Fall Enrollment for 2-year degree-granting institutions

Overview

Fall Enrollment Overview
The Fall Enrollment component collects student enrollment counts by level of student, enrollment status, gender and race/ethnicity. In addition, first-time student retention rates and the student-to-faculty ratio are collected. Every other year data on residence of first-time undergraduates is required and in opposite years, enrollment by student age is required to be reported.
Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August 1 and October 31.
Data Reporting Reminders: •Part B, Enrollment of students by age, is **required** this year. •Part C, Residence of first-time degree/certificate-seeking undergraduates, is **optional** this year.
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**.

Part Selection

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

Do you wish to complete Part C this year?

If you select 'No', you will skip Part C.

If you select 'Yes', you will be expected to complete the Part C screens.

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

Part A - Fall Enrollment for Full-Time Undergraduate Students

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2015.

Program reporters report students enrolled at any time between August 1 and October 31, 2015.

Full-time Undergraduate Students

Reporting Reminders:

- **Report Hispanic/Latino individuals of any race as Hispanic/Latino**
- **Report race for non-Hispanic/Latino individuals only**
- **Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.**

Men

Enrolled for credit	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, **Full-time undergraduate students**
	First-time	Transfer-in	Continuing/ Returning	Total degree/certificate-seeking		
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

Enrolled for credit	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, **Full-time undergraduate students**
	First-time	Transfer-in	Continuing/ Returning	Total degree/certificate-seeking		
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 (men+women)						
Grand total (men+women) prior year						

Part A - Fall Enrollment for Part-time Undergraduate Students

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2015.

Program reporters report students enrolled at any time between August 1 and October 31, 2015.

Part-time Undergraduate Students

Reporting Reminders:

- **Report Hispanic/Latino individuals of any race as Hispanic/Latino**
- **Report race for non-Hispanic/Latino individuals only**
- **Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.**

Men

Enrolled for credit	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning	Total degree/certificate-seeking		
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

Enrolled for credit	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning	Total degree/certificate-seeking		
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 (men+women)						
Grand total (men+women) prior year						

Part A - Fall Enrollment Summary

Fall Enrollment Summary			
Men			
Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
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			
Women			
Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
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			
Grand Total (men+women)			

Part A - Fall Enrollment by Distance Education Status

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2015. Program reporters report students enrolled at any time between August 1 and October 31, 2015.		
	Undergraduate Students	
	Degree/Certificate Seeking	Non-Degree/Certificate Seeking
Enrolled *exclusively* **in distance education courses**		
Enrolled in *some* **but not all distance education courses**		
Not enrolled **in any distance education courses**		
Total (from prior part A screens)		

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

Part A - Fall Enrollment by Distance Education Status

	Undergraduate Students	
Of those students *exclusively* enrolled in distance education courses, report the number that are:	Degree/Certificate Seeking	Non-Degree/Certificate Seeking
Located in		
Located in the U.S. but not in		
Located in the U.S. but state/jurisdiction unknown		
Located outside the U.S.		
Location unknown/unreported		
Total students exclusively enrolled in distance education (from section above)		

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

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2015.

Program reporters report students enrolled at any time between August 1 and October 31, 2015.

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

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

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2015.

Program reporters report students enrolled at any time between August 1 and October 31, 2015.

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

Part C - Screening Question

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

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

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

Part C - Residence of First-time Undergraduates

NOTE: These data are optional this year.

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2015.

Program reporters report students enrolled at any time between August 1 and October 31, 2015.

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

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

Part C - Residence of First-time Undergraduates

NOTE: These data are optional this year.

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2015.

Program reporters report students enrolled at any time between August 1 and October 31, 2015.

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

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

Part C - Residence of First-time Undergraduates

NOTE: These data are optional this year.

Academic reporters report enrollment as of the institution's official fall reporting date or as of October 15, 2015.

Program reporters report students enrolled at any time between August 1 and October 31, 2015.

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

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

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

This part is only required from academic reporters.

Part D - Total Undergraduate Entering Class

Total Undergraduate Entering Class, Fall 2015		
D1	Total full-time, first-time degree/certificate-seeking undergraduates from Part A (GR cohort)	
D2	Total first-time degree/certificate-seeking undergraduates (full-time + part-time) from Part A	
D3	Total transfer-in degree/certificate-seeking undergraduates (full-time + part-time) from Part A	
D4	Total non-degree/certificate-seeking undergraduates (full-time + part-time) from Part A	
D5	Of the total non-degree/certificate-seeking undergraduates displayed on line D4, **the number that are new to the institution in Fall 2015**	
D6	Total entering students at the undergraduate level **Note:** This is calculated as first-time students (line D2) + students transferring to the institution (line D3) + non-degree/certificate-seeking undergraduates entering in Fall 2015 (line D5).	
D7	Percentage of undergraduate entering class represented by your GR cohort (line D1/line D6)	

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

Retention Rates
Full-time, First-time Degree/Certificate-Seeking Cohort from Fall 2014

The Fall 2014 cohort is preloaded based on data reported in the prior year Fall Enrollment survey component.

Academic reporters report retention data as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2014 and retention based on August 1, 2015.

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

Retention Data Reporting Reminders:

- Include only **full-time, first-time degree/certificate-seeking** students in this cohort.
- Determine full-time using Fall 2014 attendance status (e.g. if a student was full-time in Fall 2014, report them in the full-time cohort regardless of Fall 2015 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E2) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g. Peace Corps); or to serve on official church missions.

	Preloaded cohort		Prior year data (Fall 2013 cohort)
FULL-TIME, FIRST-TIME COHORT RETENTION:			
E1 Full-time, first-time Fall 2014 cohort			
E2 Exclusions from the Fall 2014 cohort			
E3 **Adjusted** Fall 2014 cohort (line E1 - line E2)			
E4 Students from Fall 2014 cohort who are **still enrolled +** students from Fall 2014 cohort who **completed their program** as of Fall 2015			
E5 Full-time, first-time Fall 2014 cohort retention rate (line E4 / line E3)		%	%

You may use the space below to provide context for the data you've reported above.
These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

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

Retention Rates
Part-time, First-time Degree/Certificate-Seeking Cohort from Fall 2014

The Fall 2014 cohort is preloaded based on data reported in the prior year Fall Enrollment survey component.

Academic reporters report retention data as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2014 and retention based on August 1, 2015.

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

Retention Data Reporting Reminders:

- Include only **part-time, first-time degree/certificate-seeking** students in this cohort.
- Determine part-time using Fall 2014 attendance status (e.g. if a student was part-time in Fall 2014, report them in the part-time cohort regardless of their Fall 2015 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E7) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g. Peace Corps); or to serve on official church missions.

	Preloaded cohort		Prior year data (Fall 2013 cohort)
PART-TIME, FIRST-TIME COHORT RETENTION:			
E6 Part-time, first-time Fall 2014 cohort			
E7 Exclusions from the Fall 2014 cohort			
E8 **Adjusted** Fall 2014 cohort (line E6 - line E7)			
E9 Students from Fall 2014 cohort who are **still enrolled +** students from Fall 2014 cohort who **completed their program** as of Fall 2015			
E10 Part-time, first-time Fall 2014 cohort retention rate (line E9 / line E8)		%	%

You may use the space below to provide context for the data you've reported above.
These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Part F - Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 2015. The student-to-faculty ratio and any accompanying context that is provided will be displayed on College Navigator.

Note: Logic in this item is similar to item I-2 from the Common Data Set data collection.

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

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

You may use the space below to provide context for the data you've reported above.
These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

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

This worksheet is designed to help you determine your institution's student-to-faculty ratio.

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

Note: The logic used for this calculation is similar to item I-2 from the Common Data Set data collection.

	Students, Fall 2015		
F1	Total full-time students from Part A		
F2	Total part-time students from Part A		
F3	Full-time equivalent of part-time students (Line F2 * 1/3)		
F4	Total full-time equivalent students (Line F1 + F3)		
	Instructional Staff, Fall 2015		
FULL-TIME INSTRUCTIONAL STAFF:			
F5	Number of full-time instructional staff as reported on the HR survey component		
Full-Time Instructional Staff Exclusion (Line F6):			
F6	**Full-Time Instructional Staff Exclusion:** Of the number of full-time instructional staff reported in Line F5, the number teaching exclusively **non-credit** courses		
F7	Total adjusted full-time instructional staff (Line F5 - F6)		
PART-TIME INSTRUCTIONAL STAFF:			
F8	Number of part-time instructional staff as reported on the HR survey component		
Part-Time Instructional Staff Exclusion (Line F9):			
F9	Of the number of part-time instructional staff reported in Line F8, the number teaching exclusively **non-credit** courses		
Part-Time Instructional Staff Addition (Line F10):			
F10	Number of administrators, or other staff not reported to IPEDS as instructors, that are teaching a credit course(s) in the Fall		
F11	Total adjusted part-time instructional staff (Line F8 - F9 + F10)		
F12	Full-time equivalent of adjusted part-time instructional staff (Line F11 * 1/3)		
F13	Total full-time equivalent instructional staff (Line F7 + F12)		
F14	Student-to-faculty ratio (Line F4/F13)		to 1

Fall Enrollment Full Instructions

Purpose of Survey
Changes in Reporting
General Instructions
Reporting Period Covered
Context Boxes
Coverage
Who To Include
Who To Exclude
Where to Get Help For Reporting
IPEDS Help Desk
AIR Website
IPEDS Website Resources
Where the Reported Data Will Appear
Institution Level
Aggregate Level
Reporting Directions
Screening Questions
Reporting Individuals by Racial/Ethnic Categories
Part A: Fall Enrollment by Level, Attendance Status, Race/Ethnicity, and Gender
Part B: Fall Enrollment by Age
Part C: Residence of First-Time Degree/Certificate-Seeking Undergraduates
Part D: Total Undergraduate Entering Class
Part E: Retention Rates for First-Time Degree/Certificate-Seeking Undergraduates
Part F: Student-to-Faculty Ratio

Purpose of Survey

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

Top ▲

Changes in Reporting

Enrollment by age will be mandatory this year. Enrollment by residence is optional.

Top ▲

General Instructions

Reporting Period Covered

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

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

Top ▲

Context Boxes

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

Top ▲

Coverage

Who to Include

Include all students **enrolled for credit** (enrolled in instructional activity, courses or programs, that can be applied towards the requirements for a postsecondary degree, diploma, certificate, or other 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 for credit at your institution (e.g., online students)

Who to Exclude

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

- Students enrolled exclusively in courses that cannot be applied towards a formal award
- Students enrolled only in ESL programs (programs comprised exclusively of ESL courses)
- Students enrolled exclusively in Continuing Education Units (CEUs)
- Students exclusively auditing classes

In addition, the following students should be excluded:

- Any student studying abroad (e.g., at a foreign university) if their enrollment at the 'home' institution serves as an administrative record
- Students enrolled in any branch campus located in a foreign country

Top ▲

Where to Get Help with Reporting

IPEDS Help Desk

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

Web Tutorials

You can also consult the IPEDS Website Trainings & Outreach page which contains several tutorials on IPEDS data collection, a self-paced overview of IPEDS tools, and other valuable resources.

IPEDS Resource Page

The IPEDS Website Reporting Tools page contains frequently asked questions, a link to data tip sheets, tutorials, taxonomies, information centers (e.g., academic libraries, average net price, human resources, race/ethnicity, etc.), and other valuable information.

Top ▲

Where the Reported Data Will Appear

Data collected through IPEDS will be accessible at the institution- and aggregate-levels.

At the institution-level, data will appear in the:

- College Navigator Website
- IPEDS Data Center
- IPEDS Data Feedback Reports
- College Affordability and Transparency Center Website

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

Top ▲

Reporting Directions

Screening Questions

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

Part C Selection

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

Top ▲

Reporting Persons by Racial/Ethnic Category (1997 OMB)

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

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

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

Top ▲

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

On this screen, include all students enrolled for credit, full-time at the undergraduate level. The undergraduate level includes students enrolled in undergraduate level courses, in 4 or 5-year bachelor's degree programs, associate's degree programs, or any certificate programs below the baccalaureate level. Students who have already earned a bachelor's degree but are taking undergraduate courses for credit should be included as undergraduates.

Full-time, first-time degree/certificate-seeking students

In column 1, report undergraduate students who have **no prior postsecondary experience** and have enrolled **full-time** with the **intent to earn a degree,** certificate, or other formal award. The following are also considered first-time:

- Students enrolled in the fall term who attended college for the first time in the prior summer session (applicable to academic reporters only)
- Students who entered with advanced standing (any college credits earned before graduation from high school)

In order to be considered degree or certificate-seeking, the student must be enrolled in courses for credit and be recognized by the institution as seeking a degree or other formal award. **Note:** All students eligible to receive federal student financial aid are to be considered degree/certificate-seeking. Dual enrolled high school students are not degree/certificate-seeking students.

Program Reporters: Include first-time students who entered your institution between August 1, 2015 and October 31, 2015.

Academic Reporters: Student counts reported in column 1 define the initial cohort for reporting graduation rates in the IPEDS Graduation Rates (GR) component to meet Student Right-to-Know reporting requirements. Students reported in this group will become your GR cohort in the reporting year appropriate for your institution. The number of students reported in column 1 will also appear in Part D to be used in determining the percentage of the undergraduate entering class represented by the cohort.

Full-time, transfer-in degree/certificate-seeking undergraduate students

In column 2, report the total number of full-time degree/certificate-seeking undergraduate students entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the undergraduate level. Include students enrolled in the fall term who transferred into the institution the prior summer term. These students may or may not have transferred credit(s).
Program Reporters: Include students who transferred into your institution between August 1, 2015 and October 31, 2015
Academic Reporters: Include students who transferred into your institution as of the institution's official fall reporting date or October 15, 2015 and those who transferred in the prior summer term.

Full-time, continuing degree/certificate-seeking undergraduate students

In column 3, report the total number of continuing (i.e., not first-time and not transfer-in) full-time degree/certificate-seeking undergraduate students. These are students who are not new to the institution in the fall, but instead are continuing their studies at the institution.

Full-time, non-degree/certificate-seeking full-time undergraduates

In column 5, report the total number of full-time non-degree/certificate-seeking undergraduates. These students are enrolled for credit but not with the intent of earning a degree or other formal award. **Note:** High school students enrolled in creditable courses prior to high school graduation are considered non-degree/certificate-seeking students.

Once you save the data by clicking the 'Verify and Save' button, the 'Total full-time degree/certificate-seeking undergraduates' (column 4) and 'Total, full-time undergraduate students' (column 6) will be calculated by the system and display on the survey screen.

Top ▲

Part A: Part-time Undergraduate Students

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

Top ▲

Part A: Enrollment by Distance Education Status

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

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

Note**:** Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as exclusively distance education. Similarly, if a student is taking instructional portions of their program entirely online, but are then required to complete a practicum, residency, or internship, the student can still be considered enrolled in entirely education courses.
Not enrolled in any distance education courses offered at your institution: This number represents the students who are not enrolled in any distance education courses at your institution. It will be calculated by subtracting the (students enrolled exclusively in distance education + students enrolled in some but not all distance education courses) from the total enrolled students from Part A, which is the totals for degree/certificate-seeking undergraduates and non-degree/certificate-seeking undergraduates.
Location of students enrolled exclusively in distance education courses
If there are students reported as enrolled exclusively in distance education courses, further data on the location of these distance education students will need to be reported. Report, by degree/certificate-seeking status, the number of exclusively distance education students that are located in the same state/jurisdiction as the institution, in a different state/jurisdiction than the institution, in the U.S. but the state/jurisdiction is unknown, and residing outside the U.S. Location for those students enrolled exclusively in distance education should be their physical location or current address, as of the institution's Fall reporting date. If this is not available, use the address on file for the student. For students enlisted in the military on active duty, use the permanent address instead of the student's physical location or current address.
The total students exclusively enrolled in distance education courses will be carried forward from earlier on the screen. If the total students reported by location does not equal the total enrolled exclusively in distance education from above, the "Location unknown/unreported" is calculated.

Top ▲

Part B: Fall Enrollment by Age and Gender

Part B is mandatory this year. This part is required in odd-numbered years.

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

Enrollment by Age

Use institutional records to calculate student age.

Academic reporters: report student age as of the institution's official fall reporting date or as of October 15, 2015.

Program reporters: report student age as of August 1, 2015.

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

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

Top ▲

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

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

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

Recent High School Graduates Screening Question

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

State of residence

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

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

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

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

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

Top ▲

Part D: Total Undergraduate Entering Class

Program reporters and non-degree-granting institutions do not complete Part D.

Total entering class data are included to address concerns some institutions have raised about the cohort that is defined by the IPEDS Graduation Rates (GR) component. The GR cohort includes only full-time, first-time degree/certificate-seeking undergraduate students. For institutions with substantial part-time, transfer-in, and non-degree/certificate-seeking enrollment, this may result in graduation rates that are not representative of their typical entering class.

The total undergraduate entering class is comprised of all first-time undergraduates (full-time and part-time), all transfer-in undergraduates (full-time and part-time) and the subset of non-degree/certificate-seeking undergraduates who are new to the institution in the Fall. To reach the total entering class total, Part D follows a line-by-line step process.

Lines D1 - D4 are carried forward from Part A reporting.

In Line D5, report the subset of non-degree/certificate-seeking undergraduate students displayed on line D4, who are new to the institution in Fall 2015.

Line D6 will calculate the total undergraduate entering students. This is calculated as all first-time students (line D2) + all transfer-in students (line D3) + non-degree/certificate-seeking undergraduate students new to the institution in Fall 2015 (line D5).

After clicking 'Save', **Line D7** will display the percentage of the undergraduate entering class that is represented by the current GR cohort (the GR cohort is carried forward from Part A and displayed in Line D1). The percentage is calculated as line D1/D6.

Top ▲

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

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

The retention cohorts, full-time and part-time, first-time degree/certificate-seeking undergraduates from Fall 2014, are preloaded from Part A of the prior year Fall Enrollment survey component.

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

- Verify the preloaded Fall 2014 cohort.
  Attendance status (full- or part-time) should be based on the student's Fall 2014 attendance status.
- Report any exclusions for the cohort (see below for allowable exclusions).
- Report the total number of students retained from the Fall 2014 cohort.
  Total students retained = students from Fall 2014 cohort still enrolled as of Fall 2015 + students from Fall 2014 cohort who completed their program as of Fall 2015.

Academic reporters: Report students retained as of the institution's official fall reporting date or as of October 15, 2015.
Program reporters: Report students retained as of August 1, 2015.

Exclusions:

Institutions may report exclusions for the Fall 2014 cohort. Allowable exclusions are students who left the institution for any of the following reasons:

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

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

Retention rates will be computed by the system after clicking 'Save.' The retention rate is calculated as:
(Students from Fall 2014 cohort still enrolled + Students from Fall 2014 cohort who completed their program as of Fall 2015/Adjusted Fall 2014 cohort)*100.

Top ▲

Part F: Student-to-Faculty Ratio

Graduate only institutions do not complete Part F.

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

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

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

Please note: The logic used in this calculation is similar to that of item I-2 from the Common Data Set data collection.

FULL- AND PART-TIME STUDENT DATA:

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

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

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

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

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

Line F4. Total FTE students.

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

FULL-AND PART-TIME INSTRUCTIONAL STAFF DATA:

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

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

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

Instructional Staff Exclusion for Non-Credit Instructors:

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

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

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

Part-Time Instructional Staff Addition:

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

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

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

Line F7. Total adjusted full-time instructional staff.

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

Line F11. Total adjusted part-time instructional staff.

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

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

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

Line F14. Student-to-faculty ratio.

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

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

Top ▲

Glossary

date: 1/15/2016

Term	Definition
Adjusted cohort	The result of removing any allowable exclusions from a cohort (or subcohort). For the Fall Enrollment component, it is the cohort for calculating retention rate; for the Graduation Rates component, this is the cohort from which graduation and transfer-out rates are calculated; and for the Outcome Measures component, these are the four cohorts (full-time, first-time; part-time-first-time; full-time, non-first-time; and part-time, non-first-time) for which outcomes rates are calculated at 6 and 8 years.
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Audit/auditing (a class)	Term used when a student elects to take a course, but does not wish to receive credit for the course toward a degree or other formal award.
Black or African American	A person having origins in any of the black racial groups of Africa.
Branch institution	A campus or site of an educational institution that is not temporary, is located in a community beyond a reasonable commuting distance from its parent institution, and offers full programs of study, not just courses.
Cohort	A specific group of students established for tracking purposes.
Continuing/Returning student (undergraduate)	A student who is not new to the institution in the fall, but instead is continuing his or her studies at the institution (i.e., not first-time and not transfer-in).
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.
Degree/certificate-seeking students	Students enrolled in courses for credit who are seeking a degree, certificate, or other formal award. This includes students who: - received any type of federal financial aid, regardless of what courses they took at any time; - received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program; or - obtained a student visa to study at a U.S. postsecondary institution High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.
Distance education	Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.
Distance education course	A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
Distance education program	A program for which all the required coursework for program completion is able to be completed via distance education courses.
Dual credit	A program through which high school students are enrolled in Advanced Placement (AP) courses, taught at their high school, that fulfill high school graduation requirements and may earn the student college credits .
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.
Entering students (undergraduate)	Students at the undergraduate level, both full-time and part-time, coming into the institution for the first time in the fall term (or the prior summer term who returned again in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level for the first time, and non-degree/certificate seeking undergraduates entering in the fall.
Exclusions	Those students who may be removed (deleted) from a cohort (or subcohort). For the Graduation Rates, Outcome Measures , and Fall Enrollment retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. Doctor's degree - Professional practice - as defined by the institution.
High school diploma or recognized equivalent	A document certifying the successful completion of a prescribed secondary school program of studies, or any of the following: â€¢recognized attainment of satisfactory scores on the GED or another state-authorized examination

	â€¢recognized completion of homeschooling at the secondary level as defined by state law â€¢completion of secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive credential for their education
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); 12-month Enrollment (E12);Completions (C); Admissions (ADM); Student Financial Aid (SFA); Human Resources (HR) composed of Employees by Assigned Position, Fall Staff, and Salaries; Fall Enrollment (EF); Graduation Rates (GR); Outcome Measures (OM); Finance (F); and Academic Libraries (AL).
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Non-degree-seeking student	A student enrolled in courses for credit who is not recognized by the institution as seeking a degree or formal award.
Non-first-time student (undergraduate)	A student who has prior postsecondary experience before attending the reporting IPEDS institution. This cohort of students may closely reflect the transfer-in enrollment from Fall Enrollment (EF) component.
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.
Off-campus centers (extension centers)	Sites outside the confines of the parent institution where courses are offered that are part of an organized program at the parent institution. The sites are not considered to be temporary but may be rented or made available to the institution at no cost by another institution or an organization, agency, or firm.
Official fall reporting date	The date (in the fall) on which an institution must report fall enrollment data to either the state, its board of trustees or governing board, or some other external governing body.
Part-time student	Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits.
Race and ethnicity unknown	The category used to report students or employees whose race and ethnicity are not known.
Race/ethnicity	Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. Individuals are asked to first designate ethnicity as: - Hispanic or Latino or - Not Hispanic or Latino Second, individuals are asked to indicate all races that apply among the following: - American Indian or Alaska Native - Asian - Black or African American - Native Hawaiian or Other Pacific Islander - White
Remedial courses	Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.
Residence	A person's permanent address determined by such evidence as a driver's license or voter registration. For entering freshmen, residence may be the legal residence of a parent or guardian.
Resident alien (and other eligible non-citizens)	A person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds 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).
Retention rate	A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
State of residence	A person's permanent address as determined by such evidence as a driver's license or voter registration. For entering freshmen, state of residence may be the legal state of residence of a parent or guardian.
State unknown	Status used when the reporting institution is unable to determine from existing records the home state or residence of the student.
Student-to-faculty ratio	The ratio of FTE students to FTE instructional staff, i.e., students divided by staff. Students enrolled in "stand-alone" graduate or professional programs and instructional staff teaching in these programs are **excluded** from both full-time and part-time counts. "Stand-alone" graduate or professional programs are those programs such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (also referred to as "independent" programs).

	Each FTE value is equal to the number of full-time students/staff plus 1/3 the number of part-time students/staff.
Study abroad	Arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.
Summer session	A summer session is shorter than a regular session and is not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have two or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).
Transfer-in student	A student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate). This includes new students enrolled in the fall term who transferred into the institution the prior summer term. The student may transfer with or without credit.
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.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Fall 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/date for fall enrollment?
3) Should I report students who are studying abroad?
4) In the past I reported first-professional students on this component. Why are there no screens for reporting first-professional students?
5) My school is part of a consortium of schools. How do I report student enrollment?
6) Do I include students enrolled only in ESL programs (programs comprised exclusively of ESL courses) in Fall Enrollment?

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

1) What is NOT considered "prior postsecondary experience" when reporting first-time students?
2) Where do I report students if I don't know whether or not they are first-time?
3) Where do I report undergraduate students who enrolled at my institution for the first time this fall (without prior postsecondary experience), but earned college credits during the prior summer?
4) How do I treat new students who transferred into the institution the prior summer term and take courses in the fall?
5) Does "continuing/returning student" include those students who have stopped out and re-entered the same institution?
6) How do I report a student who earned college credit while in high school (a dual enrolled student) and has now graduated high school and enrolled in my institution in the Fall?
7) Where do I report a high school student who is enrolled for credit at my institution (a dual enrolled student)?
8) If a student enrolled for credit has not indicated whether they intend to earn a degree or certificate, how do I determine whether they are degree/certificate-seeking?
9) Where do I report students who are seeking a second baccalaureate degree?
10) How do I report an undergraduate student who took courses as a non-degree-seeking student and re-enrolls as a degree-seeking student at the same reporting institution?
11) My institution has students for which gender is unknown. Since there is no place to report “gender unknown” on the IPEDS data collection screens, how should we report these individuals?
12) How do I report foreign students living outside the U.S. who are enrolled in my institution?
13) How does enrollment in non-credit or zero-credit remedial/ESL and co-op courses count in the determination of a student's full-time status?
14) In which race/ethnicity category do I report undocumented students?

Fall Enrollment in Selected Fields (Part A, 4-year institutions only)

1) What do I do if my institution does not offer any of the program areas listed on the CIP selection screen?
2) How do I report students in program areas that do not appear on the CIP selection screen?
3) How do I report undergraduates who have not yet declared a major?
4) How do we report a student that has majors falling under more than one of the CIP codes collected in Part A (i.e., 13.0000 Education and 27.0000 Mathematics)?

Distance Education

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

Fall Enrollment by Age (Part B)

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

Residence of First-Time Undergraduates (Part C)

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

Total Undergraduate Entering Class (Part D)

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

Retention Rates for First-Time Undergraduates (Part E)

1) How is the retention rate calculated?
2)

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

3) Are students on a leave of absence from the institution considered retained?
4) For less-than-4-year institutions that have a student who completed a program and are still enrolled at the same institution in another program, how should they count that student?

Undergraduate Student-to-Faculty Ratio (Part F)

1) How do I calculate my institution's student-to-faculty ratio?
2) Can you provide an example of a stand-alone graduate or professional program (a program such as medicine, law, veterinary, or dentistry in which faculty teach virtually only graduate-level students)?
3) My institution has graduate and/or doctors-professional practice programs but does not have any "stand-alone" programs. What should I enter on the student and faculty exclusion line items related to these types of programs on the worksheet for Part F?

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 degree, diploma, certificate, or other formal award, irrespective of the activity's unit of measurement."

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

Back to top

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

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

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

Back to top

3) Should I report students who are studying abroad?

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

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

Foreign students who are enrolled for credit and taking courses at the institution should be included in the institution's enrollment report.

Back to top

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

Beginning with the 2009-10 collection year, institutions are required to use the new postbaccalaureate degree categories (eliminating the first-professional category and reclassifying those programs). In parts A and B, all postbaccalaureate students are to be reported as graduate students, including doctor's-professional practice students (formerly reported as first-professional). Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Back to top

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

For reporting students studying in consortium agreements, please refer to the Resource page at http://nces.ed.gov/ipeds/submit_data/Consortium_Cheatsheet.asp.

Back to top

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

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

Back to top

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

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

- Credit for military service/training from an association such as the American Council on Education,
- Credit from any non-credit courses, as defined by the institution,

- Credit received for completion of tests/assessments,
- Credit received before the student has earned a high school diploma (i.e., AP or dual enrollment credits), or
- Credit for life experience.

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

Back to top

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

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

Back to top

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

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

Back to top

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

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

Back to top

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

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

Back to top

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

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

Back to top

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

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

Back to top

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

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

Back to top

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

Report these students in the column labeled "Continuing" degree/certificate-seeking students (column 3). This column is intended to capture all degree/certificate-seeking undergraduate students who are not first-time and did not transfer-in to the institution in that Fall.

Back to top

10) How do I report an undergraduate student who took courses as a non-degree-seeking student and re-enrolls as a degree-seeking student at the same reporting institution?

This student should be reported as a "continuing/returning" student. IPEDS defines "continuing/returning students" as "A student who is not new to the institution in the fall, but instead is continuing his or her studies at the institution (i.e., not first-time and not transfer-in)."

Back to top

11) My institution has students for which gender is unknown. Since there is no place to report "gender unknown" on the IPEDS data collection screens, how should we report these individuals?

These individuals are still to be reported to IPEDS, even though their gender is unknown. It is up to the institution to decide how best to handle reporting individuals whose gender is unknown. However, a common method used is to allocate students with gender unknown based on the known proportion of men to women.

Back to top

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

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

Back to top

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

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

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

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

Back to top

14) In which race/ethnicity category do I report undocumented students?

Because the race and ethnicity designations are reported only for U.S. citizens and the "nonresident alien" category is a legal status for students with specific types of visas, undocumented students would not be reported under any of these statuses. Instead, they should be reported as "Race/ethnicity unknown." Please visit the race/ethnicity FAQ for more information: https://surveys.nces.ed.gov/ipeds/visFaq_re.aspx.

However, Deferred Action for Childhood Arrivals (DACA) students are a particular group of undocumented students that have been authorized by the Department of Homeland Security to be lawfully present in the U.S. for the duration of their DACA, and as such, this status would allow them to be reported under the "nonresident alien" category.

Back to top

Fall Enrollment in Selected Fields (Part A, 4-year institutions only)

1) What do I do if my institution does not offer any of the program areas listed on the CIP selection screen?

Select “None of the above” on the CIP selection screen and report all students enrolled for credit, regardless of field of study, Full-time and Part-time Enrollment by Race/Ethnicity screens of Part A.

Back to top

2) How do I report students in program areas that do not appear on the CIP selection screen?

The program areas on the CIP selection screen are the only fields for which enrollment data is collected separately. In addition to reporting enrollment by the selected fields requested, report all students enrolled for credit (regardless of field of study) on the "Full-time and Part-time Enrollment by Race/Ethnicity screens of Part A.

Back to top

3) How do I report undergraduates who have not yet declared a major?

These students should only be reported on the Full-time and Part-time Enrollment by Race/Ethnicity screens of Part A, where all students enrolled for credit (regardless of field of study) are reported.

Back to top

4) How do we report a student that has majors falling under more than one of the CIP codes collected in Part A (i.e., 13.0000 Education and 27.0000 Mathematics)?

Report the students as either full-time or part-time depending on their status at the institution. Then report them on the corresponding CIP pages. The CIP pages are not an unduplicated count and students can be included on more than one page.

Back to top

Distance Education

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

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

Back to top

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

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

Back to top

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

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

Back to top

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

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

Back to top

5) We offer courses that combine distance education and traditional teaching methods (“hybrid” courses). How should students enrolled in these courses be counted in the distance education portion of Fall Enrollment?

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

Back to top

Fall Enrollment by Age (Part B)

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

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

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

Back to top

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

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

Back to top

Residence of First-Time Undergraduates (Part C)

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

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

Back to top

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

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

Back to top

Total Undergraduate Entering Class (Part D)

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

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

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

Back to top

Retention Rates for First-Time Undergraduates (Part E)

1) **How is the retention rate calculated?**

The retention rate is calculated as follows:

4-year Institutions:
first-time bachelor's degree-seeking students in Fall 2014 who are still enrolled in Fall 2015/(first-time bachelor's degree-seeking students in Fall 2014 - cohort exclusions)

2-year and Less-than-2-year Institutions:
(first-time students in Fall 2014 who are still enrolled in Fall 2015 + first-time students in Fall 2014 who completed their program by Fall 2015)/(first-time students in Fall 2014 - cohort exclusions)

Back to top

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

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

Back to top

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

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

Back to top

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

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

Back to top

Undergraduate Student-to-Faculty Ratio (Part F)

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

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

Back to top

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

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

Back to top

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

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

Back to top

Fall Enrollment for 2-year degree-granting institutions

Edit specifications for the 2015-16 IPEDS Web-Based Data Collection
Fall Enrollment (EF) Component
Applicable to 2-year degree-granting institutions

NOTE: The specifications in this document apply to the institutions listed above. 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
Part A: Enrollment of Students by Race/Ethnicity
Part B: Enrollment of Students by Age
Part C: Residence
Part D: Total Undergraduate Entering Class
Part E: Retention Rates
Part F: Student-to-Faculty Ratio

Screening Question

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

Part Selection

Completion of ***Part C: Residence*** is optional for this reporting year. Before continuing, you must indicate the following:

- Do you wish to complete Part C this year?
  - **No** (If this option is selected, then ***Part C*** will not be displayed.)
  - **Yes** (If this option is selected, then you will be required to complete all screens in ***Part C***.)

Top ▲

Part A: Fall Enrollment by Student Level, Race/Ethnicity and Gender

Full-Time Degree-granting Undergraduate Students

Applicable to institutions that reported full-time undergraduate student enrollment in the IC Header survey

On this screen, you must report the number of **First-time**, **Transfer-in**, and **Continuing** full-time undergraduate degree/certificate-seeking students, as well as the number of full-time undergraduate **Non-degree/non-certificate-seeking** students, enrolled in creditable courses at the institution for each applicable race/ethnicity and gender category.
Based on the data entered, the system will calculate the total number of undergraduate degree/certificate-seeking students, and the grand total number of full-time undergraduate students (degree/certificate-seeking plus non-degree/non-certificate-seeking) enrolled for credit by race/ethnicity and gender.
In addition, for each column of data, the system will calculate the total number of men, total number of women, and grand total (men + women) enrolled for credit by student type.
The system will perform the following edits on the data entered:

- The calculated grand total (men + women) for **Total, full-time undergraduate students** must be greater than 0.
- If your institution reported that it enrolls full-time, first-time degree/certificate-seeking undergraduates in Part B of the IC Header survey, you must report students of this type here. If this type of student is not enrolled and you are receiving this message in error, you may contact the IPEDS Help Desk for assistance.
- If your institution reported that it does not enroll full-time, first-time degree/certificate-seeking undergraduates in Part B of the IC Header survey, you are not expected to report this type of student here. If this type of student is enrolled and you are receiving this message in error, you may contact the IPEDS Help Desk for assistance.
- If you reported **First-time** students on this screen, you are also expected to report **Transfer-in** and/or **Continuing** students.
  Note:
  - For Academic Reporters: Students should ONLY be considered **First-time** if they enrolled in the institution for the first time in the fall of the current year (or the summer immediately preceding).
  - For Program Reporters: Students should ONLY be considered **First-time** if they enrolled in the institution for the first time between August 1 and October 31 of the current year.

- For each gender category, if the total number of **Transfer-in** students is greater than 0, then the number of **Continuing** students should also be greater than 0. If this is not the case, then you must *confirm* that the specified values are correct.
- If the percent of **Total, full-time undergraduate students** reported in the **Race and ethnicity unknown** category is greater than 20 percent and less than 80 percent, then an *explanation* is required.
- If the percent of **Total, full-time undergraduate students** reported in the **Race and ethnicity unknown** category is greater than or equal to 80 percent, then a *fatal* error will occur.
- For each gender category, the total number of **First-time** students is expected to be within a certain range of the **prior year** value, as outlined below:
    - If the total number of **First-time** students reported in the prior year is less than or equal to 25, then the current year value is expected to be between 1 and 30.
    - If the total number of **First-time** students reported in the prior year is between 26 and 100, then the current year value is expected to be within a 50% range of the prior year value.
    - If the total number of **First-time** students reported in the prior year is between 101 and 500, then the current year value is expected to be within a 40% range of the prior year value.
    - If the total number of **First-time** students reported in the prior year is greater than 500, then the current year value is expected to be within a 30% range of the prior year value.
- For each gender category, the number of **Total degree/certificate-seeking** students is expected to be within a certain range of the **prior year** value, as outlined below:
    - If the number of **Total degree/certificate-seeking** students reported in the prior year is less than or equal to 25, then the current year value is expected to be between 1 and 30.
    - If the number of **Total degree/certificate-seeking** students reported in the prior year is between 26 and 100, then the current year value is expected to be within a 50% range of the prior year value.
    - If the number of **Total degree/certificate-seeking** students reported in the prior year is between 101 and 500, then the current year value is expected to be within a 40% range of the prior year value.
    - If the number of **Total degree/certificate-seeking** students reported in the prior year is greater than 500, then the current year value is expected to be within a 30% range of the prior year value.
- For each gender category, the number of **Total, full-time undergraduate students** is expected to be within a certain range of the prior year value, as outlined below:
    - If the number of **Total, full-time undergraduate students** reported in the **prior year** is less than or equal to 25, then the current year value is expected to be between 1 and 30.
    - If the number of **Total, full-time undergraduate students** reported in the prior year is between 26 and 100, then the current year value is expected to be within a 50% range of the prior year value.
    - If the number of **Total, full-time undergraduate students** reported in the prior year is between 101 and 500, then the current year value is expected to be within a 40% range of the prior year value.
    - If the number of **Total, full-time undergraduate students** reported in the prior year is greater than 500, then the current year value is expected to be within a 30% range of the prior year value.

Part-Time Degree-granting Undergraduate Students

Applicable to institutions that reported part-time undergraduate student enrollment in the IC Header survey

On this screen, you must report the number of **First-time**, **Transfer-in**, and **Continuing** part-time undergraduate degree/certificate-seeking students, as well as the number of part-time undergraduate **Non-degree/non-certificate-seeking** students, enrolled in creditable courses at the institution for each applicable race/ethnicity and gender category. Based on the data entered, the system will calculate the total number of undergraduate degree/certificate-seeking students, and the grand total number of part-time undergraduate students (degree/certificate-seeking plus non-degree/non-certificate-seeking) enrolled for credit by race/ethnicity and gender.
In addition, for each column of data, the system will calculate the total number of men, total number of women, and grand total (men + women) enrolled for credit by student type.
The system will perform the following edits on the data entered:

- The calculated grand total (men + women) for **Total, part-time undergraduate students** must be greater than 0.
- If your institution reported that it enrolls part-time, first-time degree/certificate-seeking undergraduates in Part B of the IC Header survey, you must report students of this type here. If this type of student is not enrolled and you are receiving this message in error, you may contact the IPEDS Help Desk for assistance.
- If your institution reported that it does not enroll part-time, first-time degree/certificate-seeking undergraduates in Part B of the IC Header survey, you are not expected to report this type of student here. If this type of student is enrolled and you are receiving this message in error, you may contact the IPEDS Help Desk for assistance.
- If you reported **First-time** students on this screen, you are also expected to report **Transfer-in** and/or **Continuing** students.
  Note:
    - For Academic Reporters: Students should ONLY be considered **First-time** if they enrolled in the institution for the first time in the fall of the current year (or the summer immediately preceding).
    - For Program Reporters: Students should ONLY be considered **First-time** if they enrolled in the institution for the first time between August 1 and October 31 of the current year.
- For each gender category, if the total number of **Transfer-in** students is greater than 0, then the number of **Continuing** students should also be greater than 0. If this is not the case, then you must *confirm* that the specified values are correct.
- If the percent of **Total, part-time undergraduate students** reported in the **Race and ethnicity unknown** category is greater than 20 percent and less than 80 percent, then an *explanation* is required.
- If the percent of **Total, part-time undergraduate students** reported in the **Race and ethnicity unknown** category is greater than or equal to 80 percent, then a *fatal* error will occur.

- For each gender category, the total number of **First-time** students is expected to be within a certain range of the **prior year** value, as outlined below:
    - If the total number of **First-time** students reported in the prior year is less than or equal to 25, then the current year value is expected to be between 1 and 30.
    - If the total number of **First-time** students reported in the prior year is between 26 and 100, then the current year value is expected to be within a 50% range of the prior year value.
    - If the total number of **First-time** students reported in the prior year is between 101 and 500, then the current year value is expected to be within a 40% range of the prior year value.
    - If the total number of **First-time** students reported in the prior year is greater than 500, then the current year value is expected to be within a 30% range of the prior year value.
- For each gender category, the number of **Total degree/certificate-seeking** students is expected to be within a certain range of the **prior year** value, as outlined below:
    - If the number of **Total degree/certificate-seeking** students reported in the prior year is less than or equal to 25, then the current year value is expected to be between 1 and 30.
    - If the number of **Total degree/certificate-seeking** students reported in the prior year is between 26 and 100, then the current year value is expected to be within a 50% range of the prior year value.
    - If the number of **Total degree/certificate-seeking** students reported in the prior year is between 101 and 500, then the current year value is expected to be within a 40% range of the prior year value.
    - If the number of **Total degree/certificate-seeking** students reported in the prior year is greater than 500, then the current year value is expected to be within a 30% range of the prior year value.
- For each gender category, the number of **Total, part-time undergraduate students** is expected to be within a certain range of the prior year value, as outlined below:
    - If the number of **Total, part-time undergraduate students** reported in the **prior year** is less than or equal to 25, then the current year value is expected to be between 1 and 30.
    - If the number of **Total, part-time undergraduate students** reported in the prior year is between 26 and 100, then the current year value is expected to be within a 50% range of the prior year value.
    - If the number of **Total, part-time undergraduate students** reported in the prior year is between 101 and 500, then the current year value is expected to be within a 40% range of the prior year value.
    - If the number of **Total, part-time undergraduate students** reported in the prior year is greater than 500, then the current year value is expected to be within a 30% range of the prior year value.

Fall Enrollment by Distance Education, Page 1

On this screen, you must report the number of **Degree/Certificate-seeking** and **Non-Degree/Certificate-seeking** undergraduate students enrolled at the institution for each of the following categories:

- Enrolled exclusively in distance education courses
- Enrolled in some but not all distance education courses

Based on the data entered, the system will calculate the number of students **not enrolled in any distance education courses** by degree/certificate-seeking status (Degree/Certificate Seeking, Non-degree/Certificate Seeking), as applicable to your institution. The value is calculated by subtracting the (students enrolled exclusively in distance education + students enrolled in some but not all distance education courses) from the total enrolled students from Part A which are displayed for your reference.
The system will perform the following edits on the data entered:

- If your institution reported offering distance education opportunities in this year's Institutional Characteristics survey, then the total number of students reported for **Enrolled exclusively in distance education courses** and **Enrolled in some but not all distance education courses** across all status options is expected to be greater than 0.
- If your institution reported NOT offering distance education opportunities in this year's Institutional Characteristics survey, then the total number of students reported for **Enrolled exclusively in distance education courses** and **Enrolled in some but not all distance education courses** across all status options is expected to be 0.
- If your institution reported that <u>all</u> programs are offered via distance education in this year's Institutional Characteristics survey, then the total number of students reported for **Enrolled in some but not all distance education courses** and **Not enrolled in any distance education courses** is expected to be 0.
- For each applicable enrollment and degree-seeking status, the calculated Total number of students for all distance education categories must be equal to the **Total (from prior Part A screens)**.

Fall Enrollment by Distance Education, Page 2

On this screen, you must report the number of **Degree/Certificate-seeking** and **Non-Degree/Certificate-seeking** undergraduate students <u>exclusively</u> enrolled in distance education courses for each of the following location categories:

- Located in the state/jurisdiction of [state/jurisdiction where institution is located]
- Located in the U.S. but not in [state/jurisdiction where institution is located]
- Located in the U.S. but state unknown
- Located outside the U.S.

For each degree/certificate seeking status, the total number of students **Enrolled exclusively in distance education courses** from ***Fall Enrollment by Distance Education, Page 1*** is displayed for your reference. Based on the data entered, the system will calculate the number of students whose location is unknown/unreported.
The system will perform the following edits on the data entered:

- For each degree-seeking status, if the **Total Students exclusively enrolled in distance education** is greater than or equal to 5 and you report all students under the same location category, than an *explanation* error will occur.
- For each degree-seeking status, the calculated value for **Location unknown/unreported** cannot be a negative number. Please correct your values so that the total of each status is not greater than the preloaded **Total students exclusively enrolled in distance education** from ***Distance Education, Page 1***.
- For each applicable enrollment and degree-seeking status, the calculated value for **Location unknown/unreported** is not expected to be equal to the corresponding **Total students exclusively enrolled in distance education**.

Fall Enrollment Summary

This screen displays a summary of the data reported in ***Part A*** of this survey, including **Total full-time students**, **Total part-time students**, and **Grand total, all students** enrolled at the institution by race/ethnicity and gender.
The system will perform the following edit on the data entered:

- The calculated **Grand Total (men + women)** calculated for **Grand total, all students** must be greater than 0.
- The current year racial/ethnic distribution of **Men** is expected to be within a 30% range of the prior year racial/ethnic distribution, otherwise an *explanation* must be provided.
  Note: These distributions are calculated by finding the absolute value of the current year percentage for men minus the corresponding prior year percentage for men from each race/ethnicity category. If the sum of the absolute values across all race/ethnicity categories (excluding the **White** category) is greater than 30, then an *explanation* error will occur. For example, in *Table 1* (shown below) the sum of the **Current year minus prior year absolute values** across all applicable race/ethnicity categories is 40. Because this number is greater than 30, an *explanation* error will occur.

  Table 1

Race/ethnicity	Current year percentage of men	Prior year percentage of men	Current year minus prior year absolute value
Nonresident Alien	6	14	8
Hispanic/Latino	10	9	1
American Indian/Alaska Native	1	3	2
Asian	8	6	2
Black or African American	25	10	15
Native Hawaiian or Other Pacific Islander	6	4	2
White	50	46	--
Two or more races	4	6	2
Race and ethnicity unknown	0	8	8
Total	**--**	**--**	**40**

- As with the distribution of Men explained previously, the current year racial/ethnic distribution of **Women** is expected to be within a 30% range of the prior year racial/ethnic distribution, otherwise an *explanation* must be provided.

Top ▲

Part B: Fall Enrollment by Age and Gender

In ***Part B*** you must report the number of students enrolled for credit at the institution by age distribution and gender for each of the following student types, as applicable (based on enrollment reported in the IC Header survey):

- Full-time undergraduate
- Part-time undergraduate

For each applicable student type, the system will calculate the total number of students reported in ***Part B*** by gender and subtract this value from the corresponding total from ***Part A*** to determine the number of students with **Age unknown/unreported**.
The system will perform the following edits on the data entered for each applicable student type:

- For each gender category, the number of full-time undergraduate students with **Age unknown/unreported** cannot be negative.
  Note: If this number is less than 0, it is because the sum of men and women from all age groups is greater than the number of students reported for the corresponding student type in ***Part A***. Corrections must be made to the data in one or both parts to resolve the *fatal* error that will occur.

- For each gender category, the number of students with **Age unknown/unreported** must be less than or equal to 20% of the number of students reported for the corresponding student type in ***Part A***.

Top ▲

Part C: Residence

Applicable to institutions that answered Yes to the Part Selection screening question at the beginning of the survey

Part C Screening Question

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

- Did any of the first-time, degree/certificate-seeking undergraduate students reported in Part A enroll within 12 months of graduating from high school or receiving their GED?
  - **No**
  - **Yes**

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

- If your institution reported that you enroll full-time, first-time degree/certificate seeking undergraduate students in Part B of the IC Header survey, then you are expected to respond **Yes** to the screening question above.

First-time Residence (3 screens)

Applicable to institutions that answered Yes to the 'Part C Screening Question'

On these screens you must report the number of first-time, degree/certificate-seeking undergraduate students enrolled in the institution **(column 1)**, and the number of these students who enrolled within 12 months of graduating from high school or receiving their GED **(column 2)** by **State of residence when student was first admitted**. This includes all states and US territories, along with additional "State Unknown" and "Foreign Countries" categories, each with its own unique 2-digit **FIPS Code**.
On the final screen in ***Part C***, the system will calculate the number of students with **Residence unknown/unreported** (FIPS Code 98) by subtracting the sum of all students entered in **column 1** from the total number of first-time, degree/certificate-seeking undergraduate students (full-time and part-time) reported in ***Part A***.
The system will perform the following edits on the data entered:

- For each **FIPS Code**, the number of students reported in **column 2** must be less than or equal to the number of students reported in **column 1**.
- The sum of all students entered in **column 2** must be greater than 0.
- The sum of all students entered in **column 2** must be greater than or equal to 20% of the total number of students entered in **column 1**.
- The number of students with **Residence unknown/unreported** must be less than or equal to 20% of the total number of first-time, degree/certificate-seeking undergraduate students (full-time and part-time) reported in ***Part A***. **Note:** You must report state of residence for the maximum number of students possible. If you are unable to provide at least 20% of residences, you must enter an explanation.
- The total number of **First-time degree/certificate-seeking undergraduate students** reported in ***Part C*** cannot exceed the number of total **First-time undergraduate students** reported in ***Part A***.
- The number of students from **State Unknown** (FIPS Code 57) is expected to be less than or equal to 20% of the total number of first-time, degree/certificate-seeking undergraduate students (full-time and part-time) reported in ***Part A***.
- If your institutions is a Public institution, then the total number of first-time, degree/certificate seeking undergraduate students in your institution's "home state" is expected to be greater than or equal to 20% of the total number of first-time, degree/certificate-seeking undergraduate students (full-time and part-time) reported in ***Part A***.

First-time Residence (3 screens)

Applicable to institutions that answered No to the 'Part C Screening Question'

On these screens you must report the number of first-time, degree/certificate-seeking undergraduate students enrolled in the institution (**column 1**) by **State of residence when student was first admitted**. This includes all states and US territories, along with additional "State Unknown" and "Foreign Countries" categories, each with its own unique 2-digit **FIPS Code**.
On the final screen in ***Part C***, the system will determine the number of students with **Residence unknown/unreported** (FIPS Code 98) by subtracting the sum of all students entered in **column 1** from the total number of first-time, degree/certificate-seeking undergraduate students (full-time and part-time) reported in ***Part A***.
The system will perform the following edits on the data entered:

- The number of students with **Residence unknown/unreported** must be less than or equal to 20% of the total number of first-time, degree/certificate-seeking undergraduate students (full-time and part-time) reported in ***Part A***. **Note:** You must report state of residence for the maximum number of students possible. If you are unable to provide at least 20% of residences, you must enter an *explanation*.
- The total number of **First-time degree/certificate-seeking undergraduates students** reported in ***Part C*** cannot exceed the number of total **First-time undergraduate students** reported in ***Part A***.

- The number of students from **State Unknown** (FIPS Code 57) is expected to be less than or equal to 20% of the total number of first-time degree/certificate-seeking undergraduate students (full-time and part-time) reported in ***Part A***.
- If your institutions is a Public institution, then the total number of first-time, degree/certificate seeking undergraduate students in your institution's "home state" is expected to be greater than or equal to 20% of the total number of first-time, degree/certificate-seeking undergraduate students (full-time and part-time) reported in ***Part A***.

Top ▲

Part D: Total Undergraduate Entering Class

Applicable to academic institutions

On this screen, several data items from ***Part A*** of this survey are preloaded for your reference. This includes:

- **Line D1:** The number of full-time, first-time degree/certificate-seeking undergraduates reported (your GR cohort).
- **Line D2:** The total number of first-time degree/certificate-seeking undergraduates (full-time + part-time) reported.
- **Line D3:** The total number of transfer-in degree/certificate-seeking undergraduates (full-time + part-time) reported.
- **Line D4:** The total number of non-degree/certificate-seeking undergraduates (full-time + part-time) reported.

You must report the following information for **line D5:**

- Of the total non-degree/certificate-seeking undergraduates displayed on line D4, the number that are new to the institution in the Fall 2015.

Based on this additional data, the system will determine the Total entering students at the undergraduate level (Line D6) by summing lines D2, Line D3, and Line D5. The percentage of those students who are represented by the GR cohort (Line D7) is calculated as Line D1 divided by Line D6.
The system will perform the following edits on the data entered for **Line D5:**

- The number of students entered for **line D5** is expected to be greater than 0. If this is not the case, then you must *confirm* that the data entered are correct.
- The number of students entered for **line D5** must be less than or equal to the number of students in **line D4**.
- The number of students entered for **line D5** should not be equal to those in **line D1** since this would indicate that the institution's entering class is 100% of the GR cohort. If the institution's entering class is 100% of the GR cohort, then you must *confirm* that this is correct.

Top ▲

Part E: Retention Rates

In ***Part E***, you must report the retention rates for the **Full-time, first-time cohort** and the **Part-time, first-time cohort**.
Note: Academic reporters report retention data as of the institution's official fall reporting date or as of October 15. Program reporters report retention data on students enrolled in the institution at any time between August 1 and October 31, 2014 and retention based on August 1, 2015.

Full-time, first-time cohort retention

You must report the number of students in the **Full-time, first-time Fall 2014 cohort** (E1), as well as any **Exclusions from the cohort** (E2). Once the screen is saved, the system will display the difference between the two in the **Adjusted cohort** (E3) field.
In addition, the number of **Students from Fall 2014 still enrolled plus students from Fall 2014 who completed their program as of Fall 2015** (E4) must be reported in order to determine the **Full-time, first-time Fall 2014 cohort retention rate** (E5) percentage.
The system will perform the following edits on the data entered:

- The **Full-time, first-time Fall 2014 cohort** (E1) is expected to be within a certain range of the **Prior year data**, as outlined below:
  - If the preloaded cohort for **E1** is less than 25, then the current year amount must be between 0 and plus 10 of that amount.
  - If the preloaded cohort for **E1** is between 25 and 99, then the current year amount must be within a 30% range of that amount.
  - If the preloaded cohort for **E1** is between 100 and 499, then the current year amount must be within a 20% range of that amount.
  - If the preloaded cohort for **E1** is greater than or equal to 500, then the current year amount must be within a 10% range of that amount.
- The full-time, first-time cohort entered must be less than or equal to the total number of full-time, first-time students reported in last year's Fall Enrollment survey component.
- If the **Full-time, first-time Fall 2014 cohort** is greater than 0, then the **Exclusions from the cohort** must be less than 50% of this value.
- If the **Adjusted cohort** is greater than 0 and **E1** is greater than 5, then the number of **Students from Fall 2014 cohort still enrolled as of Fall 2015** is expected to be greater than 0.
- The number of **Students from Fall 2014 cohort still enrolled as of Fall 2015** (E4) must be less than or equal to the **Adjusted cohort**.

- The number of students reported for **E4** is expected to be greater than or equal to 15% of the Adjusted cohort.
- If the number of students reported for **E4** is equal to the Adjusted cohort, then you must confirm a retention rate of 100% for that cohort.
- If you reported enrollment for full-time, first-time students in last year's Fall Enrollment survey or this year's Institutional Characteristics Header component, then you are expected to report full-time, first-time students on this screen. If this type of student is not enrolled and you are receiving this message in error, you may contact the IPEDS Help Desk for assistance.
- If you did not report enrollment for full-time, first-time students in last year's Fall Enrollment survey or this year's Institutional Characteristics Header component, then you are not expected to report full-time, first-time students on this screen. If this type of student is enrolled and you are receiving this message in error, you may contact the IPEDS Help Desk for assistance.
- The value reported for **E5** is expected to be within plus or minus 15% of the prior year retention rate.

Part-time, first-time cohort retention

You must report the number of students in the **Part-time, first-time Fall 2014 cohort** (E6), as well as any **Exclusions from the cohort** (E7). Once the screen is saved, the system will display the difference between the two in the **Adjusted cohort** (E8) field.
In addition, the number of **Students from Fall 2014 still enrolled plus students from Fall 2014 who completed their program as of Fall 2015** (E9) must be reported in order to determine the **Part-time, first-time Fall 2014 cohort retention rate** (E10) percentage.
The system will perform the following edits on the data entered:

- The **Part-time, first-time Fall 2014 cohort** (E6) is expected to be within a certain range of the **Preloaded cohort**, as outlined below:
  - If the preloaded cohort for **E6** is less than 25, then the current year amount must be between 0 and plus 10 of that amount.
  - If the preloaded cohort for **E6** is between 25 and 99, then the current year amount must be within a 30% range of that amount.
  - If the preloaded cohort for **E6** is between 100 and 499, then the current year amount must be within a 20% range of that amount.
  - If the preloaded cohort for **E6** is greater than or equal to 500, then the current year amount must be within a 10% range of that amount.
- The part-time, first-time cohort entered must be less than or equal to the total number of part-time, first-time students reported in last year's Fall Enrollment survey component.
- If the **Part-time, first-time Fall 2014 cohort** is greater than 0, then the **Exclusions from the cohort** must be less than 50% of this value.
- If the **Adjusted cohort** is greater than 0 and **E6** is greater than 5, then the number of **Students from Fall 2014 cohort still enrolled as of Fall 2015** is expected to be greater than 0.
- The number of **Students from Fall 2014 cohort still enrolled as of Fall 2015** (E9) must be less than or equal to the **Adjusted cohort**.
- If the number of students reported for **E9** is equal to the **Adjusted cohort**, then you must *confirm* a retention rate of 100% for that cohort.
- If you reported enrollment for part-time, first-time students in last year's Fall Enrollment survey or this year's Institutional Characteristics Header component, then you are expected to report part-time, first-time students on this screen. If this type of student is not enrolled and you are receiving this message in error, you may contact the IPEDS Help Desk for assistance.
- If you did not report enrollment for part-time, first-time students in last year's Fall Enrollment survey or this year's Institutional Characteristics Header component, then you are not expected to report part-time, first-time students on this screen. If this type of student is enrolled and you are receiving this message in error, you may contact the IPEDS Help Desk for assistance.
- The value reported for **E10** is expected to be within plus or minus15% of the prior year retention rate.

Top ▲

Part F: Student-to-Faculty Ratio

On this screen, you must report your institution's **Student-to-faculty ratio** (e.g., student-to-instructional staff ratio) for Fall 2015 using the ratio format provided. Additional resources are available, including the prior year student-to-faculty ratio, and a worksheet for assistance in determining your institution’s student-to-faculty ratio.
Note: The student-to-faculty ratio and any accompanying context provided on this screen will be displayed on College Navigator.
The system will perform the following edits on the data entered:

- The ratio entered here is expected to be greater than 0 to 1.
- If the ratio entered is greater than 50 to 1, then a *fatal* error will occur.
- The ratio entered must be within a certain range of the **prior year** amount, as outlined below:
  - If the prior year amount entered is between 0 and 10 to 1, then the current year amount must be within 5 integers of that amount.
  - If the prior year amount entered is greater than 10 to 1, then the current year amount must be within a 50% range of that amount.