and be recognized by the institution as seeking a certificate or other recognized postsecondary credential. High school students enrolled in college courses for credit are not considered certificate-seeking. **Note:** All students eligible to receive federal student financial aid are to be considered certificate-seeking.

Program Reporters: Include first-time students who entered your institution between August 1, 2025 and October 31, 2025.

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

Full-time, Other certificate-seeking undergraduate students

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

- transfer-in certificate-seeking students
- continuing certificate-seeking students (i.e. students not new to the institution in the fall, but instead are continuing in their courses/program at the institution)

Full-time, Non-certificate-seeking undergraduate students

In column 3, report the total number of full-time non-certificate-seeking undergraduates. These students are enrolled for credit but not with the intention of earning a certificate or recognized postsecondary credential. **Note:** High school students enrolled in creditable courses prior to high school graduation are considered non-certificate-seeking students.

Once you save the data by clicking the 'Verify and Save' button, the 'Total full-time undergraduates' (column 4) will be calculated by the system and display on the survey screen.

Top ▲

Part A: Part-time Undergraduate Students

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

Top ▲

Part A: Fall Enrollment – Sex Unknown

For both undergraduate and graduate students [as applicable], report how many students you had to allocate to a binary sex category (Male/Female) because their sex was unknown.

Part A: Enrollment by Distance Education Status

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

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

Note**:**

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

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

Location of students enrolled exclusively in distance education courses

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

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

Top ▲

Part B: Fall Enrollment by Age and Sex

Part B is mandatory this year. This part is required in odd-numbered years. This distribution of students should include all students reported in Part A.

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

Enrollment by Age

Use institutional records to calculate student age.

Academic reporters: report student age as of the institution's official fall reporting date or as of October 15, 2025.

Program reporters: report student age as of August 1, 2025.

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

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

Top ▲

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

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

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

Recent High School Graduates Screening Question

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

State of residence

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

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

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

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

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

Top ▲

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

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

The retention cohorts, full-time and part-time, first-time certificate-seeking undergraduates from Fall 2024, are carried forward from Part A of the prior year Fall Enrollment survey component.

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

- Verify the preloaded Fall 2024 cohort.
- Attendance status (full- or part-time) should be based on the student's Fall 2024 attendance status.
- Report any exclusions for the cohort (see below for allowable exclusions).
- Report any inclusions of first-time study abroad students who were excluded from the first-time cohort but who have re-enrolled at the institution their second year.
- Report the total number of students retained from the Fall 2024 cohort. Include students who were reported as first-time but who are studying abroad in Fall 2025.
  Total students retained = students from Fall 2024 cohort still enrolled as of Fall 2025 + students from Fall 2024 cohort who completed their program as of Fall 2025.

Academic reporters: Report students retained as of the institution's official fall reporting date or as of October 15, 2025.
Program reporters: Report students retained as of August 1, 2025.

Exclusions:

Institutions may report exclusions for the Fall 2024 cohort. Allowable exclusions are students who left the institution for any of the following reasons:

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

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

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

((Students from Fall 2024 cohort still enrolled + Students from Fall 2024 cohort who completed their program as of Fall 2025)/Adjusted Fall 2024 cohort)*100.

Top ▲

Part F: Student-to-Faculty Ratio

Graduate only institutions do not complete Part F.

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

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

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

FULL- AND PART-TIME STUDENT DATA:

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

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

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

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

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

Line F4. Total FTE students.

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

FULL-AND PART-TIME INSTRUCTIONAL STAFF DATA:

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

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

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

Instructional Staff Exclusion for Non-Credit Instructors:

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

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

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

Part-Time Instructional Staff Addition:

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

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

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

Line F7. Total adjusted full-time instructional staff.

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

teaching exclusively non-credit courses).

Line F11. Total adjusted part-time instructional staff.

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

Line F12. Total FTE of adjusted part-time instructional staff.
The FTE will be calculated as line F11 (total adjusted part-time instructional staff) * 1/3.

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

Line F14. Student-to-faculty ratio.

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

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

Top ▲

Glossary

Term	Definition
Adjusted cohort	The result of removing any allowable exclusions from a cohort (or subcohort). For the Fall Enrollment component, it is the cohort for calculating retention rate; for the Graduation Rates component, this is the cohort from which graduation and transfer-out rates are calculated; and for the Outcome Measures component, these are the four cohorts (first-time, full-time; first-time, part-time; non-first-time, full-time; or non-first-time, part-time) for which outcomes rates are calculated at 4, 6, and 8 years.
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Audit/auditing (a class)	Term used when a student elects to take a course, but does not wish to receive credit for the course toward a degree or other recognized postsecondary credential.
Black or African American	A person having origins in any of the black racial groups of Africa.
Branch institution	A campus or site of an educational institution that is not temporary, is located in a community beyond a reasonable commuting distance from its parent institution, and offers full programs of study, not just courses.
Cohort	A specific group of students established for tracking purposes.
Cohort year	The year that a cohort of students begins attending college.
Continuing/Returning student (undergraduate)	A degree/certificate-seeking student who is not new to the institution during the IPEDS enrollment reporting period, but instead is continuing their studies at the institution (i.e., not an entering first-time or transfer-in student).
Credit	Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a postsecondary degree, diploma, certificate, or other recognized postsecondary credential, irrespective of the activity's unit of measurement.
Credit course	A course that, if successfully completed, can be applied toward the number of courses required for achieving a postsecondary degree, diploma, certificate, or other recognized postsecondary credential, irrespective of the activity's unit of measurement.
Degree/certificate-seeking students (DCGS)	Students enrolled in courses for credit who are seeking a degree, certificate, or other recognized postsecondary credential. This includes students who: - received any type of federal financial aid, regardless of what courses they took at any time; - received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program; or - obtained a student visa to study at a U.S. postsecondary institution High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.
Developmental courses	Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.
Distance education	Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.
Distance education course	A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
Distance education program	A program for which all the required coursework for program completion is able to be completed via distance education courses.
Dual enrollment	Refers to students who enroll in college courses offered by an institution of higher education while enrolled in high school or seeking a recognized equivalent. Student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course. - Includes: All postsecondary courses, independent of course delivery mode, course location, course instructor, whether secondary credit is also offered, and whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program. - Excludes: Credit-by-exam models such as Advanced Placement and International Baccalaureate in which the student is not enrolled in a postsecondary institution.

Exclusions	Those students who may be removed (deleted) from a cohort (or subcohort). For the Graduation Rates, Outcome Measures, and Fall Enrollment retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer session, and students who entered with advanced standing (college credits or recognized postsecondary credential earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more clock hours a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. Doctor's degree - Professional practice - full-time as defined by the institution.
High school diploma or recognized equivalent	A document certifying the successful completion of a prescribed secondary school program of studies, or any of the following: - recognized attainment of satisfactory scores on the GED or another state-authorized examination - recognized completion of homeschooling at the secondary level as defined by state law - completion of secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive credential for their education
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); Cost(CST); 12-month Enrollment (E12); Completions (C); Admissions (ADM); Student Financial Aid (SFA); Human Resources (HR) composed of Employees by Assigned Position, Fall Staff, and Salaries; Fall Enrollment (EF); Graduation Rates (GR); Outcome Measures (OM); and Finance (F).
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Non-degree/non-certificate-seeking student (NDGCS)	A student enrolled in courses for credit who is not recognized by the institution as seeking a degree or recognized postsecondary credential.
Non-first-time student (undergraduate)	A student who has previously enrolled at a postsecondary institution (not as a high school student) before enrolling at the IPEDS reporting institution as a degree/certificate-seeking student. Non-first-time cohort includes entering transfer-in students from Fall Enrollment (EF) and 12-month Enrollment (E12) components and also includes students who entered the institution as non-degree/non-certificate-seeking (not as a high school student) but became degree/certificate-seeking during the Outcome Measures (OM) cohort reporting period.
Noncredit course	A course or activity having no credit applicable toward a degree, diploma, certificate, or other recognized postsecondary credential.
Off-campus centers (extension centers)	Sites outside the confines of the parent institution where courses are offered that are part of an organized program at the parent institution. The sites are not considered to be temporary but may be rented or made available to the institution at no cost by another institution or an organization, agency, or firm.
Official fall reporting date	The date (in the fall) on which an institution must report fall enrollment data to either the state, its board of trustees or governing board, or some other external governing body.
Part-time student	Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 clock hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits.
Race and ethnicity unknown	The category used to report students or employees whose race and ethnicity are not known.
Race/ethnicity	Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, residents, and other eligible non-citizens. Individuals are asked to first designate ethnicity as: - Hispanic or Latino or - Not Hispanic or Latino Second, individuals are asked to indicate all races that apply among the following: - American Indian or Alaska Native - Asian - Black or African American - Native Hawaiian or Other Pacific Islander - White
Recognized postsecondary credential	A recognized postsecondary credential includes any credential that is recognized by the institution's appropriate governing body and received after completion of an academic program or that is awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation.

	These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.
Residence	A person's permanent address determined by such evidence as a driver's license or voter registration. For entering freshmen, residence may be the legal residence of a parent or guardian.
Resident (and other eligible non-citizens)	A person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident status (and who holds either a registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).
Retention rate	A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
State of residence	A person's permanent address as determined by such evidence as a driver's license or voter registration. For entering freshmen, state of residence may be the legal state of residence of a parent or guardian.
State unknown	Status used when the reporting institution is unable to determine from existing records the home state or residence of the student.
Student-to-faculty ratio	The ratio of FTE students to FTE instructional staff, i.e., students divided by staff. Students enrolled in "stand-alone" graduate or professional programs and instructional staff teaching in these programs are **excluded** from both full-time and part-time counts. "Stand-alone" graduate or professional programs are those programs such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (also referred to as "independent" programs). Each FTE value is equal to the number of full-time students/staff plus 1/3 the number of part-time students/staff.
Study abroad	Arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the Leveraging Educational Assistance Partnerships or LEAP, formerly State Student Incentive Grant or SSIG and the National Early Intervention Scholarship and Partnership or NEISP programs).
U.S. Nonresident	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
Undergraduate student	A student who is taking courses at the baccalaureate or below the baccalaureate level. These students may or may not be enrolled in undergraduate programs.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Fall Enrollment for 2-year and less than 2-year institutions

Click one of the following questions to view the answer.

General

1) Who should I include in my enrollment reporting?
2) What is the reporting period/date for fall enrollment?
3) Should I report students who are studying abroad?
4) In the past I reported first-professional students on this component. Why are there no screens for reporting first-professional students?
5) My school is part of a consortium of schools. How do I report student enrollment?
6) Do I include students enrolled only in ESL programs (programs comprised exclusively of ESL courses) in Fall Enrollment?
7) Should my institution, which is participating as a U.S. Department of Education experimental site, include experimental site participants in IPEDS Fall Enrollment (EF)?
8) How can I ensure consistent reporting of degree/certificate-seeking undergraduates across EF, E12, and OM survey components?
9) What is the relationship between "transfer-in" enrollment status on the Fall Enrollment (EF) and 12-month Enrollment (E12) components and the non-first-time cohort on the Outcome Measures (OM) component?

Fall Enrollment by Student Level, Race/Ethnicity and Sex (Part A)

1) What is NOT considered "prior postsecondary experience" when reporting first-time students?
2) Where do I report students if I don't know whether or not they are first-time?
3) Where do I report undergraduate students who enrolled at my institution for the first time this fall (without prior postsecondary experience), but earned college credits during the prior summer?
4) How do I treat new students who transferred into the institution the prior summer session and take courses in the fall?
5) Does "continuing/returning student" include those students who have stopped out and re-entered the same institution?
6) 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 in the Fall?
7) Where do I report a current high school student who is enrolled in college course for credit at my institution (a dual enrolled student)?
8) 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?
9) Where do I report students who are seeking a second baccalaureate degree?
10) 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?
11) How do I report foreign students living outside the U.S. who are enrolled in my institution?
12) How does enrollment in non-credit or zero-credit developmental/ESL and co-op courses count in the determination of a student's full-time status?
13) In which race/ethnicity category do I report undocumented and DACA students?
14) Should incarcerated students be included in enrollment reporting?

Distance Education

1) If a student is taking the instructional portions of their program entirely online, but are then required to complete a practicum, residency, or internship, is the student considered enrolled in exclusively distance education courses?
2) What should I do if I do not know the location of students enrolled exclusively in distance education courses?
3) How do I determine location for those students enrolled exclusively in distance education?
4) Are U.S. jurisdictions or territories (like Guam, the U.S. Virgin Island, etc.) considered in the U.S. for distance education location reporting?
5) 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 Fall Enrollment?

Fall Enrollment by Age (Part B)

1) I am not able to enter a number in the "Age unknown/unreported" box. How do I report students whose ages are unknown?
2) My institution uses age range categories that differ from the ones IPEDS uses in Part B. What should I do?

Residence of First-Time Undergraduates (Part C)

1) When reporting students by residence (Part C), should I include students who completed a GED in the second column that asks for numbers of students that graduated high school within 12 months?
2) Some first-time undergraduates at my institution are dependents whose parents are in foreign countries on a temporary basis (e.g., military/diplomatic service). When reporting residence and migration data, what location do I use?

Total Undergraduate Entering Class (Part D)

1) What is the difference between the full-time, first-time degree/certificate-seeking cohort (GRS cohort) and the undergraduate entering class calculated in Part D?

Retention Rates for First-Time Undergraduates (Part E)

1) How is the retention rate calculated?

2) How do I report students who changed attendance status (part-time to full-time or full-time to part-time) between one fall and the next?

3) Are students on a leave of absence from the institution considered retained?

4) For less-than-4-year institutions that have a student who completed a program and are still enrolled at the same institution in another program, how should they count that student?

5) My institution's freshman study abroad students were excluded from the prior year first-time enrollment count. How can I add these students back into the prior year's first-time cohort for the current year's retention calculation?

6) Sophomore study abroad students have been excluded from my fall enrollment count because they are taking classes in a foreign country. How can I include them as part of my retention calculation?

Undergraduate Student-to-Faculty Ratio (Part F)

1) How do I calculate my institution's student-to-faculty ratio?

2) Can you provide an example of a stand-alone graduate or professional program (a program such as medicine, law, veterinary, or dentistry in which faculty teach virtually only graduate-level students)?

3) My institution has graduate and/or doctors-professional practice programs but does not have any "stand-alone" programs. What should I enter on the student and faculty exclusion line items related to these types of programs on the worksheet for Part F?

General

1) Who should I include in my enrollment reporting?

All students enrolled *for credit* should be reported. Credit is defined as "Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other recognized postsecondary credential, irrespective of the activity's unit of measurement."

Students who are not seeking a degree or certificate may be still be enrolled for credit. These students are to be reported in the non-degree/non-certificate-seeking column.

Top ▲

2) What is the reporting period/date for fall enrollment?

Fall enrollment is a count of students enrolled on a particular date in the Fall. Fall enrollment is often referred to as a "snapshot" of the enrollment at an institution at a specific time in the Fall. The date/period used depends on whether the institution is an academic reporter or a program reporter for IPEDS purposes.

Academic reporters: Report enrollment as of October 15 or as of the institution's official fall reporting date.
Program reporters: Report enrollment during the 3-month period of August 1 to October 31. If a student enrolls or remains enrolled at any time during that period, the student is included in the fall enrollment counts.

Top ▲

3) Should I report students who are studying abroad?

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

- The students are enrolled ONLY in courses offered by another institution;
- The students are enrolled at a branch campus of your institution in a foreign country;
- Your institution does not provide the instructional resources (i.e., classrooms, instructors), even if the student pays tuition to your institution.
- Foreign students who are enrolled for credit and taking courses at the institution should be included in the institution's enrollment report.

While study abroad students may be excluded from the enrollment count for reasons cited above, they may be included in the institution's retention calculation. Please see the specific instructions on Part E: Retention or the FAQ on including study abroad students in retention.

For additional information on how to report study abroad students in all IPEDS survey components, please visit the following link: https://nces.ed.gov/ipeds/pdf/Reporting_Study_Abroad_Students.pdf.

Top ▲

4) In the past I reported first-professional students on this component. Why are there no screens for reporting first-professional students?

Beginning with the 2009-10 collection year, institutions are required to use reclassified postbaccalaureate degree categories that exclude the first-professional category. In parts A and B, all postbaccalaureate students are to be reported as graduate students, including doctor's-professional practice students (formerly reported as first-professional). 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.

Top ▲

5) My school is part of a consortium of schools. How do I report student enrollment?

For reporting students studying in consortium agreements, please refer to the Resource page at https://nces.ed.gov/ipeds/report-your-data/data-tip-sheet-reporting-data-consortium-institutions.

Top ▲

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

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

Top ▲

7) Should my institution, which is participating as a U.S. Department of Education experimental site, include experimental site participants in IPEDS Fall Enrollment (EF)?

No, exclude experimental site participants from reporting.

Top ▲

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

- The Fall Enrollment (EF) survey component is a "snapshot" of the institution's enrollment in the fall. The 12-month Enrollment (E12) survey component captures the institution's total unduplicated headcount enrollment for an entire 12-month period (July 1 to June 30).
  - EF enrollment counts are a subset of the E12 enrollment counts, as the E12 survey component captures students enrolled in the fall plus any other unduplicated students not captured in the EF survey component (e.g., students who first enroll in the spring term or enroll only in the summer months). If students enroll in the summer immediately preceding the fall term, students' enrollment status (i.e., part-time or full-time, first-time or transfer-in, 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 transfer-in, degree/certificate-seeking or non-degree/non-certificate seeking, undergraduate or graduate) in the E12 survey component.
  - For example, a full-time, first-time student reported on the EF survey would also be reported as a full-time, first-time student in the E12 survey. Similarly, a part-time, non-degree/non-certificate-seeking student reported in the EF survey component would retain those statuses in the E12 survey component.
  - For both program reporters and academic reporters, student enrollment statuses as reported on the current-year EF survey should be retained for E12 reporting in the following data collection year when the data coverage periods align (i.e., you should not change students' statuses between EF and E12 reporting).
  - For students not reported on the EF survey component (i.e., not enrolled in the fall and therefore not captured), default to the student's first full term at entry to determine enrollment statuses (typically spring in this scenario). If the student enrolls only in the summer 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:
  - 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 12 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).

Top ▲

9) What is the relationship between "transfer-in" enrollment status on the Fall Enrollment (EF) and 12-month Enrollment (E12) components and the non-first-time cohort on the Outcome Measures (OM) component?

- The count of transfer-in enrollment collected on the EF and E12 components includes the subset of undergraduate students who are 1) degree/certificate-seeking, 2) new to the IPEDS reporting institution (i.e., entering) during the relevant reporting period (e.g., fall term, 12-month reporting period) and 3) were previously enrolled at a different postsecondary institution (not as a high school student). Note that for IPEDS reporting purposes, current high school students enrolled in college courses for credit are reported as non-degree/non-certificate-seeking and therefore are not eligible to be classified as transfer-in students.

- The non-first-time cohort on the OM component includes transfer-in students. **However, non-first-time students also include students who are not new to the IPEDS reporting institution because they first entered the institution as non-degree/non-certificate-seeking (not as a high school student), but then changed their status to degree/certificate-seeking.**

Top▲

Fall Enrollment by Student Level, Race/Ethnicity and Sex (Part A)

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

- Credit for military service/training from an association such as the American Council on Education,
- Credit from any non-credit courses, as defined by the institution,
- Credit received for completion of tests/assessments,
- Credit received before the student has earned a high school diploma (i.e., AP or 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.

Top▲

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

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

Top▲

3) Where do I report undergraduate students who enrolled at my institution for the first time this fall (without prior postsecondary experience), but earned college credits during the prior summer?

These students should be reported as first-time undergraduates. The definition of “first-time” allows for students to still be classified as first-time if the college credit they have previously earned occurred in the summer immediately prior to enrollment.

Top▲

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

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

Top▲

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

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

Top▲

6) 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 in the Fall?

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 in the Fall. 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)

Top▲

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

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

Top▲

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

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

Top▲

9) Where do I report students who are seeking a second baccalaureate degree?

Report these students in the column labeled "Continuing" 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 in that Fall.

Top▲

10) 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?

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.

Top ▲

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

There has been no change to how these students should be reported. 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 and eligible noncitizens 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.

Top ▲

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

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

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

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

Top ▲

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

Undocumented and DACA students who completed high school or a GED equivalency within the United States are considered eligible non-citizens and their race/ethnicity should be reported using the seven race/ethnicity categories provided:

- Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:

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

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

Top ▲

14) Should incarcerated students be included in enrollment reporting?

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/transfer-in, distance education) should be determined in the same way as all other students enrolled for credit.

Top ▲

Distance Education

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

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

Top ▲

2) What should I do if I do not know the location of students enrolled exclusively in distance education courses?

If you have no information about the location of students enrolled exclusively in distance education, do not report them in any of the location fields. The system will calculate the number of "Location Unknown" exclusively distance education enrollments.

Top ▲

3) How do I determine location for those students enrolled exclusively in distance education?

Location for those students enrolled exclusively in distance education should be their physical location or current address, as of the institution's Fall reporting date. If this is not available, use the address on file for the student. For students enlisted in the military on active duty, use the permanent address instead of the student's physical location.

Top ▲

4) Are U.S. jurisdictions or territories (like Guam, the U.S. Virgin Island, etc.) considered in the U.S. for distance education location reporting?

Yes, Students located in a U.S. jurisdiction while they are enrolled in distance education courses should be reported as located in the U.S.

Top ▲

5) 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 Fall Enrollment?

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

Top ▲

Fall Enrollment by Age (Part B)

1) I am not able to enter a number in the "Age unknown/unreported" box. How do I report students whose ages are unknown?

The number of students whose age is unknown will be computed by the data collection system. The difference between the sum of students reported by age category in Part B and the corresponding total enrollment reported in Part A results in the number of students whose age is unknown.

If this results in a negative number, a fatal error will appear and you will need to either correct your data or contact the IPEDS Help Desk for assistance.

Top ▲

2) My institution uses age range categories that differ from the ones IPEDS uses in Part B. What should I do?

In order to have consistent data from all institutions, IPEDS must use standard age categories. Use the students' dates of birth to report the enrollment by IPEDS age categories.

Top ▲

Residence of First-Time Undergraduates (Part C)

1) When reporting students by residence (Part C), should I include students who completed a GED in the second column that asks for numbers of students that graduated high school within 12 months?

If the student received the GED within the past 12 months, they should be included in the second column.

Top ▲

2) Some first-time undergraduates at my institution are dependents whose parents are in foreign countries on a temporary basis (e.g., military/diplomatic service). When reporting residence and migration data, what location do I use?

The home state could be the student's or parent's official home state, the state where they are registered to vote or pay taxes, or the state issuing their driver's license. If no such information is available, they would be reported under "State unknown"(57).

Top ▲

Total Undergraduate Entering Class (Part D)

1) What is the difference between the full-time, first-time degree/certificate-seeking cohort (GRS cohort) and the undergraduate entering class calculated in Part D?

In addition to the students in the full-time, first-time degree/certificate-seeking cohort, the total undergraduate entering class includes part-time students of the same criteria as well as transfers-in and full- and part-time non-degree/non-certificate-seeking students that are new to your institution in the Fall.

The entering class is intended to represent all students new to an institution in a given fall and provide context for the GRS cohort. The percent of the entering class that is represented by the institution's GRS cohort is included on College Navigator as a note to the graduation rate data displayed.

Top ▲

Retention Rates for First-Time Undergraduates (Part E)

1) How is the retention rate calculated?

The retention rate is calculated as follows:

4-year Institutions:
(first-time bachelor's degree-seeking students in Fall 2024 who are still enrolled in Fall 2025 + first-time bachelor's degree-seeking students in Fall 2024 who completed their bachelor's degree by Fall 2025)/(first-time bachelor's degree-seeking students in Fall 2024 - cohort exclusions + cohort inclusions)

2-year and Less-than-2-year Institutions:
(first-time students in Fall 2024 who are still enrolled in Fall 2025 + first-time students in Fall 2024 who completed their program by Fall 2025)/(first-time students in Fall 2024 - cohort exclusions + cohort inclusions)

Top ▲

2) How do I report students who changed attendance status (part-time to full-time or full-time to part-time) between one fall and the next?

Report students based on their attendance status in the fall the cohort was initially based on, even if that status changed in the following fall.

Top ▲

3) Are students on a leave of absence from the institution considered retained?

No. Students must be enrolled *for credit* at the institution in the Fall to be considered retained from the previous fall.

Top ▲

4) For less-than-4-year institutions that have a student who completed a program and are still enrolled at the same institution in another program, how should they count that student?

The institution should count that student as "retained" only once. Do NOT count that student twice, once for having completed the program and another time for still being enrolled.

Top ▲

5) My institution's freshman study abroad students were excluded from the prior year first-time enrollment count. How can I add these students back into the prior year's first-time cohort for the current year's retention calculation?

Freshman study abroad students can be added to the first-time cohort. Report in the inclusion box first-time bachelor's degree/certificate-seeking study abroad students who were excluded from the first-time cohort but who have re-enrolled at the institution their second year.

Top ▲

6) Sophomore study abroad students have been excluded from my fall enrollment count because they are taking classes in a foreign country. How can I include them as part of my retention calculation?

Sophomore study abroad students are considered part of the retained cohort even though they may not be included in the institution's fall enrollment count. Count these students in the retained cohort.

Top ▲

Undergraduate Student-to-Faculty Ratio (Part F)

1) How do I calculate my institution's student-to-faculty ratio?

A worksheet has been provided to guide the process of calculating the student-to-faculty ratio for your institution. The worksheet can be accessed from the Part F screen in the Data Collection System.

Top ▲

2) Can you provide an example of a stand-alone graduate or professional program (a program such as medicine, law, veterinary, or dentistry in which faculty teach virtually only graduate-level students)?

An example of a program that would fall into this category (typically a doctor's-professional practice program) is a school of medicine that only awards degrees/certificates at the graduate level and therefore its faculty exclusively (or in some cases almost exclusively) teach graduate students. Programs that are "stand-alone" graduate programs may have some undergraduate students enrolled in their courses, however a "stand-alone" graduate program would only award degrees/certificates at the graduate level. An example of a graduate program that would not meet this criterion is a school of business that has an undergraduate and graduate program and therefore enrolls both types of students and awards degrees/certificates at both levels. Further, the faculty would teach a mix of undergraduate and graduate students. Excluding "stand-alone" graduate programs is intended to make the student-to-faculty ratio closer to an undergraduate student-to-faculty ratio than it would be if these programs were included in the calculation, without overburdening institutions.

Top ▲

3) My institution has graduate and/or doctors-professional practice programs but does not have any "stand-alone" programs. What should I enter on the student and faculty exclusion line items related to these types of programs on the worksheet for Part F?

If your institution does not have any "stand-alone" graduate or professional programs, then enter 0 for students and 0 for faculty in the lines for these types of programs. Most institutions do not have these types of graduate or professional programs, so entering 0 in those lines will be fairly common.

Top ▲