

# IPEDS 2021-22 Data Collection System

IPEDS HELP DESK

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## Changes to the 2021-22 IPEDS Data Collection

### Changes to the IPEDS Data Collection starting in 2021-22

Survey component(s)	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with <del>strikethrough</del> , rewording in blue)
Completions (C)	<p><i>Remove checkboxes from the Distance Education question (CIP Data screen):</i></p> <p><b>Old screen:</b></p> <p><b>Is at least one program within this CIP code offered as a distance education program?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> All programs in this CIP code in this award level can be completed entirely via distance education.</li> <li><input type="radio"/> Some programs in this CIP code in this award level can be completed entirely via distance education. <ul style="list-style-type: none"> <li><input type="checkbox"/> At least one program in this CIP code in this award level has a mandatory onsite component.</li> <li><input type="checkbox"/> At least one program in this CIP code in this award level has a non-mandatory onsite component.</li> </ul> </li> <li><input type="radio"/> None of the programs in this CIP code in this award level can be completed entirely via distance education.</li> </ul> <p><b>New screen:</b></p> <p><b>Is at least one program within this CIP code offered as a distance education program?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> All programs in this CIP code in this award level can be completed entirely via distance education.</li> <li><input type="radio"/> Some programs in this CIP code in this award level can be completed entirely via distance education.</li> <li><input type="radio"/> None of the programs in this CIP code in this award level can be completed entirely via distance education.</li> </ul>
C	<p><i>Remove checkbox language from Distance Education instructions under I. CIP Data Screens:</i></p> <p><b>Distance Education</b></p> <p>For each 6-digit CIP code and program level/length combination at your institution, please select one of the following three options (it is possible that one or more programs may be reported under the same CIP):</p> <ul style="list-style-type: none"> <li>• All programs in the CIP can be completed entirely online.</li> <li>• At least one program in the CIP can be completed entirely online. <del>(please also indicate whether any of the online programs within the CIP has an onsite requirement).</del> <ul style="list-style-type: none"> <li>o <del>At least one program in the CIP has a mandatory onsite component</del></li> <li>o <del>At least one program in the CIP has a non-mandatory onsite component</del></li> </ul> </li> <li>• None of the programs in this CIP can be completed entirely online.</li> </ul>
C	<p><i>Add a note below the Distance Education instructions under I. CIP Data Screens (mirroring EF instructions):</i></p> <p><b>NOTE:</b> Requirements for coming to campus for orientation, testing, or academic support services do not exclude a program from being classified as exclusively distance education. Similarly, if instructional portions of the program are entirely online, but there is a requirement to complete a practicum, residency, or internship, the program is still considered entirely distance education.</p>
C	<p><i>Add the following FAQ to General FAQ section in C:</i></p> <p><b>Should I include credentials earned by dual enrolled high school students?</b></p> <p><b>Yes, recognized postsecondary credentials earned by dual enrolled students prior to graduating high school should be included.</b></p>
C	<p><i>Edited the following FAQ in General FAQ section in C:</i></p> <p>My institution has students for which gender <del>is unknown</del> does not align with the 'Men' and 'Women' categories in IPEDS (e.g., non-binary, unknown). Since there is no place to report <del>other "gender unknown" categories</del> on the IPEDS data collection screens, how should we report these individuals?</p> <p>These individuals are still to be reported to IPEDS, <del>even though their gender is unknown.</del> It is up to the institution to decide how best to handle reporting individuals whose gender <del>is unknown</del> does not align with the 'Men' and 'Women' categories. However, a common method used is to allocate these students based on the known proportion of men to women.</p>
12 Month Enrollment (E12)	<p><i>Edited the following FAQ in General FAQ section in E12:</i></p> <p>What is the difference between 12-month enrollment and Fall enrollment?</p> <p><b>The 12-month Enrollment <del>is a</del> (E12) survey component collects an institution's cumulative unduplicated headcount of enrollment <del>over the full</del> for the entire 12-month period beginning July 1 and ending June 30. In contrast, the Fall Enrollment <del>is a</del> (EF) survey component collects an institution's "snapshot" enrollment count of <del>students enrolled on a particular date</del> in the fall. For academic reporters, EF enrollment counts reflect the institution's official fall reporting date or October 15. For program reporters, EF enrollment counts reflect students enrolled during the period August 1 to October 31. The EF enrollment counts, for both academic reporters and program reporters, should be viewed as a subset of the larger E12 counts. The E12 survey component captures all unduplicated student enrollments, including fall-enrolled students (i.e., reported on the EF survey component) plus all other unduplicated student enrollments not captured on the EF survey component but that enrolled during the July 1 to June 30 time period.</b></p>

Survey component(s)	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with <del>strike through</del> , rewording in blue)
E12	<p><i>Edited the following bullet point in the Instructions in E12:</i></p> <p>Bullet #3 Under: "<b>Full-time, non-degree/non-certificate-seeking full-time undergraduate students</b>"</p> <ul style="list-style-type: none"> <li>If a student's attendance level (undergraduate or graduate) changes during the 12-month period, count the <del>student at his/her highest level enrolled</del> student's attendance level as of entry to the institution for the first full term (i.e., typically the fall or spring terms for academic reporters). For example: If a student is an undergraduate in the fall and a graduate student in the spring, count the student as an undergraduate student.</li> </ul>
E12	<p><i>Edited the following FAQ in General FAQ section in E12:</i></p> <p>For students who start in the summer, <del>the summer term is typically not considered a full term. and if summer is NOT a "full" term, please</del> Please use the following guidance:</p> <ul style="list-style-type: none"> <li>If a student starts in the summer of 2020 (prior to July 1), and they do NOT enroll in any additional terms in 2020-21, they are not to be included in the July 1, 2020 – June 30, 2021 E12 counts (as they would have been included in the prior E12 counts).</li> <li>If a student starts in the summer of 2020 (after July 1), and they do NOT enroll in any additional terms in 2020-21, they are still included in the 2020-21 E12 counts, at the attendance status (i.e., full-time or part-time) in which they were enrolled during the summer. [Moved this bullet #3 into the #2 position]</li> <li>If a student starts in the summer of 2020 (prior to July 1 OR after July 1), <del>the summer term is not a "full term,"</del> and the student continues enrollment beyond summer, either into the fall term or re-enrolls in the spring term, the institution should use the next "full" full term (e.g., <del>Fall or spring</del>) to determine if the student is full-time or part-time, and the student should be included in the 2020-21 E12 counts. [Moved this bullet #2 into the #3 position]</li> </ul>
E12	<p><i>Edited the following FAQ in General FAQ section in E12:</i></p> <p><del>FAQ # 6 How do I report students who enter my institution as non-degree/non-certificate-seeking students in the fall, but in the following spring term enroll as degree/certificate-seeking students?</del></p> <p><del>Count these students as continuing degree/certificate-seeking because these students became degree/certificate-seeking at some point during the E12 period (July 1—June 30) and had "prior postsecondary experience." Count these students as first-time degree/certificate-seeking if they were enrolled for credit at your institution in the fall prior to receipt of a high school diploma (dual-enrolled students).</del></p> <p>NEW FAQ #9: How do I report students who changed attendance status (part-time to full-time or full-time to part-time) during the July 1-June 30 reporting period?</p> <p>Report students based on their attendance status in their first full term enrolled (i.e., typically the fall or spring terms for academic reporter), even if that status changed during the 12-month period.</p>
E12	<p><i>Edited the following FAQ in Glossary section in E12:</i></p> <p>Summer Term <del>Session</del>: A summer term <del>session</del> is typically not considered a full term <del>shorter than a regular session and is not considered part of the academic year</del>. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have two or more sessions occurring in the summer term <del>months</del>. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer term <del>session</del>.</p>
E12	<p><i>Edited the following FAQ in Unduplicated Count FAQ section in E12:</i></p> <p>FAQ#2: How do I report a student who changes enrollment levels during the 12-month period? (4-year institutions only)</p> <p>The enrollment level should be determined at the first "full" term during the 12-month reporting period <del>at entry</del>. For example, a student enrolled as an undergraduate in the fall and then as a graduate student in the spring should be reported as an undergraduate student on the 12-month Enrollment survey component.</p>

Survey component(s)	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with <del>strike through</del> , rewording in blue)
E12/Outcome Measures (OM)	<p><i>Edited the following FAQ in Unduplicated Count FAQ section in E12:</i></p> <p><b>FAQ: How can I ensure consistent reporting of degree/certificate-seeking undergraduates across EF, E12, and OM survey components?</b></p> <ul style="list-style-type: none"> <li>The Fall Enrollment (EF) survey component is a "snapshot" of the institution's enrollment in the fall. The 12-month Enrollment (E12) survey component captures the institution's total unduplicated headcount enrollment for an entire 12-month period (July 1 to June 30). <ul style="list-style-type: none"> <li>EF enrollment counts are a subset of the E12 enrollment counts, as the E12 survey component captures students enrolled in the fall plus any other unduplicated students not captured in the EF survey component (e.g., students who first enroll in the spring term or enroll only in the summer term).</li> <li>Because the EF survey component is a subset of the E12 survey component, all student enrollment counts (total and by disaggregate) reported in the current year's E12 survey component should be greater than or equal to the prior year's EF survey component. Note that the prior year's EF survey component matches the "data year" of the current year's E12 survey because there is a greater "time lag" in reporting E12 data.</li> </ul> </li> <li>Because the fall term is considered a full term for IPEDS reporting purposes, students enrolled in the fall term and captured in the EF survey component should retain their same enrollment statuses (e.g., part-time or full-time, first-time or non-first-time, degree/certificate-seeking or non-degree/non-certificate seeking, undergraduate or graduate) in the E12 survey component. <ul style="list-style-type: none"> <li>For example, a full-time, first-time student reported on the EF survey would also be reported as a full-time, first-time student in the E12 survey. Similarly, a part-time, non-degree/non-certificate-seeking student reported in the EF survey component would retain those statuses in the E12 survey component.</li> <li>For both program reporters and academic reporters, student enrollment statuses as reported on the current-year EF survey should be retained for E12 reporting in the following data collection year when the data coverage periods align (i.e., you should not change students' statuses between EF and E12 reporting).</li> <li>For students not reported on the EF survey component (i.e., not enrolled in the fall and therefore not captured), default to the student's first full term at entry to determine enrollment statuses (typically spring in this scenario). If the student enrolls only in the summer and at no other time during the 12-month reporting period, then the summer term may be used to determine student statuses.</li> </ul> </li> <li>While the E12 survey component captures unduplicated enrollment counts during the 12-month period of July 1 to June 30, the Outcome Measures (OM) survey component captures the 4-, 6-, and 8-year academic outcomes for the cohort of degree/certificate-seeking students during the same 12-month period. Like the E12 survey component, students' statuses (i.e., first-time/non-first-time, Pell/Non-Pell, full-time/part-time) are determined by students' first full term (i.e., fall or spring).</li> <li>Unlike the E12 survey component, the OM survey component captures only degree/certificate-seeking students. For this reason, students' statuses for OM reporting purposes are determined in their <b>first full term</b> as a <b>degree/certificate-seeking student</b>. For example, students enter as non-degree/non-certificate-seeking students in the fall and in the following spring term enroll as degree/certificate-seeking students, these students would be reported as: <ul style="list-style-type: none"> <li>In EF as non-degree/non-certificate-seeking students with the statuses (e.g., full-time/part-time) determined at their first full term (i.e., fall term).</li> <li>In E12 as non-degree/non-certificate-seeking students with the statuses (e.g., full-time/part-time) determined at their first full term (i.e., fall term). Note that students reported on both the EF and E12 survey components should be reported with the same enrollment statuses (i.e., they do not change).</li> <li>In OM as degree/certificate-seeking students with the statuses (i.e., first-time/non-first-time, Pell/non-Pell, full-time/part-time) determined at their first full term as degree/certificate-seeking students (i.e., spring term). Because the OM survey component is designed to capture academic outcomes for degree/certificate-seeking students, students who are non-degree/non-certificate-seeking in the fall (and reported as such for both EF and E12 survey components) but then become degree/certificate-seeking after the fall term should be reported for OM reporting purposes. Only in this scenario and only for OM reporting purposes should fall-enrolled students' enrollment statuses then be determined from a non-fall term to align with when they became degree/certificate-seeking.</li> </ul> </li> <li>Therefore, OM counts should be same or slightly greater than degree/certificate-seeking student counts reported in E12 because there is the potential for some students to enroll as non-degree/non-certificate-seeking in the fall term (and reported as such for EF and E12 survey components) but then change their enrollment to degree/certificate-seeking in the spring term (and thus need to be captured in the OM survey component).</li> </ul>
E12	<p><b>FAQ 17) How do I report students who enter my institution as non-degree/non-certificate-seeking students in the fall, but in the following spring term enroll as degree/certificate-seeking students?</b></p> <ul style="list-style-type: none"> <li>Count these students as continuing degree/certificate-seeking because these students became degree/certificate-seeking at some point during the E12 period (July 1 — June 30) and had "prior postsecondary experience."</li> <li>Count these students as first-time degree/certificate-seeking if they were enrolled for credit at your institution in the fall prior to receipt of a high school diploma (dual-enrolled students).</li> </ul>
E12	<p><i>Edited the following FAQ in Unduplicated Count FAQ section in E12:</i></p> <p><b>FAQ 4) My institution has students for which gender <del>is unknown</del> does not align with the 'Men' and 'Women' categories in IPEDS (e.g., non-binary, unknown). Since there is no place to report other "gender <del>unknown</del>" categories on the IPEDS data collection screens, how should we report these individuals?</b></p> <p>These individuals are still to be reported to IPEDS, <del>even though their gender is unknown</del>. It is up to the institution to decide how best to handle reporting individuals whose gender <del>is unknown</del> does not align with the 'Men' and 'Women' categories. However, a common method used is to allocate these students <del>with gender unknown</del> based on the known proportion of men to women.</p>

Survey component(s)	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with <del>strike through</del> , rewording in blue)																		
E12	<p><i>Edited the following survey structure in E12:</i></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;"> <p>Old Survey Screen:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Degree/certificate-seeking</th> </tr> <tr> <td style="width: 25%;">First-time</td> <td style="width: 25%;">Transfer-in (non-first-time entering)</td> <td style="width: 25%;">Continuing /Returning</td> <td style="width: 25%;">Total degree/certificate-seeking</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Revised survey screen:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Degree/certificate-seeking</th> </tr> <tr> <td rowspan="2" style="width: 25%;">First-time</td> <th colspan="2">Non-first-time</th> <td rowspan="2" style="width: 25%;">Total degree/certificate-seeking</td> </tr> <tr> <td style="width: 25%;">Transfer-in</td> <td style="width: 25%;">Continuing /Returning</td> </tr> </table> </div> </div>	Degree/certificate-seeking				First-time	Transfer-in (non-first-time entering)	Continuing /Returning	Total degree/certificate-seeking	Degree/certificate-seeking				First-time	Non-first-time		Total degree/certificate-seeking	Transfer-in	Continuing /Returning
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Student Financial Aid (SFA)	<p>New FAQ 6 (and renumbering FAQs #6-13 as #7-14)</p> <p><b>When do I report financial aid awards for students who attend in the summer? Report financial aid awarded for the [AY] academic year. If a student receives an award for a cross-over payment period, report the award in the academic year assigned by the financial aid office, which should be the same as the financial aid allocation or authorization year. This also applies if a student receives two Federal Pell Grant awards in the same academic year (i.e., Year-Round Pell).</b></p>																		
Outcome Measures (OM)	<p>Replaced all references to "summer <del>session</del>" and "summer <del>months</del>" with "summer <b>term</b>" for consistency across survey components and global glossary.</p>																		
OM	<p><i>Edited the following FAQ in FAQ section in Outcome Measures</i></p> <p>FAQ 9) If we are reporting on a full-year cohort that enters between July 1 and June 30 (OM coverage cohort year), what happens if a student switches their attendance levels (e.g., full-time or part-time) during the OM coverage cohort year?</p> <p>The attendance level is determined <del>upon by</del> <b>on the first full term at entry entering the institution</b>. The student remains in the cohort even if there is a change in attendance levels in subsequent terms or years.</p>																		
OM	<p><i>Edited the following FAQ in FAQ section in Outcome Measures</i></p> <p>FAQ 10) I have a group of degree-seeking undergraduate students who took a summer <del>term session</del> in 2013. However, the start date of the summer <del>term session</del> was prior to Outcome Measures coverage cohort year start date of July 1. In which cohort year should these students be reported?</p> <p>For the 2013-14 cohort(s), institutions should include students who entered between July 1, 2013 - June 30, 2014.</p> <p>For students who start in the summer, <del>the summer term is typically not considered a full term, and if summer is NOT a "full" term, they should be treated based on guidance in the FAQs.</del> Please use the following guidance: <b>OM cohorts should be accurate based on a student's "normal" attendance intensity and not based on a partial summer term, which is not a full term.</b></p> <ol style="list-style-type: none"> <li>If a student starts in the summer of 2013 (prior to July 1), and they do NOT enroll in any additional terms in 2013-14, they are not <b>to be</b> included in the July 1, 2013 - June 30, 2014 cohort because they would have been included in the prior OM cohort year.</li> <li>If a student starts in the summer of 2013 (after July 1), and they do NOT enroll in any additional terms in 2013-14, they are still included in the 2013-14 cohort, at the enrollment level (full-time or part-time) in which they were enrolled during the summer. [Moved this bullet #3 into the #2 position]</li> <li>If a student starts in the summer of 2013 (prior to July 1 <b>or OR</b> after July 1), <del>the summer term is not a "full term,"</del> and the student continues enrollment beyond summer, <b>either into the fall term or re-enrolls in the spring term</b>, the institution should use the <del>next "full" full term</del> (e.g., <del>Fall or spring</del>) to determine if the student is full-time or part-time, and the student should be included in the 2013-14 cohort. [Moved this bullet #2 into the #3 position]</li> </ol> <p>Please note: <b>OM cohorts should be accurate based on a student's "normal" attendance intensity level (e.g., full-time or part-time) based on the first full term and not based on a partial summer term, which is not a full term.</b></p>																		
OM	<p><del>FAQ 15) (Degree-seeking and Non-degree-seeking Students)</del></p> <p><del>If I am an academic year reporter, how do I report students who enter my institution as non-degree/certificate-seeking students in the fall, but in the following spring term enroll as degree/certificate-seeking students?</del></p> <p><del>Include these students in your OM cohort because these students became degree/certificate-seeking at some point during the full-year cohort of July 1, 2012 - June 30, 2013.</del></p>																		
Admissions (ADM)	<p><i>Edited the following Data Reporting Reminder</i></p> <p>Under "Data Reporting Reminders":</p> <ul style="list-style-type: none"> <li>ADM is only applicable to first-time <b>entering</b> students; DO NOT include other students (i.e., <b>transfer-in students</b>) in the number of applicants, number of admits, and number (of admitted) that enrolled.</li> </ul>																		
ADM	<p><i>Added the following FAQ</i></p> <p>FAQ 11) How should I report admissions considerations if my institution has a "test-optional" admission policy?</p> <p>If your institution has a test-optional admission policy (i.e., applicants for admission may decide whether to submit standardized test scores and they may be admitted with or without submitting such scores), select the "Considered but not required" option for the "SAT/ACT" consideration in Section 1 (Admissions Considerations).</p>																		

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ADM	<p><i>Edited the following FAQ</i></p> <p>FAQ #10) New/clearer Answer</p> <p>How do I treat students who enrolled in the summer prior to fall enrollment?</p> <p><del>It depends on whether summer is a full and regular term. For academic reporters, if fall-enrolled students were first-enrolled full-time during the prior summer term that began before June 30 AND the summer term IS considered a full and regular term, do NOT report these students in the ADM survey. If the summer is NOT a full and regular term, the students SHOULD be reported in ADM.</del></p> <p>The ADM survey component collects enrollment counts for first-time students in the fall term, which consists mostly of recent high school graduates. Report first-time students, even if they have prior summer term enrollment preceding the fall term or prior dual enrollment while in high school, in the ADM survey component as they are considered first-time for IPEDS reporting purposes. Note that ADM enrollment counts should closely mirror the first-time enrollment counts captured in the Fall Enrollment (EF) survey component.</p>
ADM	<p><i>Edited the following directions</i></p> <p><b>Please select the option that best describes how your institution uses <del>ed</del> any of the following data in its undergraduate selection process for the fall 2021 first-time student cohort. (If your institution changed its admissions considerations for the fall 2022 first-time student cohort, you may indicate such changes in the context box immediately following this section).</b></p>
ADM	<p><i>Edited the following directions</i></p> <p>The primary purpose of the IPEDS Admissions (ADM) component is to collect basic information about the undergraduate selection process for entering first-time, degree/certificate-seeking students <b>in the fall term</b>. This includes information about admissions considerations, admissions yields, and SAT and ACT test scores (if test scores are <b>used in required for admissions decisions</b>). The ADM survey component <del>will be</del> is collected only from institutions that do not have an open admissions policy for all or most entering first-time students, <b>which is captured on the IC Header survey component</b>.</p>
ADM	Corrected incorrect acronym for Ability to Benefit from " <del>ABT</del> " to "ATB"
Human Resources (HR)	<p><i>Edited the following directions</i></p> <p><b>Add another bullet under 'Who to Include in this Report'</b></p> <ul style="list-style-type: none"> <li><b>Graduate assistants are considered part-time employees and should be reported on the graduate assistant screen located in the part-time section of the survey.</b></li> </ul>
Finance (F)	<p><b>For degree-granting GASB and FASB reporting institutions only</b></p> <p>Added separate context boxes under 4a and 4b</p>
F	<p><b>For degree-granting GASB reporting institutions only</b></p> <p>If your institution is a parent institution then the amounts reported should include ALL of your child institutions. Include amounts for the institution's <b>GASB and FASB component units.</b>)</p>
F	<p><b>For degree-granting FASB and for-profit reporting institutions only</b></p> <p>FASB: 06 Plant-related debt (<del>from Part A, line 03a</del>) For-profit: 06 Plant-related debt (<del>from Part A, line 02a</del>)</p>
F	<p><b>For degree- and non-degree-granting GASB reporting institutions only</b></p> <p>This part is intended to report details about sources of discounts and allowances. For each source on lines 01 – 05, enter the amount of the <b>scholarships and fellowships</b> source applied to (1) tuition and fees discounts and allowances and (2) auxiliary enterprises discounts and allowances. The amount of the source applied to total discounts and allowances will be automatically calculated for you in the 3rd column. Line <del>07</del> 18 has been preloaded from data entered in Part E-1: Scholarships and Fellowships, <b>line 08 for the 1st column "Tuition and fees discounts &amp; allowances," line 09 for the 2nd column "Auxiliary enterprises discounts &amp; allowances," and line 10 for the 3rd column "Total discounts &amp; allowances."</b></p>
F	<p><b>For degree- and non-degree-granting FASB reporting institutions only</b></p> <p>This part is intended to report details about sources of discounts and allowances. For each source on lines 01 – 05, enter the amount of the <b>scholarships and fellowships</b> source applied to (1) tuition and fees discounts and allowances and (2) auxiliary enterprises discounts and allowances. The amount of the source applied to total discounts and allowances will be automatically calculated for you in the 3rd column. Line <del>07</del> 18 has been preloaded from data entered in Part C-1: Scholarships and Fellowships, <b>line 06 for the 1st column "Tuition and fees discounts &amp; allowances," line 07 for the 2nd column "Auxiliary enterprises discounts &amp; allowances," and line 08 for the 3rd column "Total discounts &amp; allowances."</b></p>

Survey component(s)	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with <del>strike through</del> , rewording in blue)
F	<p><b>For degree-granting GASB reporting institutions only</b></p> <p><b>Part N</b></p> <p><b>01</b> – Enter the sum of the institution's <b>and GASB component unit's (if any)</b> operating income/loss, net nonoperating revenues/expenses, and the institution's FASB component unit's <b>(if any)</b> change in unrestricted net assets <del>(if applicable)</del>. Include nonoperating revenues and expenses from government appropriations, investment income and operating gifts, and interest on plant debt. Exclude plant and endowment gifts, capital appropriations, and investment gains/losses except for endowment payout and working capital investment gains/losses.</p> <ul style="list-style-type: none"> <li>For the FASB component unit, report the total change in unrestricted assets from the statement of activities. Also exclude the FASB component unit's investment gains/losses except for endowment payout and working capital investment gains/losses.</li> </ul> <p><b>02</b> – Enter the sum of the institution's <b>and GASB component unit's (if any)</b> operating revenues, nonoperating revenues, and the institution's FASB component unit's <b>(if any)</b> total unrestricted revenue <del>(if applicable)</del>. Exclude investment gains/losses except for endowment payout and working capital investment gains/losses.</p> <ul style="list-style-type: none"> <li>For the FASB component unit, include total unrestricted revenues, gains and other support, including net assets released from restrictions. Also exclude the FASB component unit's investment gains/losses except for endowment payout and working capital investment gains/losses.</li> </ul> <p><b>03</b> – Enter the sum of the institution's <b>and GASB component unit's (if any)</b> change in net position and the institution's FASB component unit's <b>(if any)</b> change in net assets <del>(if applicable)</del>, regardless of whether the net asset is expendable or nonexpendable, restricted or unrestricted.</p> <p><b>04</b> – Enter the sum of the institution's <b>and GASB component unit's (if any)</b> beginning of the year total net position and the institution's FASB component unit's <b>(if any)</b> beginning of the year's total net assets <del>(if applicable)</del>.</p> <p><b>05</b> – Enter the sum of the institution's expendable net assets and the institution's <b>GASB and FASB component units'</b> expendable net assets (if applicable). Include all unrestricted and expendable restricted net assets. Exclude net assets to be invested in plant.</p> <ul style="list-style-type: none"> <li>For the FASB component unit, include all net assets without donor restriction and net assets with donor restriction – subject to time or purpose restriction. Exclude net investment in plant and net assets with donor restriction – subject to time or purpose restriction that will be invested in plant.</li> </ul> <p><b>06</b> – Enter the sum of the institution's plant-related debt and the institution's <b>GASB and FASB component units'</b> plant related debt <b>at par (i.e., face value or nominal value)</b>. Include all amounts borrowed for plant purposes from third parties and include all notes, bonds and capital leases payable, regardless if the institution owes the obligation. Include current and long-term portions of plant related debt, debt of the institution's affiliated foundations, partnerships, other special purpose entities, and amounts owed to a system or state-financing agency representing debt issued on the institution's behalf.</p> <p><b>07</b> – Enter the sum of the institution's total expense and the institution's <b>GASB and FASB component units'</b> total expense. Include all operating and nonoperating expenses. For both the institution and its <del>FASB</del> component units, exclude investment losses.</p>
F	<p><b>For degree-granting FASB reporting institutions only</b></p> <p><b>Part I</b></p> <p><b>06</b> – Enter the institution's plant-related debt <b>at par (i.e., face value or nominal value)</b>. <del>has been carried forward from Part A, line 03a.</del> Include the current and non-current portion of plant related debt that must be repaid (e.g., premiums, discounts, issuance costs, and asset retirement obligations are not included).</p>
F	<p><b>For degree-granting for-profit reporting institutions only</b></p> <p><b>Part G</b></p> <p><b>06</b> – Enter the institution's debt related to property, plant, and equipment <b>at par (i.e., face value or nominal value)</b> <del>has been carried forward from Part A, line 02a.</del> Include the current and non-current portion of plant related debt that must be repaid (e.g., premiums, discounts, issuance costs, and asset retirement obligations are not included).</p>
F	<p><b>For all reporters</b></p> <p>Update the last sentence of FAQ 4 to read: However, component unit information should still be included when reporting endowment net assets in Part H <b>and for the data elements collected in Part N.</b></p>
F	<p><b>All reporters</b></p> <p><b>How are Pension and OPEB information reported in Part M-1 and Part M-2 reflected in Part C-1 and Part C-2?</b></p> <p>Pension and OPEB contributions should be reported across appropriate functional classifications on Part C-1. For example, fringe benefits, as part of the personnel compensation, are often associated with the Instruction expenses. Pension and OPEB expenses, as recognized by GASB Statements #68 and #75, should be reported on Part C-1, Line 14 – Other functional expenses and deductions.</p> <p>Both Pension and OPEB contribution plans and defined plans, as a result of the implementation of GASB Statements #68 and #75, should be reported on Part C-2, Line 19-3 – Benefits.</p>
Academic Libraries (AL)	<p><i>Instruction clarification for reporting Databases:</i></p> <p><b>Do include databases that only allow access to abstracts.</b> Do not include discovery systems in the count of databases. Do not include "individual releases" such as annual updates of content or the migration of the user interface to the next vendor-release (i.e., interface version 3.0 replaces version 2.0) as separate databases."</p>
Fall Enrollment (EF)	<p>Remove data reporting reminder related to coronavirus, as it is not applicable to this survey component and update required vs optional parts.</p> <ul style="list-style-type: none"> <li><del>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.</del></li> <li>Part B, Enrollment of students by age, is <del>optional</del> required this year.</li> <li>Part C, Residence of first-time degree/certificate-seeking undergraduates, is <del>required</del> optional this year.</li> </ul>

Survey component(s)	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with <del>strike through</del> , rewording in blue)																		
EF	Update to reflect the odd year requirement of age reporting (as opposed to residence reporting required in even years) and remove all CIP enrollment screens (only collected in even years).																		
EF	<p><i>Edited survey labels</i></p> <p>Old Survey Screen:</p> <table border="1" data-bbox="305 287 852 400"> <thead> <tr> <th colspan="4">Degree/certificate-seeking</th> </tr> </thead> <tbody> <tr> <td>First-time</td> <td>Transfer-in (non-first-time entering)</td> <td>Continuing /Returning</td> <td>Total degree/certificate-seeking</td> </tr> </tbody> </table> <p>Revised survey screen:</p> <table border="1" data-bbox="868 287 1356 408"> <thead> <tr> <th colspan="4">Degree/certificate-seeking</th> </tr> </thead> <tbody> <tr> <td rowspan="2">First-time</td> <td colspan="2">Non-first-time</td> <td rowspan="2">Total degree/certificate-seeking</td> </tr> <tr> <td>Transfer-in</td> <td>Continuing /Returning</td> </tr> </tbody> </table>	Degree/certificate-seeking				First-time	Transfer-in (non-first-time entering)	Continuing /Returning	Total degree/certificate-seeking	Degree/certificate-seeking				First-time	Non-first-time		Total degree/certificate-seeking	Transfer-in	Continuing /Returning
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EF	<p><del>Should I report fall-enrolled students as first-time if they were enrolled full-time during the prior summer term?</del></p> <p><del>For academic reporters, if fall-enrolled students were first-enrolled full-time during the prior summer term that began before June 30 (i.e., the end date for the Outcome Measures (OM) survey cohort year) AND the summer term is considered a full and regular term, do NOT report these students as first-time students on the Fall Enrollment (EF) survey. This will ensure that first-time students are reported in the same academic year in both the EF and OM surveys.</del></p>																		
EF	<p><i>Edited the following FAQ:</i></p> <p>My institution has students for which gender <del>is unknown</del> does not align with the 'Men' and 'Women' categories in IPEDS (e.g., non-binary, unknown). Since there is no place to report other "gender <del>unknown</del>" categories on the IPEDS data collection screens, how should we report these individuals?</p> <p>These individuals are still to be reported to IPEDS, <del>even though their gender is unknown</del>. It is up to the institution to decide how best to handle reporting individuals whose gender <del>is unknown</del> does not align with the 'Men' and 'Women' categories. However, a common method used is to allocate these students based on the known proportion of men to women.</p>																		