12-month Enrollment for 4-year institutions (combo race/ethnicity; reporting any advanced professional degrees as Doctor's degrees - professional practice and Master's degrees)

12-Month Reporting Period and Instructional Activity Units

Which 12-month period you will use to report your <u>unduplicated count</u> and activity hours?

- ○ July 1, 2008 through June 30, 2009
- ○ September 1, 2008 through August 31, 2009

Undergraduate instructional activity data may be reported in Part B 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 student 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.

Race and Ethnicity Reporting Method

Which method of reporting race and ethnicity will you use for this component?

◯ NEW race/ethnicity categories (9 categories):

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

  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

◯ OLD race/ethnicity categories (7 categories):

  Nonresident alien

  Black, non-Hispanic

  American Indian/Alaska Native

  Asian/Pacific Islander

  Hispanic

  White, non-Hispanic

  Race and ethnicity unknown

◯ MIXTURE of new and old race/ethnicity categories (all 14 categories will show on each screen):

NEW categories:

Notes for NEW categories:
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

  Hispanic/Latino

  American Indian or Alaska Native

  Asian

  Black or African American

  Native Hawaiian or Other Pacific Islander

  White

  Two or more races

OLD categories:

  Black, non-Hispanic

  American Indian/Alaska Native

  Asian/Pacific Islander

  Hispanic

  White, non-Hispanic

Categories used in BOTH New and Old:

  Nonresident alien

  Race and ethnicity unknown

Advanced Degree Reporting Method

Which method of reporting data on your institution's postbaccalaureate degree programs will you use for this component?

○ The new postbaccalaureate degree classifications:

Master's degree

Doctor's degree - research/scholarship

Doctor's degree - professional practice

Doctor's degree - other

To use this method, you will need to recode all doctor's and first-professional degrees into the four graduate level categories listed above. You will also report any first-professional certificates as post-master's certificates. You will be **required** *to use this method when reporting this survey in 2010-11 IPEDS.*

○ The old postbaccalaureate degree classifications:

Master's degree

Doctor's degree

First-professional degree

Part A - Unduplicated Count

12-month Unduplicated Count by Race/Ethnicity and Gender

for the 2008-09 Academic Year

When reporting unduplicated count for graduates, make sure to include counts for postbaccalaureate professional programs (formerly first-professional).

	Undergraduate students	Graduate students
Men		
NEW categories:		
Notes for NEW categories:		
• Report Hispanic/Latino individuals of any race as Hispanic/Latino		
• Report race for non-Hispanic/Latino individuals only		
Hispanic/Latino		
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Other Pacific Islander		
White		
Two or more races		
OLD categories:		
Black, non-Hispanic		
American Indian/Alaska Native		
Asian/Pacific Islander		
Hispanic		
White, non-Hispanic		
Categories used in BOTH New and Old:		
Nonresident alien		
Race and ethnicity unknown		
Total men		
Women		
NEW categories:		
Notes for NEW categories:		
• Report Hispanic/Latino individuals of any race as Hispanic/Latino		
• Report race for non-Hispanic/Latino individuals only		
Hispanic/Latino		
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Other Pacific Islander		
White		
Two or more races		
OLD categories:		
Black, non-Hispanic		
American Indian/Alaska Native		
Asian/Pacific Islander		

Hispanic

White, non-Hispanic

Categories used in BOTH New and Old:

Nonresident alien

Race and ethnicity unknown

Total women

Grand total (2008-09)

12-month Instructional Activity

When reporting credit hours for graduate programs, make sure to include credit hours for postbaccalaureate professional programs (formerly first-professional).

	Total 12-month activity	Total 12-month activity from PY
Undergraduate:		
Contact hour activity for occupational programs		
Credit hour activity for academic programs		
Graduate:		
Credit hour activity for academic programs		

Based on the instructional activity hours reported above and your institution's calendar system, the estimated full-time equivalent (FTE) enrollment is:

Undergraduates

Graduates

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

The FTE numbers above were estimated using an FTE Calculation Method.

If the FTE numbers calculated are accurate, click 'No' below and save the page.

If they are not accurate, and you have reported the correct instructional activity hours above, click on 'Yes' below and save the page. When you click 'Yes', the system will give you the opportunity to enter more accurate FTE numbers. This option should be used **ONLY** if you use a different calculation that leads to more accurate numbers.

Based on the information provided above, would you like to enter a more accurate number for FTE enrollment?   ○ Yes   ○ No

NCES uses estimated FTE enrollment to calculate expenses by function per FTE as reported in the IPEDS Data Feedback Report. **ONLY if the estimate above is not reasonable for your institution**, please provide your best estimate of undergraduate and graduate FTE for the 12-month reporting period:

Undergraduate

Graduate

12-month Enrollment for 4-year institutions (combo race/ethnicity; reporting any advanced professional degrees as First-professional degrees)

12-Month Reporting Period and Instructional Activity Units

Which 12-month period you will use to report your <u>unduplicated count</u> and activity hours?

- ⚪ July 1, 2008 through June 30, 2009
- ⚪ September 1, 2008 through August 31, 2009

Undergraduate instructional activity data may be reported in Part B 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 student 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.

Race and Ethnicity Reporting Method

Which method of reporting race and ethnicity will you use for this component?

○ NEW race/ethnicity categories (9 categories):

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

    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

○ OLD race/ethnicity categories (7 categories):

    Nonresident alien

    Black, non-Hispanic

    American Indian/Alaska Native

    Asian/Pacific Islander

    Hispanic

    White, non-Hispanic

    Race and ethnicity unknown

○ MIXTURE of new and old race/ethnicity categories (all 14 categories will show on each screen):

NEW categories:

Notes for NEW categories:
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

    Hispanic/Latino

    American Indian or Alaska Native

    Asian

    Black or African American

    Native Hawaiian or Other Pacific Islander

    White

    Two or more races

OLD categories:

    Black, non-Hispanic

    American Indian/Alaska Native

    Asian/Pacific Islander

    Hispanic

    White, non-Hispanic

Categories used in BOTH New and Old:

    Nonresident alien

    Race and ethnicity unknown

Advanced Degree Reporting Method

Which method of reporting data on your institution's postbaccalaureate degree programs will you use for this component?

○ The new postbaccalaureate degree classifications:

Master's degree

Doctor's degree - research/scholarship

Doctor's degree - professional practice

Doctor's degree - other

*To use this method, you will need to recode all doctor's and first-professional degrees into the four graduate level categories listed above. You will also report any first-professional certificates as post-master's certificates. You will be **required** to use this method when reporting this survey in 2010-11 IPEDS.*

○ The old postbaccalaureate degree classifications:

Master's degree

Doctor's degree

First-professional degree

Part A - Unduplicated Count

12-month Unduplicated Count by Race/Ethnicity and Gender

for the 2008-09 Academic Year

	Undergraduate students	Graduate students	First-professional students
Men			
NEW categories:			
Notes for NEW categories:			
• Report Hispanic/Latino individuals of any race as Hispanic/Latino			
• Report race for non-Hispanic/Latino individuals only			
Hispanic/Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Other Pacific Islander			
White			
Two or more races			
OLD categories:			
Black, non-Hispanic			
American Indian/Alaska Native			
Asian/Pacific Islander			
Hispanic			
White, non-Hispanic			
Categories used in BOTH New and Old:			
Nonresident alien			
Race and ethnicity unknown			
Total men			
Women			
NEW categories:			
Notes for NEW categories:			
• Report Hispanic/Latino individuals of any race as Hispanic/Latino			
• Report race for non-Hispanic/Latino individuals only			
Hispanic/Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Other Pacific Islander			
White			
Two or more races			
OLD categories:			
Black, non-Hispanic			
American Indian/Alaska Native			
Asian/Pacific Islander			
Hispanic			

White, non-Hispanic   [ ]   [ ]   [ ]

Categories used in BOTH New and Old:

Nonresident alien   [ ]   [ ]   [ ]

Race and ethnicity unknown   [ ]   [ ]   [ ]

Total women

Grand total (2008-09)

Prior year data:

Unduplicated headcount (2007-08)

Total enrollment Fall 2008
NOTE: Grand total (2008-09) calculated above is expected to be greater than Total enrollment Fall 2008.

Part B - Instructional Activity

12-month Instructional Activity

Do not include credit hours for first-professional programs.

	Total 12-month activity	Total 12-month activity from PY
Undergraduate:		
Contact hour activity for occupational programs		
Credit hour activity for academic programs		
Graduate:		
Credit hour activity for academic programs		

Based on the instructional activity hours reported above and your institution's calendar system, the estimated full-time equivalent (FTE) enrollment is:

Undergraduates

Graduates

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

The FTE numbers above were estimated using an FTE Calculation Method.

If the FTE numbers calculated are accurate, click 'No' below and save the page.

If they are not accurate, and you have reported the correct instructional activity hours above, click on 'Yes' below and save the page. When you click 'Yes', the system will give you the opportunity to enter more accurate FTE numbers. This option should be used **ONLY** if you use a different calculation that leads to more accurate numbers.

Based on the information provided above, would you like to enter a more accurate number for FTE enrollment?   ○ Yes   ○ No

NCES uses estimated FTE enrollment to calculate expenses by function per FTE as reported in the IPEDS Data Feedback Report. **ONLY if the estimate above is not reasonable for your institution**, please provide your best estimate of undergraduate and graduate FTE for the 12-month reporting period:

Undergraduate

Graduate

12-month Enrollment for less than 4-year institutions (combo race/ethnicity)

12-Month Reporting Period and Instructional Activity Units

Which 12-month period you will use to report your <u>unduplicated count</u> and activity hours?

- ○ July 1, 2008 through June 30, 2009
- ○ September 1, 2008 through August 31, 2009

Undergraduate instructional activity data may be reported in Part B 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 student 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.

Race and Ethnicity Reporting Method

Which method of reporting race and ethnicity will you use for this component?

○ NEW race/ethnicity categories (9 categories):

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

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

○ OLD race/ethnicity categories (7 categories):

Nonresident alien

Black, non-Hispanic

American Indian/Alaska Native

Asian/Pacific Islander

Hispanic

White, non-Hispanic

Race and ethnicity unknown

○ MIXTURE of new and old race/ethnicity categories (all 14 categories will show on each screen):

NEW categories:

Notes for NEW categories:
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Hispanic/Latino

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

Two or more races

OLD categories:

Black, non-Hispanic

American Indian/Alaska Native

Asian/Pacific Islander

Hispanic

White, non-Hispanic

Categories used in BOTH New and Old:

Nonresident alien

Race and ethnicity unknown

Part A - Unduplicated Count

REMINDER: This screen contains both NEW and OLD race/ethnicity categories.
Report each individual only ONCE, in either a new category OR an old category.
Do NOT double count individuals!

Report ALL Nonresident aliens and Race and ethnicity unknown in the 'Categories used in BOTH New and Old' section.

12-month Unduplicated Count by Race/Ethnicity and Gender

for the 2008-09 Academic Year

	Undergraduate students
Men	
NEW categories:	
Notes for NEW categories:	
• Report Hispanic/Latino individuals of any race as Hispanic/Latino	
• Report race for non-Hispanic/Latino individuals only	
Hispanic/Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
OLD categories:	
Black, non-Hispanic	
American Indian/Alaska Native	
Asian/Pacific Islander	
Hispanic	
White, non-Hispanic	
Categories used in BOTH New and Old:	
Nonresident alien	
Race and ethnicity unknown	
Total men	
Women	
NEW categories:	
Notes for NEW categories:	
• Report Hispanic/Latino individuals of any race as Hispanic/Latino	
• Report race for non-Hispanic/Latino individuals only	
Hispanic/Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
OLD categories:	
Black, non-Hispanic	
American Indian/Alaska Native	
Asian/Pacific Islander	
Hispanic	

White, non-Hispanic

Categories used in BOTH New and Old:

Nonresident alien

Race and ethnicity unknown

Total women

Grand total (2008-09)

Part B - Instructional Activity

12-month Instructional Activity

	Total 12-month activity	Total 12-month activity from PY
Undergraduate:		
Contact hour activity for occupational programs		
Credit hour activity for academic programs		

Based on the instructional activity hours reported above and your institution's calendar system, the estimated full-time equivalent (FTE) enrollment is:

Undergraduates

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

The FTE numbers above were estimated using an FTE Calculation Method.

If the FTE numbers calculated are accurate, click 'No' below and save the page.

If they are not accurate, and you have reported the correct instructional activity hours above, click on 'Yes' below and save the page. When you click 'Yes', the system will give you the opportunity to enter more accurate FTE numbers. This option should be used **ONLY** if you use a different calculation that leads to more accurate numbers.

Based on the information provided above, would you like to enter a more accurate number for FTE enrollment?   ○ Yes   ○ No

NCES uses estimated FTE enrollment to calculate expenses by function per FTE as reported in the IPEDS Data Feedback Report. **ONLY if the estimate above is not reasonable for your institution**, please provide your best estimate of undergraduate FTE for the 12-month reporting period:

Undergraduate

12-Month Enrollment Full Instructions

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. 12-month enrollment data are collected by level of student and by race/ethnicity and gender. Instructional activity is collected as total credit and/or contact hours delivered by institutions 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.

Changes in Reporting

- Fall 2009 continues to have the option of using the old postbaccalaureate degree categories (using the first-professional clasification) or the new categories (eliminating the first-professional category and reclassifying those programs) on the 12-Month Enrollment component. Please note that this is the final optional year for postbaccalaureate degree program reporting. In Fall 2010, the first-professional degree classification will be eliminated and institutions will be required to report using the new postbaccalaureate degree categories on the 12-Month Enrollment component.

- Fall 2009 continues to have the option of using the old race/ethnicity categories, the new race/ethnicity categories or a combination of the old and new categories. Beginning in Fall 2011, reporting using the new race and ethnicity categories will be mandatory on the 12-Month Enrollment component.

General Instructions

The 12-month reporting period is selected by the institution. There are two options: the 12-month period of July 1, 2008 - June 30, 2009 or the 12-month period of September 1, 2008 - August 31, 2009.

Context Boxes

Context boxes (previously known as caveat boxes) are provided to allow institutions to provide more information regarding survey component items. Note that some context boxes are posted on the <u>College Navigator Website</u>, 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 <u>College Navigator Website</u>; institutions should check grammar and spelling of their entries.

Coverage

Who to Include

Students to **include** in this report:

- Students enrolled in courses **creditable** toward a diploma, certificate, degree, or other formal award, **including** those enrolled in off-campus centers
- High school students taking regular college courses for credit
- Full-time students taking remedial courses **IF** the student is considered 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

Students to **exclude** from this component:

- Students enrolled exclusively in courses **not creditable** toward a formal award
- Students enrolled exclusively in Continuing Education Units (CEUs)
- Students exclusively auditing classes
- Residents or interns in Doctor's - professional practice (previously first-professional), since they have already received their Doctor's degree
- 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

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.

In addition, the <u>IPEDS Resources Page</u> contains frequently asked questions, a link to the glossary, data tip sheets, an archive of survey instruments, information on the new race/ethnicity categories and other relevant information.

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:

- <u>College Navigator Website</u>
- <u>IPEDS Data Center</u>
- <u>IPEDS Data Feedback Reports</u>

At the aggregate-level, data will appear in:

- <u>IPEDS First Looks</u>
- <u>IPEDS Table Library</u>
- <u>IPEDS Data Feedback Reports</u>
- <u>The Digest of Education Statistics</u>
- <u>The Condition of Education</u>

Reporting Directions

Screening Questions

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

Levels of Enrollment (ONLY FOR NEW INSTITUTIONS).
Indicate whether or not your institution was in operation during academic year

2008-09. If your institution was in operation, select the levels (undergraduate, graduate, and/or first-professional) of enrollment offered during the 2008-09 academic year. **Please note that this screening question will only be given to new institutions.**

12-Month Reporting Period.
Select which 12-month period your institution will use for this component. Institutions are given the option to report using the period from July 1, 2008 - June 30, 2009 or September 1, 2008 - August 31, 2009.

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

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

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

Advanced Degree Reporting Method.
Select which method of reporting postbaccalaureate degree programs your institution will use for this component. Institutions are given the option this year to report using the old postbaccalaureate degree categories (including first-professional) and the new categories (first-professional is eliminated and reclassified into other categories). **Please note that if your institution used the new postbaccalaureate categories to report 12-month Enrollment in Fall 2008 or Fall Enrollment in Winter/Spring 2008-09, you will need to continue to use the new reporting method this year and therefore will not be given this screening question.**

Race/Ethnicity Reporting Method.

Select which method of reporting race/ethnicity your institution will use for this component. Institutions are given the option this year to report using the old race/ethnicity categories, the new categories, or combination of the old and new categories. **Please note that if your institution used the new race/ethnicity categories to report 12-month Enrollment in Fall 2008 or Fall Enrollment in Winter/Spring 2008-09, you will need to continue to use the new reporting method this year and therefore will not be given this screening question.** If your institution used the mixed method of reporting (combination of the old and new categories), you will be given the option to report using the mixed method again this year or the new method, but you will not have the option to use the old method this year.

Reporting Persons by Racial/Ethnic Category

Reporting Persons by Racial/Ethnic Category- New categories (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, Guan, 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.

Reporting Individuals by Racial/Ethnic Category and Gender - Old Categories (1977 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.

Method of collection - The manner of collecting racial/ethnic information is left to the discretion of the institution provided that the system which is established results in reasonably accurate data, which may be replicated by others when the same documented system is utilized. One acceptable method is a properly controlled system of post-enrollment self-identification by students. If a self-identification method is utilized, a verification procedure to ascertain the completeness and accuracy of student submissions should also be employed. An employer may acquire the racial/ethnic information necessary for this section either by visual survey of the work force or from post-employment records.

Assignment to categories - For the purpose of this report, an individual may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person may be counted in more than one racial/ethnic category. Racial/ethnic designations are requested only for United States citizens, resident aliens, and other eligible non-citizens.

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

- **Black, non-Hispanic** - A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
- **American Indian/Alaska Native** - A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian/Pacific Islander** - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.
- **Hispanic** - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White, non-Hispanic** - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

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 five 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/ethnicity unknown** - This category is used ONLY if the student did not select a racial/ethnic designation, AND the postsecondary institution finds it impossible to place the student in one of the racial/ethnic categories during established enrollment procedures or in any post-enrollment identification or verification process.

Reporting Persons by Racial/Ethnic Category - Mixture of New and Old Categories

Institutions may choose, during the optional period for each survey
component, to report using a mixture of new and old race/ethnicity
categories within the same survey component. In this case, all 14 categories
will show on the data collection screen at the same time.

Reporting Professional Programs Beyond the Baccalaureate Level

The categories used to classify and report professional programs beyond the
baccalaureate level have been revised, and the revisions are currently in a
reporting phase-in period. Therefore, institutions must indicate which method
they will use to report these programs in order to receive the correct screens.

To use the new method, you will need to recode all doctor's degree and first-
professional programs into the following four graduate level categories:

• Master's degree
• Doctor's degree - research/scholarship
• Doctor's degree - professional practice
• Doctor's degree - other

In addition, you will also report any first-professional certificates as post-
master's certificates.

Only the following programs are considered first-professional:
• Chiropractic (D.C., D.C.M.) (51.0101)
• Dentistry (D.D.S., D.M.D.) (51.0401)
• Medicine (M.D.) (51.1201)
• Optometry (O.D.) (51.1701)
• Osteopathic Medicine (D.O.) (51.1901)
• Pharmacy * (Pharm.D.) (51.2001)
• Podiatry (D.P.M., D.P., Pod.D.) (51.2101)

- Veterinary Medicine (D.V.M.) (51.2401)
- Law (L.L.B., J.D.) (22.0101)
- Theology (M.Div., M.H.L./Rav, B.D., or Ordination) (39.0602 or 39.0605)
*NOTE - The Bachelor of Pharmacy program is a Bachelor's degree program, and as such is an undergraduate program.

Once the first-professional programs have been recoded, students in those programs are considered graduate students and activity in those programs is considered graduate level activity.

Institutional Characteristics (IC) and Fall Enrollment (EF) must use the same method of reporting these programs. Once a choice of method has been made in the Fall on IC, that method must be used on EF in the Winter/Spring.

Completions and 12-month Enrollment are also affected by these changes, but institutions may make their choice of reporting method for these components independently of IC and of each other.

Reporting using the new method will be mandatory according to the following schedule, and optional until then:
- Institutional Characteristics and Fall Enrollment - mandatory in 2009-10
- Completions and 12-month Enrollment - mandatory in 2010-11

Part A: Unduplicated 12-Month Enrollment by Level of Student, Race/Ethnicity, and Gender for the 2008-09 Academic Year

Report students according to gender, race/ethnicity, and their level of standing with the institution.

Please note:

- In order to determine an unduplicated number of students enrolled, count each student only once during the 12-month period. *Example:* If a student enrolls in the fall term, drops out in winter, but enrolls again in spring, count that student once.
- Students admitted with graduate standing should be counted as graduate students, even if they are taking some undergraduate courses

- Students who already hold a baccalaureate degree but are enrolled as an undergraduate for additional undergraduate courses should be counted as undergraduates
- If a student's level (undergraduate or graduate) changes during the 12-month period, count the student at his/her highest level enrolled. *Example:* If a student is an undergraduate in the fall and a graduate student in the spring, count the student as a graduate student.

To provide context, two prior year enrollment totals, by student level, are shown at the bottom of the screen. The first is the total 12-month unduplicated count reported from last year (2007-08 academic year). The second is the total fall enrollment from Fall 2008, as reported on the Fall Enrollment survey component. Since the Fall 2008 enrollment is within the 12-month period currently being reported (2008-09), the 12-month unduplicated count must be greater than or equal to the Fall 2008 total enrollment.

Part B: Instructional Activity and Full-Time Equivalent Enrollment

Report the total contact hour and/or credit hour activity over the 12-month period for the students reported in Part A. The instructional activity data reported on this page will be used to calculate full-time equivalent (FTE) student enrollment at your 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 contact hour activity, include all courses offered for credit (see the IPEDS Glossary for the definition of "credit course") that are measured in terms of 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 in the course is the number 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: Finding contact hour activity for Institution ABC.

Institution ABC offers 3 courses over a 12-month 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 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 end within the 12-month reporting period, the instructional activity for the course should be reported only for the number of weeks which do fall within the 12-month 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 credit hour activity, include only those courses offered for credit that are measured in terms of 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 in the course is the number 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: Finding credit hour activity for Institution DEZ

Institution DEZ offers 3 courses over a 12-month 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 credit hour activity for the institution by summing the credit hour activity for each course:

- 60 hours 50 hours 60 hours = 170 hours

Report credit hour activity by level of course, 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 for the course is 15 hours (3x5).

NOTE FOR GRADUATE LEVEL INSTRUCTIONAL ACTIVITY REPORTING: When using the **NEW** categories for reporting postbaccalaureate professional students, make sure to **INCLUDE** credit activity for Doctor's - professional practice. When using the **OLD** categories for reporting postbaccalaureate professional students **DO NOT** include first -professional credit activity. Please refer to the "Reporting Professional Programs Beyond the Baccalaureate Level" section of the instructions for more information on these reporting changes.

Full-Time Equivalent (FTE) Calculation

Full-time equivalent (FTE) student enrollment, by level (undergraduate and graduate) will be calculated for your institution using the instructional activity data reported in Part B. This FTE 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 clicking on 'Save' a box will appear that states what the FTE estimate would be based on the instructional activity reported in Part B. FTE is 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 Institutional Characteristics (IC) 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 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 your institution, please **double check** the credit or contact hours reported to ensure their accuracy. If the credit or contact hours reported are inaccurate, so will the calculated FTE be inaccurate.

After double checking the instructional activity data reported, if the FTE estimated for your instituiton is still not reasonable, check 'Yes' and save the page. When you click 'Yes', the system will give you the opportunity to enter more accurate FTE numbers for the institution. This option should be used **ONLY** if you use a different calculation that leads to more accurate numbers.

12-Month Enrollment Full Instructions

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. 12-month enrollment data are collected by level of student and by race/ethnicity and gender. Instructional activity is collected as total credit and/or contact hours delivered by institutions 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.

Changes in Reporting

- Fall 2009 continues to have the option of using the old postbaccalaureate degree categories (using the first-professional clasification) or the new categories (eliminating the first-professional category and reclassifying those programs) on the 12-Month Enrollment component. Please note that this is the final optional year for postbaccalaureate degree program reporting. In Fall 2010, the first-professional degree classification will be eliminated and institutions will be required to report using the new postbaccalaureate degree categories on the 12-Month Enrollment component.

- Fall 2009 continues to have the option of using the old race/ethnicity categories, the new race/ethnicity categories or a combination of the old and new categories. Beginning in Fall 2011, reporting using the new race and ethnicity categories will be mandatory on the 12-Month Enrollment component.

General Instructions

The 12-month reporting period is selected by the institution. There are two options: the 12-month period of July 1, 2008 - June 30, 2009 or the 12-month period of September 1, 2008 - August 31, 2009.

Context Boxes

Context boxes (previously known as caveat boxes) are provided to allow institutions to provide more information regarding survey component items. Note that some context boxes are posted on the <u>College Navigator Website</u>, 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 <u>College Navigator Website</u>; institutions should check grammar and spelling of their entries.

Coverage

Who to Include

Students to **include** in this report:

- Students enrolled in courses **creditable** toward a diploma, certificate, degree, or other formal award, **including** those enrolled in off-campus centers
- High school students taking regular college courses for credit
- Full-time students taking remedial courses **IF** the student is considered 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

Who to Exclude

Students to **exclude** from this component:

- Students enrolled exclusively in courses **not creditable** toward a formal award
- Students enrolled exclusively in Continuing Education Units (CEUs)
- Students exclusively auditing classes
- Residents or interns in Doctor's - professional practice (previously first-professional), since they have already received their Doctor's degree
- 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

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.

In addition, the <u>IPEDS Resources Page</u> contains frequently asked questions, a link to the glossary, data tip sheets, an archive of survey instruments, information on the new race/ethnicity categories and other relevant information.

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:

- <u>College Navigator Website</u>
- <u>IPEDS Data Center</u>
- <u>IPEDS Data Feedback Reports</u>

At the aggregate-level, data will appear in:

- <u>IPEDS First Looks</u>
- <u>IPEDS Table Library</u>
- <u>IPEDS Data Feedback Reports</u>
- <u>The Digest of Education Statistics</u>
- <u>The Condition of Education</u>

Reporting Directions

Screening Questions

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

Levels of Enrollment (ONLY FOR NEW INSTITUTIONS).
Indicate whether or not your institution was in operation during academic year

2008-09. If your institution was in operation, select the levels (undergraduate, graduate, and/or first-professional) of enrollment offered during the 2008-09 academic year. **Please note that this screening question will only be given to new institutions.**

12-Month Reporting Period.
Select which 12-month period your institution will use for this component. Institutions are given the option to report using the period from July 1, 2008 - June 30, 2009 or September 1, 2008 - August 31, 2009.

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

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

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

Advanced Degree Reporting Method.
Select which method of reporting postbaccalaureate degree programs your institution will use for this component. Institutions are given the option this year to report using the old postbaccalaureate degree categories (including first-professional) and the new categories (first-professional is eliminated and reclassified into other categories). **Please note that if your institution used the new postbaccalaureate categories to report 12-month Enrollment in Fall 2008 or Fall Enrollment in Winter/Spring 2008-09, you will need to continue to use the new reporting method this year and therefore will not be given this screening question.**

Race/Ethnicity Reporting Method.

Select which method of reporting race/ethnicity your institution will use for this component. Institutions are given the option this year to report using the old race/ethnicity categories, the new categories, or combination of the old and new categories. **Please note that if your institution used the new race/ethnicity categories to report 12-month Enrollment in Fall 2008 or Fall Enrollment in Winter/Spring 2008-09, you will need to continue to use the new reporting method this year and therefore will not be given this screening question.** If your institution used the mixed method of reporting (combination of the old and new categories), you will be given the option to report using the mixed method again this year or the new method, but you will not have the option to use the old method this year.

Reporting Persons by Racial/Ethnic Category

Reporting Persons by Racial/Ethnic Category- New categories (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, Guan, 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.

Reporting Individuals by Racial/Ethnic Category and Gender - Old Categories (1977 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.

Method of collection - The manner of collecting racial/ethnic information is left to the discretion of the institution provided that the system which is established results in reasonably accurate data, which may be replicated by others when the same documented system is utilized. One acceptable method is a properly controlled system of post-enrollment self-identification by students. If a self-identification method is utilized, a verification procedure to ascertain the completeness and accuracy of student submissions should also be employed. An employer may acquire the racial/ethnic information necessary for this section either by visual survey of the work force or from post-employment records.

Assignment to categories - For the purpose of this report, an individual may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person may be counted in more than one racial/ethnic category. Racial/ethnic designations are requested only for United States citizens, resident aliens, and other eligible non-citizens.

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

• **Black, non-Hispanic** - A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
• **American Indian/Alaska Native** - A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
• **Asian/Pacific Islander** - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.
• **Hispanic** - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
• **White, non-Hispanic** - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

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 five 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/ethnicity unknown** - This category is used ONLY if the student did not select a racial/ethnic designation, AND the postsecondary institution finds it impossible to place the student in one of the racial/ethnic categories during established enrollment procedures or in any post-enrollment identification or verification process.

Reporting Persons by Racial/Ethnic Category - Mixture of New and Old Categories

Institutions may choose, during the optional period for each survey component, to report using a mixture of new and old race/ethnicity categories within the same survey component. In this case, all 14 categories will show on the data collection screen at the same time.

Reporting Professional Programs Beyond the Baccalaureate Level

The categories used to classify and report professional programs beyond the baccalaureate level have been revised, and the revisions are currently in a reporting phase-in period. Therefore, institutions must indicate which method they will use to report these programs in order to receive the correct screens.

To use the new method, you will need to recode all doctor's degree and first-professional programs into the following four graduate level categories:

• Master's degree
• Doctor's degree - research/scholarship
• Doctor's degree - professional practice
• Doctor's degree - other

In addition, you will also report any first-professional certificates as post-master's certificates.

Only the following programs are considered first-professional:
• Chiropractic (D.C., D.C.M.) (51.0101)
• Dentistry (D.D.S., D.M.D.) (51.0401)
• Medicine (M.D.) (51.1201)
• Optometry (O.D.) (51.1701)
• Osteopathic Medicine (D.O.) (51.1901)
• Pharmacy * (Pharm.D.) (51.2001)
• Podiatry (D.P.M., D.P., Pod.D.) (51.2101)

• Veterinary Medicine (D.V.M.) (51.2401)
• Law (L.L.B., J.D.) (22.0101)
• Theology (M.Div., M.H.L./Rav, B.D., or Ordination) (39.0602 or 39.0605)
*NOTE - The Bachelor of Pharmacy program is a Bachelor's degree program, and as such is an undergraduate program.

Once the first-professional programs have been recoded, students in those programs are considered graduate students and activity in those programs is considered graduate level activity.

Institutional Characteristics (IC) and Fall Enrollment (EF) must use the same method of reporting these programs. Once a choice of method has been made in the Fall on IC, that method must be used on EF in the Winter/Spring.

Completions and 12-month Enrollment are also affected by these changes, but institutions may make their choice of reporting method for these components independently of IC and of each other.

Reporting using the new method will be mandatory according to the following schedule, and optional until then:
• Institutional Characteristics and Fall Enrollment - mandatory in 2009-10
• Completions and 12-month Enrollment - mandatory in 2010-11

Part A: Unduplicated 12-Month Enrollment by Level of Student, Race/Ethnicity, and Gender for the 2008-09 Academic Year

Report students according to gender, race/ethnicity, and their level of standing with the institution.

Please note:

- In order to determine an unduplicated number of students enrolled, count each student only once during the 12-month period. *Example:* If a student enrolls in the fall term, drops out in winter, but enrolls again in spring, count that student once.
- Students admitted with graduate standing should be counted as graduate students, even if they are taking some undergraduate courses

- Students who already hold a baccalaureate degree but are enrolled as an undergraduate for additional undergraduate courses should be counted as undergraduates
- If a student's level (undergraduate or graduate) changes during the 12-month period, count the student at his/her highest level enrolled. *Example:* If a student is an undergraduate in the fall and a graduate student in the spring, count the student as a graduate student.

To provide context, two prior year enrollment totals, by student level, are shown at the bottom of the screen. The first is the total 12-month unduplicated count reported from last year (2007-08 academic year). The second is the total fall enrollment from Fall 2008, as reported on the Fall Enrollment survey component. Since the Fall 2008 enrollment is within the 12-month period currently being reported (2008-09), the 12-month unduplicated count must be greater than or equal to the Fall 2008 total enrollment.

Part B: Instructional Activity and Full-Time Equivalent Enrollment

Report the total contact hour and/or credit hour activity over the 12-month period for the students reported in Part A. The instructional activity data reported on this page will be used to calculate full-time equivalent (FTE) student enrollment at your 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 contact hour activity, include all courses offered for credit (see the IPEDS Glossary for the definition of "credit course") that are measured in terms of 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 in the course is the number 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: Finding contact hour activity for Institution ABC.

Institution ABC offers 3 courses over a 12-month 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 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 end within the 12-month reporting period, the instructional activity for the course should be reported only for the number of weeks which do fall within the 12-month 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 credit hour activity, include only those courses offered for credit that are measured in terms of 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 in the course is the number 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: Finding credit hour activity for Institution DEZ

Institution DEZ offers 3 courses over a 12-month 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 credit hour activity for the institution by summing the credit hour activity for each course:

- 60 hours 50 hours 60 hours = 170 hours

Report credit hour activity by level of course, 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 for the course is 15 hours (3x5).

NOTE FOR GRADUATE LEVEL INSTRUCTIONAL ACTIVITY REPORTING: When using the **NEW** categories for reporting postbaccalaureate professional students, make sure to **INCLUDE** credit activity for Doctor's - professional practice. When using the **OLD** categories for reporting postbaccalaureate professional students **DO NOT** include first -professional credit activity. Please refer to the "Reporting Professional Programs Beyond the Baccalaureate Level" section of the instructions for more information on these reporting changes.

Full-Time Equivalent (FTE) Calculation

Full-time equivalent (FTE) student enrollment, by level (undergraduate and graduate) will be calculated for your institution using the instructional activity data reported in Part B. This FTE 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 clicking on 'Save' a box will appear that states what the FTE estimate would be based on the instructional activity reported in Part B. FTE is 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 Institutional Characteristics (IC) 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 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 your institution, please **double check** the credit or contact hours reported to ensure their accuracy. If the credit or contact hours reported are inaccurate, so will the calculated FTE be inaccurate.

After double checking the instructional activity data reported, if the FTE estimated for your instituiton is still not reasonable, check 'Yes' and save the page. When you click 'Yes', the system will give you the opportunity to enter more accurate FTE numbers for the institution. This option should be used **ONLY** if you use a different calculation that leads to more accurate numbers.