IPEDS 2020-21 Data Collection System

IPEDS HELP DESK (877) 225-2568 | ipedshelp@rti.org
OMB NO. 1850-0582 v.27 : Approval Expires 8/31/2022
User ID: 55C0011

12-month Enrollment 2020-21

Institution: University of Wisconsin-Green Bay (240277)   User ID: 55C0011

Overview

12-month Enrollment Overview

The 12-month Enrollment component collects unduplicated student enrollment counts and instructional activity data for an entire 12-month period. Using the instructional activity data reported, a full-time equivalent (FTE) student enrollment at the undergraduate and graduate level is estimated (4-year institutions only). Institutions with Doctor's - professional practice students will also report the FTE enrollment of those students (4-year institutions only). NCES uses the FTE enrollment to produce indicators such as expenses by function per FTE as reported in the IPEDS Data Feedback Report.

Data Reporting Reminder:

- All institutions must use the July 1 - June 30 reporting period.
- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting. For example, if a summer term began later than usual due to Coronavirus Pandemic postponements, continue to report using the timeframes as defined in the IPEDS instructions. NCES expects that some data reported during the 2020-21 data collection year will vary from established prior trends due to the impacts of Coronavirus Pandemic. If an error edit is triggered even when submitting accurate data, please indicate in the corresponding context box or verbally to the Help Desk that the seemingly inconsistent data are accurate and reflect the effects of Coronavirus Pandemic.

Changes to reporting for 2020-21:

- Unduplicated enrollment counts of undergraduate students are collected by gender, attendance status (full-time, part-time), race/ethnicity, first-time (entering), transfer-in (non-first-time entering), continuing/returning, and degree/certificate-seeking statuses.
- Unduplicated enrollment counts by distance education status are collected.

Resources:

- To download the survey materials for this component: Survey Materials
- To access your prior year data submission for this component: Reported Data

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

Undergraduate Instructional Activity Type

Which instructional activity units will you use to report <u>undergraduate</u> instructional activity?

- Undergraduate instructional activity data in Part B may be reported in units of clock hours or credit hours.
- Please note that any graduate level instructional activity must be reported in credit hours. (4-year institutions only)

○ Clock hours

⦿ Credit hours

○ Both clock and credit hours (some undergraduate programs measured in clock hours and some measured in credit hours)

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

Part A - Unduplicated Count for Full-time Undergraduate Students

12-month Unduplicated Count by Race/Ethnicity and Gender - <u>Full-time</u> <u>Undergraduate</u> Students
July 1, 2019 – June 30, 2020

Reporting Reminders:
- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- 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

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate- seeking	Total, Full-time undergraduate students
	<u>First-time</u>	Transfer-in (non-first-time entering)	<u>Continuing/ Returning</u>	Total degree/certificate-seeking		
<u>Nonresident alien</u>	9	7	27	**43**	8	**51**
<u>Hispanic/Latino</u>	47	17	87	**151**		**151**
<u>American Indian or Alaska Native</u>	4	4	8	**16**	1	**17**
<u>Asian</u>	31	11	55	**97**		**97**
<u>Black or African American</u>	32	6	24	**62**	1	**63**
<u>Native Hawaiian or Other Pacific Islander</u>	1			**1**		**1**
<u>White</u>	355	214	979	**1,548**	13	**1,561**
Two or more races	28	10	39	**77**	2	**79**
<u>Race and ethnicity unknown</u>		1	12	**13**	1	**14**
Total men	**507**	**270**	**1,231**	**2,008**	**26**	**2,034**

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate- seeking	Total, Full-time undergraduate students
	<u>First-time</u>	Transfer-in (non-first-time entering)	<u>Continuing/ Returning</u>	Total degree/certificate-seeking		
<u>Nonresident alien</u>	9	4	22	**35**	17	**52**
<u>Hispanic/Latino</u>	74	18	125	**217**	3	**220**
<u>American Indian or Alaska Native</u>	8	6	30	**44**		**44**
<u>Asian</u>	27	17	72	**116**	2	**118**
<u>Black or African American</u>	24	7	33	**64**		**64**
<u>Native Hawaiian or Other Pacific Islander</u>		1	1	**2**		**2**
<u>White</u>	619	296	1,662	**2,577**	17	**2,594**
Two or more races	41	17	77	**135**		**135**
<u>Race and ethnicity unknown</u>	1	2	5	**8**	1	**9**
Total women	**803**	**368**	**2,027**	**3,198**	**40**	**3,238**

Grand total (2019-20)	**1,310**	**638**	**3,258**	**5,206**	**66**	**5,272**
Prior year data:						
Total Full-time undergraduate enrollment Fall 2019 *NOTE: Grand total (2019-20) calculated above is expected to be greater than total Full-time undergraduate enrollment Fall 2019.*	1,275	438	3,152	4,865	35	4,900

Part A - Unduplicated Count for Part-time Undergraduate Students

12-month Unduplicated Count by Race/Ethnicity and Gender - Part-time Undergraduate Students
July 1, 2019 – June 30, 2020

Reporting Reminders:
- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- 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

Students enrolled for credit	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, Part-time undergraduate students
	First-time	Transfer-in (non-first-time entering)	Continuing/ Returning	Total degree/certificate-seeking		
Nonresident alien			11	11	6	17
Hispanic/Latino	8	15	33	56	68	124
American Indian or Alaska Native		3	5	8	17	25
Asian	5	5	22	32	49	81
Black or African American	2		17	19	9	28
Native Hawaiian or Other Pacific Islander				0	1	1
White	27	96	426	549	809	1,358
Two or more races	1	2	12	15	32	47
Race and ethnicity unknown			1	1		1
Total men	**43**	**121**	**527**	**691**	**991**	**1,682**

Women

Students enrolled for credit	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, Part-time undergraduate students
	First-time	Transfer-in (non-first-time entering)	Continuing/ Returning	Total degree/certificate-seeking		
Nonresident alien			4	4	7	11
Hispanic/Latino	9	16	56	81	147	228
American Indian or Alaska Native	1	10	27	38	23	61
Asian	4	18	40	62	87	149
Black or African American	2	10	25	37	13	50
Native Hawaiian or Other Pacific Islander				0	3	3
White	29	194	947	1,170	1,442	2,612
Two or more races	1	11	39	51	66	117
Race and ethnicity unknown			1	1	2	3
Total women	**46**	**259**	**1,139**	**1,444**	**1,790**	**3,234**

Grand total (2019-20)	**89**	**380**	**1,666**	**2,135**	**2,781**	**4,916**
Prior year data:						
Total Part-time undergraduate enrollment Fall 2019 *NOTE: Grand total (2019-20) calculated above is expected to be greater than total Part-time undergraduate enrollment Fall 2019.*	71	229	1,325	1,625	1,845	3,470

Part A - Unduplicated Count for Graduate Students

12-month Unduplicated Count by Race/Ethnicity and Gender - <u>Graduate</u> Students

July 1, 2019 – June 30, 2020

Reporting Reminders:
- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report **all** postbaccalaureate degree and certificate students as graduate students, **including any doctor's - professional practice students (formerly first-professional)**

Men

Students <u>enrolled for credit</u>	<u>Graduate students</u>
<u>Nonresident alien</u>	9
<u>Hispanic/Latino</u>	11
<u>American Indian or Alaska Native</u>	2
<u>Asian</u>	13
<u>Black or African American</u>	10
<u>Native Hawaiian or Other Pacific Islander</u>	
<u>White</u>	150
Two or more races	3
<u>Race and ethnicity unknown</u>	1
Total men	**199**
Total men prior year	171

Women

Students <u>enrolled for credit</u>	<u>Graduate students</u>
<u>Nonresident alien</u>	4
<u>Hispanic/Latino</u>	19
<u>American Indian or Alaska Native</u>	9
<u>Asian</u>	14
<u>Black or African American</u>	9
<u>Native Hawaiian or Other Pacific Islander</u>	2
<u>White</u>	288
Two or more races	10
<u>Race and ethnicity unknown</u>	
Total women	**355**
Total women prior year	270

Grand total (2019-20)	**554**
Prior year data:	
Unduplicated headcount (2018-19)	441
ⓘ Total enrollment Fall 2019	396
NOTE: Grand total (2019-20) calculated above is expected to be greater than Total enrollment Fall 2019.	

Part A – 12-month Enrollment by Distance Education Status

12-month Unduplicated Count - Distance Education Status
July 1, 2019 – June 30, 2020

	Undergraduate Students		Graduate Students
	Degree/certificate-seeking	Non-degree/non-certificate-seeking	
Students **enrolled exclusively** in distance education courses	1,746	296	285
Students **enrolled in at least one but not all** distance education courses	4,182	102	160
Students **not enrolled in any** distance education courses	1,413	2,449	109
Total (from prior part A screens)	**7,341**	**2,847**	**554**

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

Part B - Instructional Activity

12-month Instructional Activity
July 1, 2019 - June 30, 2020

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

FTE Reporting Reminder:
- Institutions need not report their own calculations of undergraduate or graduate FTE unless IPEDS FTE <u>calculations</u> would be misleading for comparison purposes among all IPEDS reporting institutions.

Instructional Activity

	2019-20 total activity	Prior year data
Undergraduate level:		
<u>Credit hour activity</u>	181,892	175,634
Graduate level:		
<u>Credit hour activity</u> (Do not include doctor's-professional practice instructional activity here; the total FTE of those students should be entered separately below)	7,088	4,749

Full-Time Equivalent (FTE) of Students

	2019-20 total activity	Prior year data
<u>Doctor's - professional practice level:</u>		
<u>Doctor's - professional practice</u> FTE student estimate	5	8

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

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

Please provide your best estimate of undergraduate and graduate FTE for the 12-month reporting period **only if the calculated FTE estimate below is not reasonable for IPEDS comparison purposes**. Please provide an explanation in the context box if the option is used due to Coronavirus Pandemic.

	Calculated FTE 2019-20	Institution reported FTE 2019-20	Prior year FTE 2018-19
Undergraduate student FTE	6,063	6,063	5,854
Graduate student FTE (excluding doctor's - professional practice student FTE)	295	✓ 295	198
Doctor's - professional practice student FTE		5	8
Total FTE student enrollment		**6,363**	**6,060**

🌐 Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Prepared by

Prepared by

Reporting Reminders:

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

This survey component was prepared by:					
○	Keyholder	○	SFA Contact	○	HR Contact
○	Finance Contact	○	Academic Library Contact	◉	Other
Name:	Daniel Younan				
Email:	Dyounan@uwsa.edu				

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

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

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

Summary screen

12-Month Enrollment Component Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2020.

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

12-Month Unduplicated Headcount and Full-Time Equivalent Students	
Total 12-month unduplicated headcount	10,742
Undergraduate student unduplicated headcount	10,188
Graduate student unduplicated headcount	554
Total 12-month full-time equivalent (FTE) student enrollment	6,363
Undergraduate student FTE	6,063
Graduate student FTE	295
Doctor's-professional practice FTE	5

Edit Report

12-month Enrollment

Source	Description	Severity	Resolved	Options
Screen: Instructional Activity				
Perform Edits	The institution-reported FTE entered on the Part B – Instructional Activity screen is significantly different from the value reported in the prior year. Please correct your data or explain the reason for this variance, detailing the method used to calculate the entered FTE. (Error #9859)	Explanation	Yes	
Reason	Increased FTE is driven by increased graduate headcount and credit activity compared against the prior year			

12-month Enrollment

Source	Description	Severity	Resolved	Options
Screen: Instructional Activity				