



To: UA Community  
Through: Cindy Collins, Director, Institutional Research, Planning and Analysis  
From: Aly Englert  
Date: July 27, 2016  
Re: Integrated Postsecondary Education Data System (IPEDS) News for the 2016-17 Data Collection Cycle

This document provides important announcements regarding IPEDS data collection at the University of Alaska (UA). Changes to the data collection result from IPEDS Technical Review Panel (TRP) meetings, with topics determined by legislation, emerging areas of concern in postsecondary education, and an ongoing goal of decreasing reporting burden while retaining the federal data necessary for policy makers and education analysts. The following topics are discussed hereafter:

- a) IPEDS 2016-17 Data Collection Schedule and Annual Update of Distance Delivery/e-Learning Status for Degree Programs
- b) Completion of Institutional Characteristics Survey
- c) Survey Changes for the IPEDS 2016-17 Cycle
- d) Reporting of Student and Staff Gender

- a) IPEDS 2016-17 Data Collection Schedule and Annual Update of Distance Delivery/e-Learning Status for Degree Programs.

The 2016-17 Data Collection Schedule is outlined in Table 1 (p. 3). A current list of each university's academic programs was provided to IPEDS Keyholders for review and update of the e-Learning program statuses on July 14<sup>th</sup>, with any necessary updates to be provided to Aly Englert no later than Wednesday, August 17<sup>th</sup>.

- b) Completion of Institutional Characteristics Survey

To improve reporting efficiency, IPEDS Keyholders have agreed to complete the Institutional Characteristics (IC) survey for their respective universities. The IC survey is part of the fall collection cycle, with a Keyholder close date of October 19<sup>th</sup>, 2016.

- c) Survey Changes for the IPEDS 2016-17 Cycle

Ten of the twelve existing IPEDS surveys have proposed changes for the 2016-17 cycle. No changes are considered final until the request for clearance is approved by the US Office of Management and Budget. UA will be notified of any final changes in mid-August or later. Most changes are not impactful, and those with the most meaningful impact are highlighted below:

- Human Resources: The reporting period for determining newly hired full time employees will be extended from July 1<sup>st</sup> through October 31<sup>st</sup>, to November 1<sup>st</sup> through October 31<sup>st</sup>. UA reports these employees as of October 1<sup>st</sup> to align with federal fiscal year reporting requirements. Table 2 shows the impact of this proposed change when the new IPEDS timeframe is applied to prior years.
- Outcome Measures: Include additional fields to indicate which cohort students did and did not receive a Pell Grant. The inclusion of more detailed Pell Grant recipient students in future cycles is currently being explored. The definition of a "Pell Grant recipient student" has not yet been determined by IPEDS. A Technical Review Panel will be held in August to determine

whether Pell recipients are defined as those who received a Pell grant at any point during their enrollment period, or only those who received a Pell grant in their first year.

- Graduation Rates, 150%: Include two new student cohorts: the recipients of Pell Grants, and recipients of a Subsidized Stafford Loan that did not receive a Pell Grant. The definition of a “Pell Grant recipient student” has not yet been determined, as outlined above.

d) Reporting of Student and Staff Gender<sup>1</sup>

IPEDS currently requires all final reporting from institutions to be completed using male/female gender categories for staff and students. Furthermore, the collection and reporting of gender data is mandatory as per the Statutory Requirements for Reporting IPEDS Data. The National Center for Education Statistics (NCES) is aware of the issues faced by institutions in regards to the reporting of individuals with unknown gender, and a Technical Review Panel is scheduled in late October to discuss this. However, any suggested changes will not be proposed for implementation until the next clearance cycle, which encompasses the 2019-20 through 2021-22 collections.

The IPEDS Help Desk has recommended but does not require that institutions report individuals with unknown gender by allocating the individuals based on the known distribution of men and women at the institution for either students or staff. In the absence of official IPEDS guidance, UA will implement this reporting methodology.

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<sup>1</sup> All reporting requirements and IPEDS guidance mentioned in this section can be found in Attachment 1

**Table 1. IPEDS 2016-17 Data Collection Schedule**

	Registration	Fall	Winter	Spring	
Components Included	Registration		Student Financial Aid		
	Report Mapping	Institutional Characteristics	Graduation Rates	Fall Enrollment	Comparison Groups
	Institutional ID	Completions	200% Graduation Rates	Finance	for 2016 IPEDS Data
	Institutional Characteristics-Header	12-month Enrollment	Outcome Measures	Human Resources	Feedback Report
			Admissions	Academic Libraries	
e-Learning Programs Update	17-Aug-2016				
Collection Opens	10-Aug-2016	7-Sep-2016	14-Dec-2016	14-Dec-2016	9-Jan-2017
IPEDS Coordinator submits survey data*		5-Oct-2016	1-Feb-2017	29-Mar-2017	
UAA, UAF, UAS IPEDS Keyholders	31-Aug-2016	19-Oct-2016	15-Feb-2017	12-Apr-2017	12-May-2017
-> review and lock data					
-> notify Coordinator of any issues					
IPEDS Coordinator applies final lock on data		2-Nov-2016	1-Mar-2017	26-Apr-2017	14-Jul-2017

\*IPEDS Coordinator does **not** provide data for the following surveys: Institutional Characteristics Header, Institutional Characteristics, Admissions, Academic Libraries, and Finance

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Note: This information is also available in greater detail as a Google Calendar, which has been shared with IPEDS Keyholders. To request access, please contact Aly Englert (aenglert@alaska.edu).

Source: Schedule adapted from the 2016-17 IPEDS Data Collection Schedule provided by the National Center for Education Statistics, available online at: <https://surveys.nces.ed.gov/ipeds/ViewContent.aspx?contentId=21>. Compiled by UA Institutional Research, Planning and Analysis.

Table 2. IPEDS Human Resources Survey Comparison with Proposed New Hire Criteria

University	2012-2013 Cycle		2013-2014 Cycle		2014-2015 Cycle		2015-2016 Cycle	
	Previously Reported FTE New Employees	Updated FTE New Employees	Previously Reported FTE New Employees	Updated FTE New Employees	Previously Reported FTE New Employees	Updated FTE New Employees	Previously Reported FTE New Employees	Updated FTE New Employees
UA Anchorage	85	159	91	173	65	141	70	131
UA Fairbanks	76	161	51	169	44	129	41	112
UA Southeast	19	36	21	37	13	23	14	22
UA System	10	30	11	22	4	16	3	12

Note: All UAA values include Prince William Sound Community College employees. The previously reported employees column indicates the number of new FTE employees from July 1st to October 31st reported to IPEDS. The updated new employee column indicates the numbers that would have been reported for the same IPEDS cycle under the new proposed dates of November 1st through October 31st. UA reports these employees as of October 1st to align with federal fiscal year reporting requirements.

Source: Data supplied by universities via UA Information Systems: UA Decision Support Database (RPTP.DSDMGR) Fall 2012-Fall 2016. Compiled by UA Institutional Research, Planning and Analysis

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## **The College Affordability and Transparency Center**

### Statutory Requirements for Reporting IPEDS Data

#### General Mandate

NCES is authorized by law under the Section 153 of the Education Sciences Reform Act of 2002 (P.L. 107-279). Accordingly, NCES "shall collect, report, analyze, and disseminate statistical data related to education in the United States and in other nations, including -

- collecting, acquiring, compiling (where appropriate, on a state by state basis), and disseminating full and complete statistics on the condition and progress of education, at the pre-school, elementary, secondary, and postsecondary levels in the United States, ...;
- conducting and publishing reports and analyses of the meaning and significance of such statistics;
- collecting, analyzing, cross-tabulating, and reporting, to the extent feasible, so as to provide information by gender, race, ...; and
- assisting public and private educational agencies, organizations, and institutions in improving and automating statistical and data collection activities..."

#### Mandatory Reporting for Institutions with Program Participation Agreements

The completion of all IPEDS surveys, in a timely and accurate manner, is mandatory for all institutions that participate in or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965, as amended. The completion of the surveys is mandated by 20 USC 1094, Section 487(a)(17) and 34 CFR 668.14(b)(19).

The Department of Education relies on postsecondary institutions to accurately report data to IPEDS, and nearly all institutions do. Institutions themselves sometimes identify misreporting issues and work with ED to correct those problems without the need for further action by the Department. The Department is concerned about any instances of intentional or significant misreporting. Under these circumstances, the Office of Federal Student Aid may take administrative action to appropriately address the issue.

Title IV, HEA program regulations 34 CFR 668.84, 668.85, and 668.86 provide that the Department may initiate a fine action or other administrative action, such as a limitation, suspension, or termination of eligibility to participate in the Title IV, HEA programs, against institutions that do not comply with the requirement to complete and submit their IPEDS surveys. The regulations permit a fine of up to \$35,000 for each violation of any provision of Title IV, or any regulation or agreement implementing that Title. In determining the amount of a fine, the Secretary considers both the gravity of the offense and the size of the institution (34 CFR 668.92(a)).

Each year, the Office of Federal Student Aid issues fine notices to institutions for not completing their IPEDS surveys in a complete and accurate manner within the required timeframes. Other institutions are sent warning letters. According to the Office of Federal Student Aid, an institution's failure to accurately complete and submit these surveys is a serious violation of its obligations under the Higher Education Act, and appropriate action will be taken.

#### Vocational Education Data

IPEDS responds to certain of the requirements pursuant to Section 421(a)(1) of the Carl D. Perkins Vocational Education Act. The data related to vocational programs and program completions are collected from postsecondary institutions known to provide occupationally specific vocational education.<sup>1</sup>

#### Data on Race/Ethnicity and Gender of Students

The collection and reporting of race/ethnicity and gender data on students and completers are mandatory for all institutions which receive, are applicants for, or expect to be applicants for Federal financial assistance as defined in the Department of Education (ED) regulations implementing Title VI of the Civil Rights Act of 1964 (34 CFR 100), or defined in any ED regulation implementing Title IX of the Education Amendments of 1972 (34 CFR 106). The collection of race/ethnicity and gender data in vocational programs is mandated by Section 421(a)(1) of the Carl D. Perkins Vocational Education Act.

### Data on Race/Ethnicity and Gender of Staff

The collection and reporting of race/ethnicity and gender data on the Human Resources (HR) component are mandatory for all institutions which receive, are applicants for, or expect to be applicants for Federal financial assistance as defined in the Department of Education (ED) regulations implementing Title VI of the Civil Rights Act of 1964 (34 CFR 100). The collection of these data is also mandated by P.L. 88-352, Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (29 CFR 1602, subparts O, P, and Q). Institutions with 15 or more full-time employees are required to respond to the IPEDS Human Resources component under this mandate.

### Student Right-to-Know

Sections 668.41, 668.45, and 668.48 of the Student Assistance General Provision (34 CFR 668) were amended to implement the Student Right-to-Know Act, as amended by the Higher Education Amendments of 1991 and further by the Higher Education Technical Amendments of 1993 and 1999. The final regulations require an institution that participates in any student financial assistance program under Title IV of the Higher Education Act of 1965, as amended, to disclose information about graduation or completion rates to current and prospective students. The final regulations also require such institutions that also award athletically related student aid to provide certain types of data regarding the institution's student population, and the graduation or completion rates of categories of student-athletes, to potential athletes, their parents, coaches, and counselors.

### Consumer Information

Section 101 of the Higher Education amendments of 1965 (P.L. 105-244) requires that NCES collect the following information about undergraduate students from institutions of higher education: tuition and fees, cost of attendance, the average amount of financial assistance received by type of aid, and the number of students receiving each type.

Section 132 of the Higher Education Act of 1965 (P.L. 110-315), as amended, requires that NCES make the following consumer information about postsecondary institutions available on the [College Navigator](#) college search web site: the institution's mission statement; a link to the institution's website that provides, in an easily accessible manner, information on student activities, services for individuals with disabilities, career and placement services, and policies on transfer of credit; admissions rates and test scores; enrollment by race and ethnicity, gender, enrollment status, and residency; number of transfer students; students registered with the disability office; retention rates; graduation rates within normal time of program completion and 150% and 200% of normal time; number of certificates and degrees awarded, and programs with the highest number of awards; student-to-faculty ratio and number of faculty and graduate assistants; cost of attendance and availability of alternative tuition plans; average grant aid and loans, and number of students receiving such aid, by type; total grant aid to undergraduates; number of students receiving Pell Grants; three years of tuition and fees and average net price data; three years of average net price disaggregated by income; a multi-year tuition calculator; College Affordability Lists and reports; Title IV cohort default rate; and campus safety information. State spending charts and a link to Bureau of Labor Statistics information on starting salaries are also required.

<sup>1</sup>Institutions providing vocational/occupational programs are identified through responses to the Institutional Characteristics (IC) survey and the Completions (C) survey.

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## **The College Affordability and Transparency Center**

### General FAQs

**Click one of the following questions to view the answer.**

#### **Participation**

- 1) [Do I have to participate?](#)
- 2) [What happens if my institution does not respond to one or more of the IPEDS surveys during a collection year?](#)
- 3) [If my school has closed, do I need to participate?](#)

#### **Registration**

- 1) [When is the registration deadline and must I register?](#)
- 2) [What should I do if I haven't received my registration materials, or if I lost my password?](#)
- 3) [Do I need to register before I can enter data for my institution?](#)
- 4) [Can I register now to be the keyholder during the Fall 2015 data collection period?](#)
- 5) [What is my login ID?](#)
- 6) [My password does not work. What should I do?](#)
- 7) [Can I select my own password to use? Can I change my password?](#)
- 8) [Should I change incorrect information on the registration screen?](#)
- 9) [Can my institution have more than one keyholder?](#)
- 10) [How can I add additional users?](#)

#### **Getting Started**

- 1) [What is the current collection schedule?](#)
- 2) [When can I begin entering data for the survey?](#)
- 3) [How can I get help regarding the IPEDS Surveys?](#)
- 4) [What is a keyholder? What is a coordinator?](#)

#### **Submitting Data**

- 1) [Can I submit data in hard copy or in a data file rather than using the Web application?](#)
- 2) [Can data for multiple campuses be reported combined in one report?](#)
- 3) [Can I view and print the data forms?](#)
- 4) [At what point will I no longer be able to modify the data I've submitted?](#)
- 5) [How can I get a deadline extension?](#)

#### **Now that I'm done**

- 1) [Can I print my data after it is locked?](#)
- 2) [What can be done if survey forms or other items do not print out correctly?](#)
- 3) [What happens to all the data I provide to IPEDS?](#)
- 4) [How can I get the results of this and other IPEDS surveys?](#)
- 5) [Can I submit data for a survey I missed last year?](#)
- 6) [How do I use the IPEDS Data Center?](#)
- 7) [What is the Prior Year Revision System?](#)
- 8) [What is imputation?](#)

#### **Other**

- 1) [My institution has students and/or staff 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?](#)
- 2) [Is the Academic Library Survey \(ALS\) part of IPEDS?](#)

Once data are locked by the keyholder (and coordinators, if applicable), the Help Desk reviews the submission and "migrates" the data to the Data Center. The data are then available for immediate use. Files are imputed for nonresponse (institutional nonresponse and item/section nonresponse), data tables are generated, and publications are produced for review and release. College Navigator website is updated with the most current data available. Your IPEDS data are also used to generate the lists on the College Affordability and Transparency Center.

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#### 4) **How can I get the results of this and other IPEDS surveys?**

During the collection period, once a keyholder or coordinator has put the FINAL lock on their survey data, the data and caveats will be reviewed by NCES and then migrated to the Data Center. Once the data are migrated, the institution and/or coordinator can access the Data Center at the "Collection" level through the Data Collection system (Tools menu). Users will have access to all data that have been locked. There are three other release stages of IPEDS data: Preliminary data are unimputed, and are publicly available along with a First Look publication; Provisional data are imputed, and are publicly available along with a reissued First Look; the Final data include data revisions made by keyholders in the subsequent collection year.

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#### 5) **Can I submit data for a survey I missed last year?**

Yes. During the **next data collection cycle**. For example, if you did not provide Completions data during the fall 2014 collection period, you may access the Prior Year Data Revision System during the fall 2015 collection to submit or revise prior year data. See the 2015-16 Data Collection Schedule in the IPEDS Report Your Data website for details.

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#### 6) **How do I use the IPEDS Data Center?**

Contact the IPEDS Data Tools Help Desk for help with the Data Center and all other IPEDS tools -- contact them at 1-866-558-0658 or [ipedstools@rti.org](mailto:ipedstools@rti.org).

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#### 7) **What is the Prior Year Revision System?**

This is a **separate** system that runs parallel to the current year's data collection system. Institutions may enter the system using the same UserID and password (as the current year's system) in order to provide missing data OR to correct errors in the prior submission. Data must be fully edited and locked in order for NCES to accept any corrections or updates in the Prior Year Revision System. These data will be moved to College Navigator on a rolling basis. See the 2015-16 Data Collection Schedule for details.

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#### 8) **What is imputation?**

Missing data are imputed so that representative tabulations can be made at the national, state, and sector level. Imputation is a method of "filling in the blanks" for institutions that do not submit data to IPEDS. In some cases, data for an entire survey are imputed; in other cases, partial imputation is performed when sections or single data items are not completed. Several methods of imputation are applied to the IPEDS data, including carry forward, nearest neighbor, group median, and ratio adjustment. These methods are fully explained in the IPEDS Methodology Reports, which can be accessed through the publications link on the IPEDS home page: <http://nces.ed.gov/ipeds>.

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Other

#### 1) **My institution has students and/or staff 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, common methods used are: allocate the individuals with gender unknown based on the known distribution of men and women at the institution for either students or staff; use the individual's name to assign gender; assign gender randomly.

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#### 2) **Is the Academic Library Survey (ALS) part of IPEDS?**

Yes, as of the 2014-15 data collection year, the Academic Libraries component has been re-integrated into IPEDS. For more information, please consult the [Academic Libraries Information Center](#), or contact the IPEDS Help Desk at 1-877-225-2568 or [ipedshelp@rti.org](mailto:ipedshelp@rti.org).

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## 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?](#)

### 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?](#)

**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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)."

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**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.

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**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.

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**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