12-month Enrollment for 4-year institutions

Overview screen

12-month Enrollment Overview
The 12-Month Enrollment component collects unduplicated student enrollment counts and instructional activity data for an entire 12-month period. Using the instructional activity data reported, a full-time equivalent (FTE) student enrollment at the undergraduate and graduate level is estimated. Institutions with Doctor's-professional practice students will also report the FTE enrollment of those students. NCES uses the FTE enrollment to produce indicators such as expenses by function per FTE as reported in the IPEDS Data Feedback Report.
Data Reporting Reminders: • All institutions must now use the July 1 - June 30 reporting period. There is no longer the option of using the September 1 - August 31 reporting period.
Resources: To download the survey materials for this component: Survey Materials To access your prior year data submission for this component: Reported Data

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

Undergraduate Instructional Activity Type

Undergraduate instructional activity data in Part B may be reported in units of contact hours or credit hours.

Which instructional activity units will you use to report undergraduate instructional activity?

Please note that any graduate level instructional activity must be reported in credit hours.

- ○ Contact hours
- ○ Credit hours
- ○ Both contact and credit hours (some undergraduate programs measured in contact hours and some measured in credit hours)

You may use the space below to provide context for the data you've reported above.

Part A - Unduplicated Count

12-month Unduplicated Count by Race/Ethnicity and Gender

July 1, 2012 - June 30, 2013

Race/Ethnicity Reporting Reminder:

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

Graduate Student Reporting Reminder:

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

Students enrolled for credit	Undergraduate students	Graduate students
Men		
Nonresident alien		
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 men		
Total men prior year		
Women		
Nonresident alien		
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 women		
Total women prior year		
Grand total (2012-13)		
Prior year data:		
Unduplicated headcount (2011-12)		
Total enrollment Fall 2012		

NOTE: Grand total (2012-13) calculated above is expected to be greater than Total enrollment Fall 2012.

Part B - Instructional Activity

12-month Instructional Activity
July 1, 2012 - June 30, 2013

Instructional Activity Reporting Reminder:

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

FTE Reporting Reminder:

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

	2012-13 total activity	Prior year data
Instructional Activity		
Undergraduate level:		
Contact hour activity		
Credit hour activity		
Graduate level:		
Credit hour activity (Do not include doctor's-professional practice instructional activity here; the total FTE of those students should be entered separately below)		
Full-Time Equivalent (FTE) of Students		
Doctor's-professional practice level:		
Doctor's-professional practice FTE student estimate		

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

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

Please provide your best estimate of undergraduate and graduate FTE for the 12-month reporting period **only if the calculated FTE estimate below is not reasonable for IPEDS comparision purposes**:

	Calculated FTE 2012-13	Institution reported FTE 2012-13	Prior year FTE 2011-12
Undergraduate student FTE			
Graduate student FTE (excluding doctor's-professional practice student FTE)			
Doctor's-professional practice student FTE			
Total FTE student enrollment			

12-Month Enrollment Full Instructions

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Purpose of Survey

The purpose of the 12-Month Enrollment component of IPEDS is to collect unduplicated student enrollment counts and instructional activity data in postsecondary institutions for an entire 12-month period. Data are collected by level of student and by race/ethnicity and gender. Instructional activity is collected as total credit and/or contact hours attempted at the undergraduate and graduate level. Using the instructional activity data reported, a full-time equivalent (FTE) student enrollment at the undergraduate and graduate level is estimated.

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Changes in Reporting

- Using the July 1-June 30 reporting period became mandatory starting with the Fall 2011 data collection. Institutions are reminded they must continue to use the July 1 - June 30 reporting period.
- Using the new postbaccalaureate degree categories became mandatory in the Fall 2010 collection. Institutions are reminded to continue to use the new postbaccalaureate degree categories. For Part A, all postbaccalaureate students are to be reported as graduate students for enrollment purposes, including any doctor's-professional practice students (formerly first-professional).
- In Part B, doctor's-professional practice (DPP) students should not be included in the graduate student credit hours. Instead, the institution should enter their estimate of the doctor's-professional practice FTE enrollment separately in the "Doctor's-professional practice" section. **If your institution has DPP students but does not see the DPP section on your screen, please call the IPEDS Help Desk.**

- Institutions are no longer asked if the calculated FTE estimate is reasonable or if they would like to report a more accurate number for FTE enrollment. Instead, if an institution does NOT find the calculated FTE estimate to be reasonable for IPEDS comparison purposes, then they can report their own FTE enrollment in the "Institution reported FTE" column of Part B.

General Instructions

Reporting Period Covered

The 12-month reporting period is July 1, 2012 - June 30, 2013.

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Context Boxes

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

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Coverage

Who to Include

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

- Students enrolled for credit in off-campus centers
- High school students taking regular college courses for credit
- Students taking remedial courses if the student is degree-seeking for the purpose of student financial aid determination
- Students from overseas enrolled in U.S. courses for credit (e.g., online students)
- Graduate students enrolled for thesis credits, even when zero credits are awarded, as these students are still enrolled and seeking their degree

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Who to Exclude

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

- Students enrolled exclusively in courses that cannot be applied towards a formal award
- 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 is **only** an administrative record and the fee is nominal
- Students in any branch campus located in a foreign country

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Where to Get Help

IPEDS Data Collection Help Desk

Phone: 1-877-225-2568
Email: ipedshelp@rti.org

AIR Website

You can also consult the AIR website that contains several tutorials on IPEDS data collection, a self-paced overview of IPEDS tools and other valuable resources.

IPEDS Resources Page

The IPEDS Resources Page (located on the IPEDS homepage) contains frequently asked questions, a link to the IPEDS Glossary, data tip sheets, an archive of survey instruments, information on the race/ethnicity categories and other information.

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Where the 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 Data Center
- IPEDS Data Feedback Reports

At the aggregate-level, data will appear in:

- IPEDS First Looks
- IPEDS Table Library
- IPEDS Data Feedback Reports
- The Digest of Education Statistics
- The Condition of Education

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Reporting Directions

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 data, please see the full Federal Register notice.

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

- Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:

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

In addition, the following categories may be used:

- Nonresident alien
- Race and ethnicity unknown

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

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

- Black or African American- A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander- A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Other descriptive categories

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

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

Report all students **enrolled for credit** at any time during the July 1, 2012 - June 30, 2013 reporting period. Students are reported by gender, race/ethnicity, and their level of standing with the institution.
Number of Students Enrolled for Credit: The number of students enrolled for credit at the close of the official add period for each program. If there is no official add period, report as of the 15th day of each regular program, and the 5th day of each short program.

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

Student Level Reporting Reminders:

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

To provide context, two prior year enrollment totals are displayed at the bottom of the screen. The first is the total 12-month unduplicated count reported last year (2011-12 reporting period). The second is the total fall enrollment from Fall 2012, as reported on the Fall Enrollment survey component. Since the Fall 2012 enrollment falls within the 12-month period currently being reported (2012-13), the 12-month unduplicated count must be greater than or equal to the Fall 2012 total enrollment.

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Part B: Instructional Activity and Full-Time Equivalent Enrollment

Report the total contact hour and/or credit hour activity attempted during the 12-month period of July 1, 2012 - June 30, 2013. The instructional activity data reported will be used to calculate full-time equivalent (FTE) student enrollment at the institution.

Reporting Contact Hour Activity

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

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

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

Number of Students Enrolled for Credit: The number of students enrolled for credit at the close of the official add period for each program. If there is no official add period, report as of the 15th day of each regular program, and the 5th day of each short program. **Example Calculation:** Total contact hour activity for Institution ABC.
Institution ABC offers 3 courses during the July 1, 2012 - June 30, 2013 reporting period:

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

Compute the contact hour activity for each course:

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

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

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

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

Reporting Credit Hour Activity

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

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

Number of Students Enrolled for Credit: The number of students enrolled for credit at the close of the official add period for each term. If there is no official add period, report as of the 15th day of each regular term and the 5th day of each summer or short term. **Example Calculation:** Total credit hour activity for Institution DEZ.
Institution DEZ offers 3 courses during the July 1, 2012 - June 30, 2013 reporting period:

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

Compute the credit hour activity for each course:

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

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

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

Report credit hour activity by course level, if applicable to your institution. The level of each course (undergraduate or graduate) should be the level of the course as designated by the institution. If there are courses that cannot be assigned to a single level (i.e., if some courses serve both undergraduates and graduates), partition the enrollment in the course based on the level of the student. For example, a 3-credit course has 5 graduate students and 10 undergraduate students enrolled. The **total** credit hour activity for the course is 45 hours (3x15). The **undergraduate** credit hour activity for the course is 30 hours (3x10), and the **graduate** credit hour activity for the course is 15 hours (3x5).

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

Graduate Level Instructional Activity Reporting Reminder: Be sure to **exclude doctor's-professional practice activity** (formerly first-professional) from the graduate level instructional activity.

If your institution has doctor's-professional practice students but does not see the section to report them on their survey screens, you must contact the IPEDS Help Desk.
Once you have entered the instructional activity information, then click "save" and the FTE student enrollment will be calculated and appear on the screen.

Full-Time Equivalent (FTE) Calculation

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

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

- **For institutions reporting contact or clock hours**, the number of contact hours is divided by 900. For example, the FTE for Institution ABC would be 1150/900, or approximately 1 student.
- **For institutions operating on a Quarter calendar system** (as reported in the prior year IC Header survey component), undergraduate credit hours are divided by 45, and graduate credit hours are divided by 36. If Institution DEZ from the example above was an undergraduate program on the quarter system, the FTE would be 170/45, or approximately 4 students.
- **For institutions operating on a semester, 4-1-4 Plan, or other calendar type** (as reported in the prior year IC Header survey component), undergraduate credit hours are divided by 30, and graduate credit hours are divided by 24. If Institution DEZ was an undergraduate program on the one of these systems, the FTE would be 170/30, or approximately 6 students.

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

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

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Glossary

date: 10/21/2013

Term	Definition
4-1-4 (calendar system)	The 4-1-4 calendar usually consists of 4 courses taken for 4 months, 1 course taken for 1 month, and 4 courses taken for 4 months. There may be an additional summer session.
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Audit/auditing (a class)	Term used when a student elects to take a course, but does not wish to receive credit for the course toward a degree or other formal award.
Black or African American	A person having origins in any of the black racial groups of Africa.

Calculation of FTE students (using instructional activity)	The number of FTE students is calculated based on the credit and/or contact hours reported by the institution on the IPEDS 12-month enrollment (E12) component and the institution's calendar system, as reported on the IC Header component. The following table indicates the level of instructional activity used to convert the credit and/or contact hours reported to an indicator of full-time equivalents (FTE students):
	• Quarter calendar system
	  ○ Enrollment level (One FTE over 12-month period)
	  ▪ Undergraduate 45 credit hours, 900 contact hours
	  ▪ Graduate 36 credit hours
	• Semester/trimester/4-1-4 plan/other calendar system
	  ○ Enrollment level (one FTE over 12-month period)
	  ▪ Undergraduate 30 credit hours 900 contact hours
	  ▪ Graduate 24 credit hours
	For institutions with continuous enrollment programs, FTE is determined by dividing the number of contact hours attempted by 900.
	
	The total 12-month FTE is generated by summing the estimated or reported undergraduate FTE and the estimated or reported graduate FTE and reported Doctor's Professional Practice FTE.

Calendar system	The method by which an institution structures most of its courses for the academic year.
Clock hour	A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as contact hour.
Contact hour	A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.
Contact hour activity	The provision of coursework to students which can be measured in terms of contact or clock hours .
Continuous basis	A calendar system classification that is used by institutions that allow students to enroll/start classes at any time during the year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.
Credit	Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a postsecondary degree, diploma, certificate, or other formal award, 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 formal award, irrespective of the activity's unit of measurement.
Credit hour	A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.
Credit hour activity	The provision of coursework to students which can be measured in terms of credit hours.
Differs by program (calendar system)	A calendar system classification that is used by institutions that have occupational/vocational programs of varying lengths. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a 2-month program in January, March, May, September, and November; and a 3-month program in January, April, and October.
Doctor's degree-professional practice	A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as first-professional and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.
Dual enrollment	A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.
Graduate student	A student who holds a bachelor's degree or above and is taking courses at the postbaccalaureate level. These students may or may not be enrolled in graduate programs.
Hispanic or Latino	

	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Instructional activity	The total number of credit and contact hours all students are engaged in during the specified period.
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Noncredit course	A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.
Nonresident alien	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
Other academic calendar system	Category used to describe "non-traditional" calendar systems at 4-year and 2-year degree-granting institutions. These can include schools that offer primarily on-line courses or "one course at a time."
Quarter (calendar system)	A calendar system in which the academic year consists of 3 sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks as defined by the institution. There may be an additional quarter in the summer.
Race/ethnicity unknown	The category used to report students or employees whose race and ethnicity are not known.
Remedial courses	Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.
Semester (calendar system)	A calendar system that consists of two sessions called semesters during the academic year with about 15 weeks for each semester of instruction. There may be an additional summer session.
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.
Trimester (calendar system)	An academic year consisting of 3 terms of about 15 weeks each.
Undergraduate	A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.
Unduplicated count	The sum of students enrolled for credit with each student counted only once during the reporting period, regardless of when the student enrolled.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

12-month Enrollment

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 for 12-month enrollment?
3) What is the difference between 12-month enrollment and Fall enrollment?
4) In the past I reported first-professional student enrollment separately in Part A. Why is there no column for reporting first-professional students?

Unduplicated Count (Part A)

1) Why does the total 12-month enrollment need to be larger than the corresponding prior year fall enrollment?
2) How do I report a student who changes enrollment levels during the 12-month period?
3) How do I report foreign students living outside the U.S. who are enrolled in my institution?

Instructional Activity and FTE (Part B)

1) How do I report instructional activity for courses that start in one 12-month reporting period and end in the next 12-month reporting year?
2) Instructional activity in doctor's-professional practice programs is measured differently from other graduate programs. How should I report the activity for these programs?
3) How is the estimate of full-time equivalent (FTE) students calculated?
4) The calculated FTE is not a reasonable estimate for my institution. What should I do?

Answers:

General

1) Who should I include in my enrollment reporting?

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

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2) What is the reporting period for 12-month enrollment?

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

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

12-month enrollment is a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, 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 an institution's enrollment at a specific time.

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4) In the past I reported first-professional student enrollment separately in Part A. Why is there no column for reporting first-professional students?

Since the 2010-11 collection year, institutions have been required to use the new postbaccalaureate degree categories (eliminating the first-professional category and reclassifying those programs). In part A, all postbaccalaureate students are to be reported as graduate students (including students formerly reported as first-professional).
In Part B, Doctor's-professional practice activity (formerly first-professional) will be reported separately from the graduate instructional activity. FTE for these programs should be reported as defined by the institution.

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Unduplicated Count (Part A)

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

The 12-month unduplicated count must be equal to *or* greater than the corresponding prior year fall enrollment. Since Fall 2012 falls within the 12-month period currently being reported on the 12-Month Enrollment survey component (2012-13), the 12-month unduplicated count must be equal to or greater than the Fall 2012 reported enrollments.

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2) How do I report a student who changes enrollment levels during the 12-month period?

Students should be reported at their highest level of enrollment. For example, a student enrolled as an undergraduate in the fall and then as a graduate student in the spring should be reported as a graduate student on the 12-Month Enrollment Survey component.

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

There has been no change to how these students should be reported with the new race/ethnicity reporting method. Foreign students living outside the U.S., such as a foreign student living outside the U.S. who is enrolled in distance education at your institution, should be classified in the Race/Ethnicity Unknown category. Only U.S. citizens are to be categorized in the specific Race/Ethnicity categories. The non-resident alien category is reserved specifically for students that are in the U.S. under that specific legal status.

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Instructional Activity and FTE (Part B)

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

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

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

Credit Hour Reporting:
Report all activity for a course in the 12-month period in which the course began. Because course enrollment counts (necessary for calculating total credit hour activity) are typically taken at the close of the official add/drop period for a course, this date can also be used as the course start date for the purposes of determining the appropriate 12-month period. If there is no official add/drop period, the 15th day of a regular term and the 5th day of a summer or short term can be used.

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2) Instructional activity in doctor's-professional practice programs is measured differently from other graduate programs. How should I report the activity for these programs?

Starting with the 2012-13 data collection, institutions now report the FTE for doctor's-professional practice (DPP) programs as a separate amount in Part B. This DPP FTE amount will then be summed with the undergraduate and graduate FTE amounts to create the total FTE enrollment for the institution.

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

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

Contact Hour Reporters: Contact hours are divided by 900
Quarter Calendar System: Undergraduate credit hours are divided by 45 and graduate credit hours are divided by 36
Semester/Trimester/4-1-4 Plan/Other Calendar System: Undergraduate credit hours are divided by 30 and graduate credit hours are divided by 24.
Doctor's-professional practice (DPP) FTE student enrollment is reported by the institution, based on the institution's definition of a full-time equivalent DPP student. This amount is then added to the undergraduate and graduate FTE amounts to create a total FTE student enrollment count.

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

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

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

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12-month Enrollment for all institutions

Edit specifications for the 2013-14 IPEDS Web-Based Data Collection
12-month Enrollment (E12) Component

Applicable to all institutions

NOTE: The specifications in this document apply to all institutions completing the IPEDS 12-month Enrollment component. Some sections and parts may not apply to your particular institution. Please read the specifications carefully to determine which sections and/or parts apply to your institution.
All screens must be completed in order to lock the survey.

Screening Question: Undergraduate Instructional Activity
Part A: 12-month Unduplicated Count
Part B: 12-month Instructional Activity and FTE

Screening Question: Undergraduate Instructional Activity Type

Applicable to all institutions with undergraduate student enrollment

You must respond to the following screening question. The answer given here will determine which screens your institution is shown.

Undergraduate instructional activity can be reported in units of contact hours, credit hours, or both. You must choose one of the following options:

- Contact hours
- Credit hours
- Both contact and credit hours (some undergraduate programs measured in contact hours and some measured in credit hours)

Note: All graduate student instructional activity must be reported in credit hours with the exception of Doctor's-professional practice students which are only reported as a full-time equivalent (FTE) estimate.

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Part A: 12-month Unduplicated Count

On this screen, you must enter your institution's 12-month unduplicated student count by race/ethnicity and gender for the July 1, 2012 - June 30, 2013 reporting period. Columns are displayed for **Undergraduate students** and/or **Graduate Students**, as applicable to your institution. For existing institutions, the available columns are based on the student levels reported by your institution in the prior year Fall Enrollment survey. For new institutions, the available columns are based on the levels of enrollment selected in Part C of the IC Header survey.

Undergraduate students

Applicable to all institutions with undergraduate student enrollment

In the **Undergraduate students** column, enter the 12-month unduplicated count of undergraduate students at the institution by race/ethnicity and gender. Prior year amounts are displayed for Total men and Total women. Additionally, the **Unduplicated headcount (2011-12)** and **Total enrollment Fall 2012** values are displayed for your reference.

The system will perform the following edits on the data entered:

- If your institution reported undergraduate students in the prior year Fall Enrollment survey (which is part of the 12-month period currently being reported) or indicated in Part C of the IC Header survey that your institution offered undergraduate enrollment during 2012-13, then the **Grand Total (2012-13)** calculated for **Undergraduate students** must be greater than 0.
- The **Grand total (2012-13)** 12-month unduplicated count of **Undergraduate students** must be greater than the **Total enrollment Fall 2012** value (the corresponding total from the prior year Fall Enrollment survey).
- The **Grand total (2012-13)** 12-month unduplicated count of **Undergraduate students** is expected to be within a certain range of the **Unduplicated headcount (2011-12)** value (the prior year unduplicated headcount), as outlined below:
  - If the **Unduplicated headcount (2011-12)** value is between 1 and 25, then the current year value is expected to be within a 50% range of that number.
  - If the **Unduplicated headcount (2011-12)** value is between 26 and 100, then the current year value is expected to be within a 40% range of that number.
  - If the **Unduplicated headcount (2011-12)** value is between 101 and 500, then the current year value is expected to be within a 30% range of that number.
  - If the **Unduplicated headcount (2011-12)** value is greater than 500, then the current year value is expected to be within a 20% range of that number.
- If the percent of **Undergraduate students** reported in the **Race and ethnicity unknown** category (men plus women) is between 20% and 80%, then an *explanation* is required.
- If the percent of **Undergraduate students** reported in the **Race and ethnicity unknown** category (men plus women) is greater than or equal to 80%, then a *fatal* error will occur.

Graduate students

Applicable to all institutions with Graduate student enrollment

In the **Graduate students** column, enter the 12-month unduplicated count of graduate students at the institution by race/ethnicity and gender. Prior year amounts are displayed for Total men and Total women. Additionally, the **Unduplicated headcount (2011-12)** and **Total enrollment Fall 2012** values are displayed for your reference.

The system will perform the following edits on the data entered:

- If your institution reported graduate students in the prior year Fall Enrollment survey (which is part of the 12-month period currently being reported) or indicated in Part C of the IC Header survey that your institution offered graduate enrollment during 2012-13, then the **Grand Total (2012-13)** calculated for **Graduate students** must be greater than 0.
- The **Grand total (2012-13)** 12-month unduplicated count of **Graduate students** must be greater than the **Total enrollment Fall 2012** value (the corresponding total from the prior year Fall Enrollment survey).
- The **Grand total (2012-13)** 12-month unduplicated count of **Graduate students** is expected to be within a certain range of the **Unduplicated headcount (2011-12)** value (the prior year unduplicated headcount), as outlined below:
    - If the **Unduplicated headcount (2011-12)** value is between 1 and 25, then the current year value is expected to be within a 50% range of that number.
    - If the **Unduplicated headcount (2011-12)** value is between 26 and 100, then the current year value is expected to be within a 40% range of that number.
    - If the **Unduplicated headcount (2011-12)** value is between 101 and 500, then the current year value is expected to be within a 30% range of that number.
    - If the **Unduplicated headcount (2011-12)** value is greater than 500, then the current year value is expected to be within a 20% range of that number.
- If the percent of **Graduate students** reported in the **Race and ethnicity unknown** category (men plus women) is between 20% and 80%, then an *explanation* is required.
- If the percent of **Graduate students** reported in the **Race and ethnicity unknown** category (men plus women) is greater than or equal to 80%, then a *fatal* error will occur.

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Part B: 12-month Instructional Activity and FTE

In this portion of the survey component, screens are generated based on the levels of enrollment offered by your institution. This may include undergraduate, graduate, and doctor's-professional practice (for 4-year institutions only). For existing institutions, the levels of enrollment displayed are based on the student levels reported by your institution in the prior year Fall Enrollment survey. For new institutions, the available columns are based on the levels of enrollment selected in Part C of the IC Header survey. Undergraduate **Instructional Activity** is reported by contact hours and/or credit hours based on the response selected for the ***Screening Question***. Your institution's calendar system, as reported in the prior year IC Header survey, is displayed for your reference.

Note: The ***12-month Instructional Activity*** screen is broken into two “screen sections.” Once the first "**12-month Instructional Activity"** section is saved, the "**FTE**" section will appear.

Section 1: 12-month Instructional Activity

In the first section, begin by entering the **2012-13 total activity** for the following student levels, as applicable to your institution:

Undergraduate level:

- Contact hour activity
- Credit hour activity

Graduate level:

- Credit hour activity (Do not include Doctor's-professional practice instructional activity here; the total FTE of those students should be entered separately below.)

If your institution offered a Doctor's-professional practice degree in 2012-13, then you must also provide the Full-Time Equivalent (FTE) of Students for that level:

Doctor's-professional practice level:

- Doctor's-professional practice FTE student estimate

Note: For existing institutions, the **Prior year data** amounts are preloaded for your reference.

The system will perform the following edits on the data entered for institutions that enroll **Undergraduate** students:

- You must enter a number greater than 0 for each of the available activity levels. If the available options are not applicable to your institution, then you must correct your response to the screening question.
- If your institution selected "Contact hours" in the screening question, then the total **Contact hour activity** over the 12-month period must be between 270 and 900 times the **Grand total** number of **Undergraduate students** reported in ***Part A*** of this survey.
- If your institution selected "Contact hours" or "Both" in the screening question and the current year **Undergraduate Contact hour activity** is equal to the value listed in the corresponding **Prior year data** column, then a *fatal* error will occur.
- If your institution selected "Credit hours" or "Both" in the screening question and the current year **Undergraduate Credit hour activity** is equal to the value listed in the corresponding **Prior year data** column, then a *fatal* error will occur.
- If your institution selected "Credit hours" in the screening question and your institution's predominant calendar system is *Quarter*, then the total **Undergraduate Credit hour activity** over the 12-month period must be between 14 and 45 times the **Grand total** number of **Undergraduate students** reported in ***Part A*** of this survey.

- If your institution selected "Credit hours" in the screening question and your institution's predominant calendar system is NOT *Quarter*, then the total **Undergraduate Credit hour activity** over the 12-month period must be between 8 and 30 times the **Grand total** number of **Undergraduate students** reported in ***Part A*** of this survey.
- If your institution selected "Both" in the screening question and your institution's predominant calendar system is *Quarter*, then the sum of **Undergraduate Contact hour activity** divided by 900, and **Undergraduate Credit hour activity** divided by 30, must be within a range of 30% to 100% of the **Grand total** number of **Undergraduate students** reported in ***Part A*** of this survey. **Note:** If your institution's FTE enrollment is over 100%, make sure you are reporting contact and credit hours separately and are not duplicating any counts.
- If your institution selected "Both" in the screening question and your institution's predominant calendar system is NOT *Quarter*, then the sum of **Undergraduate Contact hour activity** divided by 900, and **Undergraduate Credit hour activity** divided by 45, must be within a range of 30% to 100% of the **Grand total** number of **Undergraduate students** reported in ***Part A*** of this survey. **Note:** If your institution's FTE enrollment is over 100%, make sure you are reporting contact and credit hours separately and are not duplicating any counts.

The system will perform the following edits on the data entered for institutions that enroll **Graduate** students:

- You must enter a number greater than 0 for **Graduate Credit hour activity.**
- If the current year **Graduate Credit hour activity** is equal to the value listed in the corresponding **Prior year data** column, then a *fatal* error will occur.
- If your institution enrolls Doctor's-professional practice students and your institution's predominant calendar system is *Quarter*, then the sum of **Graduate Credit hour activity** divided by 36, and the reported Doctor's-professional practice FTE student estimate, must be within a range of 30% to 100% of the **Grand total** number of **Graduate students** reported in ***Part A*** of this survey.
- If your institution enrolls Doctor's-professional practice students and your institution's predominant calendar system is *Semester*, *Trimester*, *4-1-4*, or *Other academic calendar*, then the sum of **Graduate Credit hour activity** divided by 24, and the reported Doctor's-professional practice FTE student estimate, must be within a range of 30% to 100% of the **Grand total** number of **Graduate students** reported in ***Part A*** of this survey.
- If your institution does not enroll Doctor's-professional practice students and your institution's predominant calendar system is *Quarter*, then the total **Graduate Credit hour activity** over the 12-month period must be between 11 and 36 times the **Grand total** number of **Graduate students** reported in ***Part A*** of this survey.
- If your institution does not enroll Doctor's-professional practice students and your institution's predominant calendar system is *Semester*, *Trimester*, *4-1-4*, or *Other academic calendar*, then the total **Graduate Credit hour activity** over the 12-month period must be between 7 and 24 times the **Grand total** number of **Graduate students** reported in ***Part A*** of this survey.

The system will perform the following edits on the data entered for institutions that enroll **Doctor's-professional practice** students:

- The **Doctor's-professional practice FTE student estimate** must be greater than 0.
- If your institution does not enroll graduate students other than Doctor's-professional practice students, then the **Doctor's-professional practice FTE student estimate** must be greater than or equal to the total number of full-time graduate students reported in the prior year Fall Enrollment survey.
- The **Doctor's-professional practice FTE student estimate** must be less than or equal to the **Grand Total** number of **Graduate students** reported in ***Part A*** of this survey.
- The reported **Doctor's-professional practice FTE student estimate** must be within a certain range of the **Prior year data** value, as outlined below:
    - If the prior year Doctor's-professional practice FTE is less than or equal to 25, then the current year value must be within plus or minus 8 of that value.
    - If the prior year Doctor's-professional practice FTE is greater than 25, then the current year value must be within a 30% range of that value.

Section 2: FTE

Upon saving the previous section, the system will estimate the FTE enrollment Undergraduate and Graduate students, as applicable to your institution. If the calculated FTE estimates provided are not reasonable AND you have reported the correct instructional activity hours, then you may provide an **Institution reported FTE**. The **Prior year FTE 2011-12** amounts are displayed for your reference.

The system will perform the following edits on the data entered in this section:

- For each student level, the **Institution reported FTE** is not expected to deviate from the **Calculated FTE** by more than a certain percentage, as outlined below:
    - If the institution reported FTE deviates from the calculated FTE by 20% to 75%, then an *explanation* is required.
    - If the institution reported FTE deviates from the calculated FTE by more than 75%, then a *fatal* error will occur.

Note: Your institution's FTE enrollment should be calculated based on the total number of hours in which an average full-time student is expected to enroll over a 12-month period.

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