# 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: 41B0011

#### 12-month Enrollment 2020-21

Institution: Southwestern Oregon Community College (210155)

User ID: 41B0011

#### 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 prioryear 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) OClock hours Credit hours O Both clock and credit hours (some undergraduate programs measured in clock hours and some measured in credit hours) (a) 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 - Full-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

		<u>Degree/ce</u>		Total,		
Students enrolled for <u>credit</u>	<u>First-time</u>	Transfer-in (non-first- time entering)	Continuing/ Returning	Total degree/certificate- seeking	Non-degree/ non-certificate- seeking	Full-time undergraduate students
Nonresident alien	12		6	18		18
Hispanic/Latino	32	5	33	70	4	74
American Indian or Alaska Native	2	1	11	14	2	16
Asian	3			3		3
Black or African American	12	1	5	18		18
Native Hawaiian or Other Pacific Islander	4		4	8		8
White	152	19	133	304	14	318
Two or more races	25	3	14	42	1	43
Race and ethnicity unknown	4		8	12	15	27
Total men	246	29	214	489	36	525

omen						
		<u>Degree/ce</u>		Total,		
Students enrolled for <u>credit</u>	First-time Transfer-in (non-first-time time entering)		Continuing/ Returning	Total degree/certificate- seeking	Non-degree/ non-certificate- seeking	Full-time undergraduate students
Nonresident alien	5		3	8		
<u>Hispanic/Latino</u>	31	2	33	66	1	6
American Indian or Alaska Native	9		4	13		1:
Asian	2		6	8		
Black or African American	4	3	2	9		
Native Hawaiian or Other Pacific Islander	3		1	4		
<u>White</u>	146	34	161	341	25	36
Two or more races	16	3	13	32	1	3
Race and ethnicity unknown	3	1	7	11	3	1
Total women	219	43	230	492	30	52:
Grand total (2019-20)	465	72	444	981	66	1,04
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.	404	55	401	860	41	90

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

		Degree/ce	rtificate-seeking			
Students enrolled for <u>credit</u>	<u>First-time</u>	Transfer-in (non-first- time entering)	Continuing/ Returning	Total degree/certificate- seeking	Non-degree/ non-certificate- seeking	Total, Part-time undergraduate students
Nonresident alien			2	2	1	3
<u>Hispanic/Latino</u>	6	1	25	32	41	73
American Indian or Alaska Native	1	1	4	6	11	17
Asian	1		5	6	4	10
Black or African American	3		2	5	5	10
Native Hawaiian or Other Pacific Islander			2	2	2	4
<u>White</u>	43	15	112	170	215	385
Two or more races	3		13	16	9	25
Race and ethnicity unknown	6	1	6	13	149	162
Total men	63	18	171	252	437	689

omen						
		<u>Degree/ce</u>		Total,		
Students enrolled for <u>credit</u>	<u>First-time</u>	Transfer-in (non-first- time entering)	Continuing/ Returning	Total degree/certificate- seeking	Non-degree/ non-certificate- seeking	Part-time undergraduat students
Nonresident alien			2	2	2	
<u>Hispanic/Latino</u>	8	6	38	52	70	12
American Indian or Alaska Native	3	1	17	21	18	3
<u>Asian</u>	2	1	6	9	11	2
Black or African American		1	1	2	2	
Native Hawaiian or Other Pacific Islander	1	1	1	3	4	
<u>White</u>	83	36	274	393	335	72
Two or more races	6	3	14	23	27	5
Race and ethnicity unknown	2	4	18	24	166	19
Total women	105	53	371	529	635	1,16
Grand total (2019-20)	168	71	542	781	1,072	1,85
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.	110	41	400	551	601	1,15

Part A – 12-month Enrollment by Distance Education Status

## 12-month Unduplicated Count - Distance Education Status

July 1, 2019 - June 30, 2020

	<u>Under</u>	g <u>raduate</u> Students
	Degree/certificate-seeking	Non-degree/non-certificate-seeking
Students <i>enrolled exclusively</i> in <u>distance education courses</u>	266	96
Students enrolled in at least one but not all distance education courses	1,156	184
Students not enrolled in any distance education courses	340	858
Total (from prior part A screens)	1,762	1,138

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 Naviga Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be enuderstood 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.

#### FTE Reporting Reminder:

• Institutions need not report their own calculations of undergraduate 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:		
Credit hour activity	60,913	62,857

ull-Time Equivalent (FTE) of Students			
Calendar system (as reported on the prior year IC Header survey com	nponent):	Quarter	
If the IPEDS <u>calculated</u> FTE estimates below are not reasonable, <b>ANE</b> the "Institution reported FTE" column below and save the page. This IPEDS comparisons.	•		
Please provide your best estimate of undergraduate FTE for the 12-m comparison purposes. Please provide an explanation in the context be			sonable for IPEDS
	Calculated FTE 2019-20	Institution reported FTE 2019-20	Prior year FTE 2018-19
Undergraduate student FTE	1,354	1,354	1,397
Context notes will be posted on the College Navigator website. The punctuation) and common language that can be easily understood by			nplete sentences with

User ID: 41B0011

Revising and Locking Data

0.25

hours

hours

## 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.

Collecting Data Needed

hours

hours

16.00

- 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.

Staff member

Your office

Other offices

This survey compo	onent wa	s prepared by:				
•		Keyholder	0	SFA Contact	0	HR Contact
0		Finance Contact	0	Academic Library Contact	0	Other
Na	ame:	Julee Wirth				
Er	mail:	ir@socc.edu				
How many staff fro	rom your	institution only were involved in	the data collection a	nd reporting process of this survey	component?	
2	2.00	Number of Staff (including you	rself)			
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.						

hours

hours

**Entering Data** 

4.00

hours

hours

Revising Data to Match

**IPEDS** Requirements

16.00

https://surveys.nces.ed.gov/ipeds/survey/print

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## 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 <u>Data Center</u> 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 <a href="mailto:ipedshelp@rti.org">ipedshelp@rti.org</a>.

12-Month Unduplicated Headcount and Full-Time Equivalent Students	
Total 12-month undergraduate student unduplicated headcount	2,900
Total full-time equivalent (FTE) student enrollment	1,354
Total full-time equivalent (FTE) undergraduate student enrollment	1,354

## Edit Report

## 12-month Enrollment

Source	Description	Severity	Resolved	Options
Global Edits				
Perform Edits	The 12-month unduplicated count of undergraduate students for Native Hawaiian or Other Pacific Islander Women (8) is different than expected when compared with the same category (10) in the prior year Fall Enrollment survey, because the official fall enrollment reporting date falls within the 12-month timeframe for E12. Please correct your data or explain. (Error #9360)	Explanation	Yes	
Reason	The college did not receive the proper updates to the student information systems to calculate IPE are installed.	EDS properly. Will	relook at d	ata once updates
Screen: Distance	ce Education Status			
Screen Entry	The number of undergraduates of Non-degree/non-certificate-seeking - Students enrolled in at least one but not all distance education courses(184) is expected to be equal or greater than that of prior year Fall Enrollment survey(265). Please correct your data or explain. (Error #9864)	Explanation	Yes	
Reason	The college did not receive the proper updates to the student information systems to calculate IPE are installed.	EDS properly. Will	relook at d	ata once updates