



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

MEMORANDUM

DATE: December 10, 2004

TO: Presidents
IPEDS Keyholders
Planners
Registrars

FROM: J. Keith Brown
Associate VP, Planning, Accountability, Research & Evaluation

SUBJECT: IPEDS Data Collection: Enrollment, Part F: Instructional Activity

Each college is required to participate annually in the Integrated Postsecondary Education Data System (IPEDS) collection in order to maintain eligibility for Title IV funds. Among the surveys conducted through the IPEDS process is a data collection on enrollment, both fall and 12-month activity. Colleges have the option of completing the enrollment survey as part of the Winter data collection, which is currently underway, or as part of the Spring data collection.

Part F of the enrollment survey is called Instructional Activity (in the past, this was Part E). Colleges respond to screening questions as to whether they measure instructional activity by contact hours, credit hours or both. Once these questions have been answered, colleges are asked to enter the total instructional activity for the 12-month period covered by the survey.

In examining what has been submitted in previous years, there appears to be a lack of consistency and accuracy with the data being reported by community colleges. Therefore I have prepared the following guidelines for completing the Instructional Activity section of the Enrollment Survey.

1. Only instructional activity related to curriculum programs/courses should be reported. No continuing education activity is to be reported in this measure. Currently IPEDS only collects information on "credit" programs/enrollments. The Department of Education has appointed a group to recommend changes to the IPEDS collection, which will more accurately reflect what community colleges do, but until that work is completed, only data on credit programs/enrollment are being collected. The

instructional activity should mirror the data you have submitted on student enrollment, which again includes only credit students. This may be confusing since the instructions refer to occupational and vocational programs that may not lead to a terminal degree, but these are still “for credit” activities. The non-credit occupational extension programs do not count for this submission.

2. For simplification and accuracy, I recommend that colleges report all programs as being measured by credit hours. Though some programs may use contact hours, being consistent in reporting credit hours only will make it easier to report an accurate instructional activity number. If you choose to report your instructional activity in terms of contact hours, an accurate conversion can be made.
3. The data being reported are very important. Currently, the National Postsecondary Education Council (NPEC) is producing reports on all postsecondary institutions in the United States based on IPEDS data. Some of the data being reported are derived measures based on colleges’ FTE, such as funding per FTE. Since FTE are being calculated based on the credit hours reported in the Instructional Activity section, the data reported will affect the measures calculated. Congress is now debating performance measures as part of the Higher Education Reauthorization Act. The measures would be calculated from IPEDS data, again indicating the importance of the accuracy of the information.
4. For consistency and accuracy, I recommend that you calculate your 12 month instructional activity by determining your total FTE (not budgeted FTE) for the 12 month period and then multiplying that figure by 30. The constant 30 is the divisor that the Department of Education will use in calculating your FTE from the credit hours reported under instructional activity. Following this method, you are assured that the FTE calculated by the Department of Education matches the FTE for your college as calculated by the System Office from the ICR files you have submitted. If you choose to report instructional activity in total contact hours, then you would multiply your total FTE for the 12 month period by 900 (the national standard for converting contact hours to FTE).
5. I have attached an Excel file that shows, for each college, the calculation of instructional activity for 2003-04 using the methodology outlined above. The FTEs for each college were pulled from the data warehouse. Each college’s FTE figure was multiplied by 30 to calculate credit hours of instructional activity. If you report this figure for Instructional Activity, then you are assured that the FTE calculated by the Department of Education will be consistent with what you have reported to the System Office. For those who would prefer to report their instructional activity in terms of contact hours, I have also made that calculation for you by using the standard multiplier of 900 to convert FTEs to contact hours. Use whichever figure, total credit hours or total contact hours, you prefer. Be sure that the answer to the initial screening question (credit or contact hours) matches the figure you enter in Part F.

If you have questions concerning this information, please do not hesitate to contact me.

Attachment

c: Mr. Fred Williams
Mr. Kennon Briggs
Dr. Sandra Wall Williams

Conversion of Annual FTE to Total Credit Hours and Total Contact Hours for IPEDS Reporting, 2003-04 (use only one, either total credit or total contact hours)

College Name	Curr ICR Calculated FTE	Total Credit Hours	Total Contact Hours
Alamance CC	3,440.52	103,216	3,096,468
Asheville-Buncombe TCC	4,857.75	145,733	4,371,975
Beaufort County CC	1,486.13	44,584	1,337,517
Bladen CC	1,279.65	38,390	1,151,685
Blue Ridge CC	1,890.40	56,712	1,701,360
Brunswick CC	956.82	28,705	861,138
Caldwell CC & TI	3,269.04	98,071	2,942,136
Cape Fear CC	6,005.49	180,165	5,404,941
Carteret CC	1,560.13	46,804	1,404,117
Catawba Valley CC	4,453.12	133,594	4,007,808
Central Carolina CC	4,136.85	124,106	3,723,165
Central Piedmont CC	11,038.95	331,169	9,935,055
Cleveland CC	2,424.94	72,748	2,182,446
Coastal Carolina CC	3,813.79	114,414	3,432,411
College of The Albemarle	1,813.37	54,401	1,632,033
Craven CC	2,417.23	72,517	2,175,507
Davidson County CC	2,768.45	83,054	2,491,605
Durham TCC	4,051.40	121,542	3,646,260
Edgecombe CC	2,189.54	65,686	1,970,586
Fayetteville TCC	8,659.82	259,795	7,793,838
Forsyth TCC	5,798.22	173,947	5,218,398
Gaston College	4,278.56	128,357	3,850,704
Guilford TCC	7,182.67	215,480	6,464,403
Halifax CC	1,615.18	48,455	1,453,662
Haywood CC	1,775.33	53,260	1,597,797
Isothermal CC	1,986.76	59,603	1,788,084
James Sprunt CC	1,305.96	39,179	1,175,364
Johnston CC	3,348.38	100,451	3,013,542
Lenoir CC	2,323.55	69,707	2,091,195
Martin CC	817.29	24,519	735,561
Mayland CC	1,108.74	33,262	997,866
McDowell TCC	1,198.06	35,942	1,078,254
Mitchell CC	1,928.10	57,843	1,735,290
Montgomery CC	785.47	23,564	706,923
Nash CC	1,875.59	56,268	1,688,031
Pamlico CC	315.68	9,470	284,112
Piedmont CC	2,067.64	62,029	1,860,876
Pitt CC	5,289.85	158,696	4,760,865
Randolph CC	2,041.44	61,243	1,837,296
Richmond CC	1,536.13	46,084	1,382,517
Roanoke-Chowan CC	869.89	26,097	782,901
Robeson CC	2,006.16	60,185	1,805,544
Rockingham CC	1,868.42	56,053	1,681,578
Rowan-Cabarrus CC	4,483.97	134,519	4,035,573
Sampson CC	1,243.53	37,306	1,119,177
Sandhills CC	3,569.22	107,077	3,212,298
South Piedmont CC	1,464.28	43,928	1,317,852
Southeastern CC	2,016.05	60,482	1,814,445
Southwestern CC	1,726.31	51,789	1,553,679
Stanly CC	1,840.53	55,216	1,656,477

Surry CC	2,946.79	88,404	2,652,111
Tri-County CC	1020.49	30,615	918,441
Vance-Granville CC	3,791.54	113,746	3,412,386
Wake TCC	8,798.33	263,950	7,918,497
Wayne CC	2,865.85	85,976	2,579,265
Western Piedmont CC	2,552.45	76,574	2,297,205
Wilkes CC	2,480.94	74,428	2,232,846
Wilson TCC	1,993.69	59,811	1,794,321