



# 12-Month Enrollment (E12) 2009-10



## Chapter 1 - Welcome

### Slide 1

On behalf of the Association for Institutional Research, AIR, and the National Center for Education Statistics, NCES, welcome to this tutorial on the IPEDS 12-Month Enrollment survey, also called E12.

### Slide 2

The E12 survey is collected annually each fall. This year, the fall collection is open from September 2 through October 14, 2009, for keyholders; the close date for coordinators is October 28, 2009.

The tutorial also includes an overview of the E12 Component, What's New for E12 for the 2009-10 collection, and a Step-by-Step module for submitting the survey.

### Slide 3

Many thanks to Jacki Stirn, Kimberly Thompson, and Ira Tyszler for producing the 12-Month Enrollment tutorial.

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## Chapter 2 Overview

### Slide 1

On behalf of the National Center for Education Statistics, NCES, and the Association for Institutional Research, AIR, welcome to an overview of the 12-Month Enrollment survey, E12.

### Slide 2

Prior to the 2007 data collection, information now reported in E12 was reported on what was then called the Enrollment survey. In the 2007 data collection year, 12-month enrollment was broken out in a separate survey component to facilitate earlier data reporting and data availability and draw further distinction between 12-month enrollment counts and fall enrollment counts. On E12, data are collected for an entire 12-month period.

### Slide 3

The 12-Month Enrollment survey is part of the fall collection of IPEDS surveys which usually opens in early September. Data entry must be completed and considered final by the end of the collection period, around mid-October, when the keyholder locks the survey. The fall collection is usually open for six weeks for keyholders and eight weeks for coordinators.

### Slide 4

Institutions receiving Title IV (federal) financial aid must complete the E12 survey component. Failure to do so may result in significant fines being imposed.

Non-Title IV institutions may complete the E12 survey component voluntarily.

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**Slide 5**

Report 12-month enrollment data for levels ranging from postsecondary certificates awarded in less than one year to doctoral degrees. Enrollment data is reported for the previous 12-month *academic year*. Choose between two different 12-month periods but be consistent with prior year reporting. Choosing dates different from the previous year may cause errors in the survey. One choice is an academic year that runs July 1<sup>st</sup> through June 31<sup>st</sup>. The other choice is September 1<sup>st</sup> through August 31<sup>st</sup>.

**Slide 6**

Report unduplicated counts of students by demographic category. Count a student once for the entire period broken out by gender, race/ethnicity and program level. Students are counted only once no matter how many times he or she enrolled during the reporting year.

**Slide 7**

Instructional activity provided to students during the academic year will be reported as either credit hours or contact hours. Screening questions help determine which method to use.

**Slide 8**

A credit hour represents the equivalent of an hour (50 minutes) of instruction per week over the entire term.

A contact hour represents an hour of scheduled instruction given to students and is sometimes referred to as a clock hour.

**Slide 9**

The instructional activity reported will be used to calculate and display a student full-time equivalent or FTE. Reporters will have the opportunity to provide an alternate FTE if the calculated data is not accurate.

**Slide 10**

The information submitted will be used to produce the student FTE information in NCES publications. It will also be displayed as one of the measures in the IPEDS Data Feedback Report or DFR.

**Slide 11**

For some of the responses to the 12-Month Enrollment survey, context boxes are provided so reporters may provide text to explain or clarify adjoining data entries. Some information may be displayed on College Navigator.

**Slide 12**

This concludes the overview of IPEDS E12.

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## Chapter 3 - What's New

### Slide 1

This section describes changes in the 12-Month Enrollment (E12) survey component for the 2009-10 collection.

### Slide 2

There are no new reporting requirements for the 12-Month Enrollment survey component this year. However, two changes already underway, race/ethnicity categories and post-baccalaureate degree classifications, apply to this survey component.

### Slide 3

Implementation of new categories for race/ethnicity began in the 2008-09 collection year and 2009-10 is the second optional year. Reporting by new categories for E12 becomes mandatory in 2011-12.

### Slide 4

During the optional years, institutions may report using the new categories, the old categories or a mix of the new and old categories. Once an institution begins using the new race/ethnicity reporting categories, it must continue to do so.

### Slide 5

Last year, several changes were made to the post-baccalaureate degree classifications. The first-professional certificate and first-professional degree classifications were eliminated. What used to be the post-master's certificate and the first-professional certificate were combined into a single classification, the post-master's certificate.

Reporting by new categories in the E12 survey component becomes mandatory in 2010-11.

### Slide 6

The doctor's degree classification was revised and now has three categories: Doctor's degree – Research/Scholarship, Doctor's degree – Professional Practice, and Doctor's degree – Other.

### Slide 7

If the institution elects to report this year using the new post-baccalaureate degree classifications, then the first-professional page for reporting unduplicated headcount will be eliminated. Instructional activity for professional programs will be reported as graduate activity.

### Slide 8

These are the recent changes to the E12 survey. An overview of the survey and a Step-by-Step module for completing the survey are available from the AIR IPEDS training Web page.

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## Chapter 4 – Step-by-Step

### Section 1 – What is Collected and Screening Questions

#### Slide 1

This part of the IPEDS 12-Month Enrollment tutorial presents instructions to assist reporters in completing the 2009-10 IPEDS E12 survey.

#### Slide 2

E12 collects unduplicated student counts in Part A, and instructional activity data in Part B. Data are reported for an entire 12-month period.

Screening questions determine which data collection screens are displayed. Reporters will see the set of collection screens that best fit their institution's reporting.

For some data elements, context boxes are provided so that reporters may explain characteristics of an institution that might not be fully captured by the required IPEDS data. In some cases, notes from the context box may be displayed on the College Navigator website; those context boxes are noted on the data collection screens. Do not use context boxes to explain report edits.

#### Slide 3

The first screening question is used to identify the reporting period for Parts A and B. Choose either July 1<sup>st</sup> through June 30<sup>th</sup>, or September 1<sup>st</sup> through August 31<sup>st</sup>. Use the same period for both Part A and Part B and be consistent with prior year reporting.

The second screening question identifies the unit of measurements for instructional activity. In other words, are courses measured in contact hours, in credit hours, or are some measured in contact hours and some measured in credit hours? The answer determines which screens are displayed in Part B.

#### Slide 4

Reporters select the method that best describes the units used to measure instructional activity at their institution.

Credit hours are a unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Contact hours are a unit of measure that represents an hour of scheduled instruction given to students, also referred to as clock hour.

The option for reporting both contact and credit hours should only be used if some programs are measured in contact hours while others are measured in credit hours.

If the institution measures instructional activity in a method other than standard credit hours or contact hours, select credit hours and convert the instructional activity offered to credit hour equivalents. Then describe the credit system used in the context box on the 12 Month Reporting Period Selection Screen.

### **Slide 5**

Reporters from new institutions should indicate whether or not their institution was in operation during the academic year 2008-09.

If the answer is Yes, reporters are asked to provide data for the 2008-09 year.

### **Slide 6**

Institutions that did not use the new race/ethnicity classifications last year will record their reporting methodology for the current year.

Institutions that used the new classifications last year will not be presented screening questions and should continue using the new classifications for the current year.

All institutions must convert to the new reporting classifications for race/ethnicity by the 2011-12 collection of E12. For more information, see the race/ethnicity training tutorial listed in the resources links that accompany this tutorial.

### **Slide 7**

Institutions that did not use the new post-baccalaureate classifications last year will need to indicate their reporting methodology for the current year. For this year the old or new method may be selected.

Institutions that used the new classifications last year will not be presented screening questions and should continue using the new classifications for the current year.

### **Slide 8**

All institutions must use the new post-baccalaureate classifications next year for the 2010-11 collection of E12.

Refer to the AIR IPEDS Resources for more information on implementing the new post-baccalaureate classifications.

## ***Section 2 – Part A: Who to Count***

### **Slide 9**

Count all students who are enrolled in courses creditable toward a diploma, certificate, degree, or other formal award, including those enrolled in off-campus centers.

Report high school students who are taking regular college courses for credit.

Full-time students who are taking remedial courses and considered degree seeking for purposes of financial aid should also be counted.

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**Slide 10**

Report overseas students who are enrolled in U.S. courses. These students are usually enrolled in online courses.

Report graduate students enrolled for thesis credits. Even if no credits are awarded they are still enrolled while seeking their degree.

Report students who are taking both credit courses and continuing education units, or CEUs.

**Slide 11**

Students who already hold a baccalaureate degree but are enrolled as undergraduates for additional undergraduate courses should be counted as undergraduates. Students admitted with graduate standing should be counted only as graduate students, even if they are taking some undergraduate courses.

**Slide 12**

Do not report students who are enrolled exclusively in non-credit courses.

Do not report students who are taking only CEUs.

Do not report students who are exclusively auditing classes, and are not enrolled for credit.

Do not report residents or interns who are in doctor's professional practice as they have already received their degree.

Students who are studying abroad at a foreign university are also not reported if their enrollment is only an administrative record for which they paid a nominal fee.

Do not report students who are enrolled in any branch campus located in a foreign country.

**Slide 13**

In order to determine an unduplicated number of students enrolled, count each student only once during the 12-month period.

If a student enrolls in the fall term, drops out in winter, but enrolls again in spring, count that student once.

If a student is an undergraduate in the fall and a graduate in the spring, count the student at his/her highest level enrolled, in this case, a graduate student.

**Slide 14**

To provide some context, two values by student level are shown at the bottom of the screen. One is the total fall enrollment from the previous fall as shown in the example screen from a 2-year institution.

**Slide 15**

The example screen from a 4-year institution shows additional levels of students, and also provides the prior year data.

For both 2- and 4-year institutions, since the fall enrollment total is within the 12-month period currently being reported, the new 12-month count must meet, or exceed, that number.

**Slide 16**

For instructions on reporting contact hours, continue the tutorial that follows. If reporting based on credit hours, skip ahead to the section for credit hour reporters.

**Section 3 – Contact hour activity****Slide 17**

The contact hour value of a course is the number of hours per week that the course meets times the number of weeks the course is delivered to students. For example, a 3-week course that meets 15 hours per week has a value of 45 contact hours.

**Slide 18**

To determine the total contact hour activity for a course, multiply the contact hour value of the course by the number of students enrolled in the course for credit. Use the number of students enrolled in the course at the close of the official add period for each program.

If there is no official add period, report as of the 15th day of each regular program, and the 5th day of each short program.

**Slide 19**

The following example demonstrates how to calculate contact hour activity for three courses that vary in length and contact hours per week.

All three courses are offered within one 12-month reporting period.

Course 1 is a 50-week course with 30 contact hours per week and 10 students.

Course 2 is a 20-week course with 35 contact hours per week and 5 students.

Course 3 is a 15-week course with 20 contact hours per week and 10 students.

First, compute the contact hour activity for each course:

Course 1: 50 weeks x 30 hours per week x 10 students = 15000 contact hours

Course 2: 20 weeks x 35 hours per week x 5 students = 3500 contact hours

Course 3: 15 weeks x 20 hours per week x 10 students = 3000 contact hours

Reporters should sum the contact hours for all credit courses. In the example, the total sums to 21500 contact hours.

### Slide 20

Instructional activity for each course should be reported only for the number of weeks which fall within the 12-month period.

For example, if only 40 weeks of a 64 week course falls within the 12-month period, the contact hour activity for this course would be computed as: 40 weeks x the hours per week x the number of students.

### Slide 21

Instructional Activity is reported separately for undergraduate and graduate programs. Click Save after entering responses.

## Section 4 – Credit hour activity

### Slide 22

The following section of this module is for institutions that report instructional activity by credit hours.

Both credit and contact hours may be used if some programs are measured in contact hours and others in credit hours.

If some other measurement system is used, convert the instructional activities to credit hours and explain the system of measurement used and how it was converted to credit hours in the context box.

### Slide 23

To compute credit hours, multiply the credit hour value of each course by the number of students enrolled for credit at the close of the official add period.

If there is not an official add period, report the enrollment as of the 15<sup>th</sup> day of the regular term or 5<sup>th</sup> day of a summer or short term.

For example a 3 credit course with 30 students would be calculated as 3 times 30, for a total of 90 credit hours.

### Slide 24

The following example demonstrates how to calculate credit hour activity for three courses that vary in credits and number of students.

All three courses are offered within one 12-month reporting period Course 1 is a 3 credit hour course with 20 students.

Course 2 is a 5 credit hour course with 10 students.

Course 3 is a 4 credit hour course with 15 students.

Compute the credit hour activity for each course.

Course 1: 3 credit hours x20 students = 60 credit hours

Course 2: 5 credit hours x10 students = 50 credit hours

Course 3: 4 credit hours x15 students = 60 credit hours

Reporters should sum the credit hours for all credit courses. In the example, the total would sum to 170 credit hours.

### Slide 25

For courses that cannot be assigned to a single level, such as courses that serve both undergraduate and graduate students, reporters should partition the credit hours based on the actual level of enrolled students.

For example, a 3-credit course that has 5 graduate students and 10 undergraduate students produces 45 credit hours of activity (3 x 15). But the reporter should partition the results as 30 undergraduate credit hours (3 x 10) and 15 graduate credit hours (3 x 5).

### Slide 26

Instructional Activity is reported separately for undergraduate and graduate programs. Click Save after entering responses.

## Section 5 – Full-time Equivalent – FTE

### Slide 27

The data entered by either Contact Hour or Credit Hour Reporters is used to calculate the full-time equivalent, FTE enrollment at the institution.

FTE is a measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full-time plus the calculated equivalent of the part-time enrollment.

FTE is used in computing expenses by function per FTE and revenues per FTE, which are reported on the IPEDS Data Feedback Report or DFR.

### Slide 28

The estimated FTE is calculated based on the reporting method and/or calendar system as reported in the Institutional Characteristics (IC) survey.

For institutions reporting contact hours, the number of contact hours is divided by 900.

For institutions operating on a Quarter calendar system, undergraduate credit hours are divided by 45, and graduate credit hours are divided by 36.

For institutions operating on a semester, 4-1-4 Plan, or other calendar type undergraduate credit hours are divided by 30, and graduate credit hours are divided by 24.

### Slide 29

Calculated FTE estimate should be reasonable for the institution. For example, if the unduplicated headcount included 1,000 full-time students and 150 part-time students and the calculated FTE is 1,800, the result is not reasonable and it is likely that there is an error.

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A common error in reporting is to enter too many zeroes – for example reporting 2 million (the number 2 plus 6 zeros) instead of 200 thousand (the number 2 plus 5 zeros) Reporters should double check the instructional activity reported and correct so that the estimated FTE is reasonable.

### **Slide 30**

Reporters may provide a more accurate estimate if, after correcting any errors, the resulting estimated FTE is still not reasonable. Please note that if reporters enter an FTE that is significantly different from the one calculated by the system, reporters will need to enter an explanation for the difference and describe the methodology used to reach that FTE.

### **Slide 31**

This concludes the presentation on completing the E12 survey.

Begin early and seek help when needed by calling or e-mailing the IPEDS Help Desk. The knowledgeable staff is eager to help, however response times may be longer as the end of the collection period nears.