

Admissions

Integrated Postsecondary Education Data System (IPEDS) 2016-17


This IPEDS Admissions data collection instrument was used during the 2015-16 data collection. Changes to the IPEDS Admissions component starting with the 2016-17 data collection are reflected on the next 4 pages.

Changes to IPEDS Admissions component, 2016-17

1. Delete column “Don’t Know” and add column “Considered but not required” for:

Select the option that best describes how your institution uses any of the following data in its undergraduate selection process:

1. Please select the option that best describes how your institution uses any of the following data in its undergraduate selection process.				
Admission Considerations	Required	Considered but not required	Recommended	Neither Required nor Recommended
Secondary school GPA				
Secondary school rank				
Secondary school record				
Completion of college-preparatory program				
Recommendations				
Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)				
Admission test scores				
SAT/ACT				
Other Test (ABT, Wonderlic, WISC-III, etc.) Note: If this is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, your institution is open enrollment. Please contact the Help Desk to correct your response to this question.				
TOEFL (Test of English as a Foreign Language)				

 You may use the space below to provide context for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

2. Delete “SAT Writing” and “ACT Writing” rows

3. Instruction change for reporting SAT Critical Reading and Critical Math scores:

Currently, SAT critical reading and math scores are reported based on the current (2015) SAT score range. In 2016-17, SAT critical reading and math scores should continue to be reported based on the current (2015) SAT score range. Institutions that have scores based on the new (2016) SAT score range should convert scores using the College Board concordance tables.


3. Provide writing test scores *only* if used for admission. Provide data for Fall 2015. Include new students admitted the summer prior to Fall 2015.

DO NOT convert test scores (e.g., do not convert an SAT score to an ACT scale, etc.). If you have numbers for both SAT and ACT scores, provide the percentiles for both tests.

Number of enrolled students that submitted <u>SAT</u> scores	<input type="text"/>
Percent of enrolled students that submitted SAT scores	<input type="text"/>
Number of enrolled students that submitted <u>ACT</u> scores	<input type="text"/>
Percent of enrolled students that submitted ACT scores	<input type="text"/>

	<u>25th Percentile</u>	<u>75th Percentile</u>
SAT Critical Reading	<input type="text"/>	<input type="text"/>
SAT Math	<input type="text"/>	<input type="text"/>

ACT Composite	<input type="text"/>	<input type="text"/>
ACT English	<input type="text"/>	<input type="text"/>
ACT Math	<input type="text"/>	<input type="text"/>

 You may use the space below to provide context for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Reporting Directions

Admission considerations

Select the option that best describes how your institution uses the following considerations as part of the selection process for entering first-time, degree/certificate-seeking students. For each consideration, indicate whether it is required, recommended, neither required nor recommended, or considered but not required:

- Secondary school GPA
- Secondary school rank
- Secondary school record

- Completion of college-preparatory program
- Recommendations
- Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)
- Admission test scores
 - SAT/ACT
 - Other test (ABT, Wonderlic, WISC-III, etc.)
 - TOEFL

Note: if ABT, Wonderlic, WISC-III (or similar) test is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, please call the IPEDS Help Desk so that your response to the screening question for this component can be corrected.

Selection process

Applicants/admitted/enrolled students

Provide the number of men, women, and total first-time, degree/certificate-seeking undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2016. Include information for all first-time students for whom admissions criteria (other than a school diploma) were required. Since the total may include students who did not provide gender data, the detail need not sum to the total. You should not report admissions data for any level that you did not report as an offering on the Enrollment levels question in IC-Header. For example, if you indicated that you do not enroll part-time, first-time students leave those boxes blank.

Number of applicants

Applicants should include only those students who fulfilled all requirements for consideration for admission and who have been notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) should include wait-listed students who were subsequently offered admission.

Number of admissions

Include all students who were offered admission to your institution. This would include:

- early decision students who were notified of an admissions decision prior to the regular notification date and who agreed to accept;
- early action students who were notified of an admission decision prior to the regular notification date with no commitment to accept; and
- admitted students who began studies during the summer prior to Fall 2016.

Number (of admitted) that enrolled

Remember that this question is only applicable to first-time students; do not include other students in these totals. Include students enrolled in the fall term who attended college for the first time in the prior summer term. Also include students who entered with advanced standing (college credits earned before graduation from high school).

Selection process

Test scores

If test scores are required for admission for first-time, degree/certificate-seeking undergraduate students, provide the number and percentage of enrolled students submitting SAT and/or ACT scores, as well as the 25th and 75th percentile scores for each test.

Number and percent of enrolled students that submitted test scores

Provide data for Fall 2016. Include information for ALL enrolled, degree/certificate-seeking, first-time (freshman) students for whom test scores were required. Include new students admitted the summer prior to Fall 2016.

Test Scores

Provide data for Fall 2016. Report the scores used in the admission decision.

- If students submitted both SAT and ACT scores, but only SAT scores were considered for admission, only report the SAT scores (and vice versa).
- If students submitted both SAT and ACT scores, and both SAT and ACT scores were considered for admission, report both scores.
- If a student submitted two sets of scores for a single test, report this information according to how you use the data. For example:
 - If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
 - If you average the scores, use the average to report the scores.

Do not convert test scores (e.g., do NOT convert an ACT score into a SAT score); scores must be reported separately.

Do not include partial test scores (e.g., mathematics scores but not verbal scores for a category of students) or combine other standardized test results (such as TOEFL) in this item.

Provide writing test scores only if used for admission.

SAT critical reading and math scores should continue to be reported based on the 2015 SAT score range. Institutions that have scores based on the new (2016) SAT score range should convert scores using the College Board concordance tables.

Changes to IPEDS Admissions component, 2017-18

1. Instruction change for reporting SAT Critical Reading and Critical Math scores: Previously, SAT critical reading and math scores were reported based on the (2015) SAT score range. In 2017-18, SAT critical reading and math scores should be reported based on the new (2016) SAT score range. Institutions that have scores based on the (2015) SAT score range should convert scores using the College Board concordance tables.

New instruction

SAT critical reading and math scores should now be reported based on the 2016 SAT score range. Institutions that have scores based on the old (2015) SAT score range should convert scores using the College Board concordance tables.

Admissions

Overview

Admissions Overview

Welcome to the IPEDS Admissions (ADM) survey component. The primary purpose of ADM is to collect basic information about the undergraduate selection process for entering first-time, degree/certificate-seeking students. This includes information about admissions considerations, admissions yields, and SAT and ACT test scores (if test scores are required for admission). ADM will be collected only from institutions that do not have an open admissions policy for entering first-time students.

Recent changes

The items in ADM were moved from the Institutional Characteristics component. There will be no change to the data items collected, only to the collection period in which the data are submitted.

In previous collections, institutions selected from two reporting period options. Admissions data from the prior year could be provided if current year data were not available at the time of reporting. **Beginning with the current Winter 2015-16 collection, all institutions must use the most recent Fall reporting period.**

Data Reporting Reminders

- ADM covers data for the most recent Fall period.
- ADM is only applicable to first-time entering students; do not include other students in the number of applicants, number of admits, and number (of admitted) that enrolled. Only include levels (full-time, part-time) that you indicated were offered in the IC Header. If you made an error in the IC Header, please call the IPEDS Help Desk.

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**.

Admissions Considerations, 1

1. Please select the option that best describes how your institution uses any of the following data in its undergraduate selection process.

Admission Considerations	Required	Recommended	Neither Required nor Recommended	Don't Know
Secondary school GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completion of college-preparatory program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Admission test scores</u>				
<u>SAT / ACT</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Test (ABT, Wonderlic, WISC-III, etc.) Note: If this is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, your institution is open enrollment. Please contact the Help Desk to correct your response to this question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>TOEFL</u> (Test of English as a Foreign Language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 **You may use the space below to provide context for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.**

Selection Process - A/A/E

2. Provide the number of first-time, degree/certificate-seeking undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2015. Include early decision, early action, and students who began studies during the summer prior to Fall 2015.

Remember that this question is only applicable to first-time students, do not include other students in these totals.

Only include levels that you indicated were offered in the IC Header. If you made an error in the IC Header, please remember to fix the error the next year.


	Men	Women	Total
Number of <u>applicants</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of <u>admissions</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number (of admitted) that enrolled <u>full-time</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number (of admitted) that enrolled <u>part-time</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total enrolled full-time and part-time			
Percent of admissions enrolled full-time and part-time			

Selection Process - Test Scores

3. Provide writing test scores *only* if used for admission. Provide data for Fall 2015. Include new students admitted the summer prior to Fall 2015.

DO NOT convert test scores (e.g., do not convert an SAT score to an ACT scale, etc.). If you have numbers for both SAT and ACT scores, **provide the percentiles for both tests.**

Number of enrolled students that submitted <u>SAT</u> scores	<input type="text"/>	
Percent of enrolled students that submitted SAT scores	<input type="text"/>	
Number of enrolled students that submitted <u>ACT</u> scores	<input type="text"/>	
Percent of enrolled students that submitted ACT scores	<input type="text"/>	
	25th Percentile	75th Percentile
SAT Critical Reading	<input type="text"/>	<input type="text"/>
SAT Math	<input type="text"/>	<input type="text"/>
SAT Writing	<input type="text"/>	<input type="text"/>
ACT Composite	<input type="text"/>	<input type="text"/>
ACT English	<input type="text"/>	<input type="text"/>
ACT Math	<input type="text"/>	<input type="text"/>
ACT Writing	<input type="text"/>	<input type="text"/>

 You may use the space below to provide context for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.



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[Purpose of Survey](#)

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. This includes information about admissions considerations, admissions yields, and SAT and ACT test scores (if test scores are required for admission). The ADM component will be collected only from institutions that do not have an open admissions policy for all or most entering first-time students.

[Changes in Reporting](#)

The items in the ADM component were moved from the Institutional Characteristics component. There will be no change to the data items collected, only to the collection period in which the data are submitted.

In previous collections, institutions selected from two reporting period options. Admissions data from the prior year could be provided if current year data were not available at the time of reporting. Beginning with the current Winter 2015-16 collection, all institutions must use the most recent Fall reporting period.

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[General Instructions](#)

[Reporting period covered](#)

ADM covers data for the most recent Fall period.

[Context Boxes](#)

Context boxes are provided to allow institutions to provide more information regarding survey component items. Note that some context boxes are posted on the [College Navigator Website](#), which is the college search tool offered by NCES. NCES will review entries in these context boxes for applicability and appropriateness before posting them on the [College Navigator Website](#); institutions should check grammar and spelling of their entries.

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[Coverage](#)

ADM is only applicable to first-time entering students; do not include other students in the number of applicants, number of admits, and number (of admitted) that enrolled.

Only include levels (full-time, part-time) that you indicated were offered in the IC Header. If you made an error in the IC Header, please call the IPEDS Help Desk and correct your error.

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[Where to Get Help with Reporting](#)

IPEDS Help Desk

Phone: 1-877-225-2568

Email: ipedshelp@rti.org

Web Tutorials

You can also consult the [IPEDS Website Trainings & Outreach](#) page which contains several tutorials on IPEDS data collection, a self-paced overview of IPEDS tools, and other valuable resources.

IPEDS Resource Page

The [IPEDS Website Reporting Tools](#) page contains frequently asked questions, a link to data tip sheets, tutorials, taxonomies, information centers (e.g., academic libraries, average net price, human resources, race/ethnicity, etc.), and other valuable information.

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Where the Reported Data Will Appear

Data collected through IPEDS will be accessible at the institution- and aggregate-levels.

At the institution-level, data will appear in the:

- [College Navigator Website](#)
- [IPEDS Data Center](#)
- [IPEDS Data Feedback Reports](#)
- [College Affordability and Transparency Center Website](#)

At the aggregate-level, data will appear in:

- [IPEDS First Looks](#)
- [IPEDS Table Library](#)
- [IPEDS Data Feedback Reports](#)
- [The Digest of Education Statistics](#)
- [The Condition of Education](#)

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Reporting Directions

Admission considerations

Select the option that best describes how your institution uses the following considerations as part of the selection process for entering first-time, degree/certificate-seeking students. For each consideration, indicate whether it is required, recommended, neither required nor recommended, or you do not know:

- Secondary school GPA
- Secondary school rank
- Secondary school record
- Completion of college-preparatory program
- Recommendations
- Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)
- Admission test scores
 - SAT/ACT
 - Other test (ABT, Wonderlic, WISC-III, etc.)
 - TOEFL

Note: if ABT, Wonderlic, WISC-III (or similar) test is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, please call the IPEDS Help Desk so that your response to the screening question for this component can be corrected.

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Selection process

Applicants/admitted/enrolled students

Provide the number of men, women, and total first-time, degree/certificate-seeking undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2015. Include information for all first-time students for whom admissions criteria (other than a school diploma) were required. Since the total may include students who did not provide gender data, the detail need not sum to the total. You should not report admissions data for any level that you did not report as an offering on the Enrollment levels question in IC-Header. For example, if you indicated that you do not enroll part-time, first-time students leave those boxes blank.

Number of applicants

Applicants should include only those students who fulfilled all requirements for consideration for admission and who have been notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) should include wait-listed students who were subsequently offered admission.

Number of admissions

Include all students who were offered admission to your institution. This would include:

- early decision students who were notified of an admissions decision prior to the regular notification date and who agreed to accept;
- early action students who were notified of an admission decision prior to the regular notification date with no commitment to accept; and
- admitted students who began studies during the summer prior to Fall 2015.

Number (of admitted) that enrolled

Remember that this question is only applicable to first-time students; do not include other students in these totals. Include students enrolled in the fall term who attended college for the first time in the prior summer term. Also include students who entered with advanced standing (college credits earned before graduation from high school).

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Selection process

Test scores

If test scores are required for admission for first-time, degree/certificate-seeking undergraduate students, provide the number and percentage of enrolled students submitting SAT and/or ACT scores, as well as the 25th and 75th percentile scores for each test.

Number and percent of enrolled students that submitted test scores

Provide data for Fall 2015. Include information for ALL enrolled, degree/certificate-seeking, first-time (freshman) students for whom test scores were required. Include new students admitted the summer prior to Fall 2015.

Test Scores

Provide data for Fall 2015. Report the scores used in the admission decision.

- If students submitted both SAT and ACT scores, but only SAT scores were considered for admission, only report the SAT scores (and vice versa).
- If students submitted both SAT and ACT scores, and both SAT and ACT scores were considered for admission, report both scores.
- If a student submitted two sets of scores for a single test, report this information according to how you use the data. For example:
 - If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
 - If you average the scores, use the average to report the scores.

Do not convert test scores (e.g., do NOT convert an ACT score into a SAT score); scores must be reported separately. Do not include partial test scores (e.g., mathematics scores but not verbal scores for a category of students) or combine other standardized test results (such as TOEFL) in this item. Provide writing test scores only if used for admission.

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Term	Definition
ACT	ACT, previously known as the American College Testing program, measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. Student performance does not reflect innate ability and is influenced by a student's educational preparedness.
Admissions	This annual component is required of all currently operating Title IV postsecondary institutions in the United States and other areas that do not have an open admissions policy. Eligibility for Admissions is determined using a screening question in the Institutional Characteristics & Header component and open admissions institutions will not see the component. Admissions data are collected for the current fall reporting period. Data are collected on admissions requirements, the number of applicants, admitted students, the number of admitted students that subsequently enrolled, and percentiles for ACT and SAT test scores. The number of applicants, admitted, and enrolled students is disaggregated by gender; enrolled students are further disaggregated by part-time and full-time status. Prior to the 2014-15 data collection cycle, Admissions was part of the Institutional Characteristics components. In 2014-15, it became part of the Winter data collection.
Admissions test scores	Scores on standardized admissions tests or <u>special admissions tests</u> .
Admitted students	Applicants that have been granted an official offer to enroll in a postsecondary institution.
Applicant	An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the <u>application fee</u> , if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn by applicant or institution.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the <u>undergraduate level</u> . This includes students enrolled in <u>academic</u> or <u>occupational programs</u> . It also includes students enrolled in the <u>fall term</u> who attended college for the first time in the prior summer term, and students who entered with advanced standing (college <u>credits</u> earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more <u>semester credits</u> , or 12 or more <u>quarter credits</u> , or 24 or more <u>contact hours</u> a week each term. Graduate: A student enrolled for 9 or more <u>semester credits</u> , or 9 or more <u>quarter credits</u> , or a student involved in thesis or dissertation preparation that is considered full-time by the institution. <u>Doctor's degree - Professional practice</u> - as defined by the institution.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the <u>NCES</u> , began in 1986 and involves annual institution-level data collections. All <u>postsecondary institutions</u> that have a <u>Program Participation Agreement</u> with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a <u>web-based data collection system</u> . IPEDS currently consists of the following components: <u>Institutional Characteristics (IC)</u> ; <u>12-month Enrollment (E12)</u> ; <u>Completions (C)</u> ; <u>Admissions (ADM)</u> ; <u>Student Financial Aid (SFA)</u> ; <u>Human Resources (HR)</u> composed of <u>Employees by Assigned Position</u> , <u>Fall Staff</u> , and <u>Salaries</u> ; <u>Fall Enrollment (EF)</u> ; <u>Graduation Rates (GR)</u> ; <u>Outcome Measures (OM)</u> ; <u>Finance (F)</u> ; and <u>Academic Libraries (AL)</u> .
Part-time student	Undergraduate: A student enrolled for either less than 12 <u>semester</u> or <u>quarter credits</u> , or less than 24 <u>contact hours</u> a week each term. Graduate: A student enrolled for less than 9 <u>semester</u> or <u>quarter credits</u> .
SAT	Previously known as the Scholastic Aptitude Test, this is an examination administered by the Educational Testing Service (ETS) and used to predict the facility with which an individual will progress in learning college-level academic subjects.
Test of English as a Foreign Language (TOEFL)	The standardized test designed to determine an applicant's ability to benefit from instruction in English.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).



Admissions

Click one of the following questions to view the answer.

General

- 1) [When reporting admitted students, do I include early admits?](#)
- 2) [Why can't I report Admissions data for transfer students?](#)
- 3) [What do I do about students that were considered for admission, even though they did not submit all application materials?](#)
- 4) [Some students send us both ACT and SAT scores. How should we report the data for these students?](#)
- 5) [My institution does not use ACT scores for admission, so if a student submits an ACT score we convert it to an SAT score. Can I report that converted score to IPEDS so that it doesn't look like we accept ACT scores?](#)
- 6) [How do I report to IPEDS when my institution uses the highest of multiple test scores to evaluate students for admission?](#)
- 7) [How do I report to IPEDS when my institution averages multiple test scores to evaluate students for admission?](#)
- 8) [How do I report TOEFL or other standardized test scores \(other than ACT and SAT\)?](#)

Answers:

General

1) When reporting admitted students, do I include early admits?

Yes, include all students who were offered admission to your institution. This would include early decision students who were notified of an admission decision prior to the regular notification date and who agreed to accept; early action students who were notified of an admission decision prior to the regular notification date with no commitment to accept; and the admitted students who began studies during the summer prior to the fall reporting period.

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2) Why can't I report Admissions data for transfer students?

Admissions requirements for transfer students are often different from the requirements for first-time students. In order to make the data useful to students, it is important that you not report data for transfer students.

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3) What do I do about students that were considered for admission, even though they did not submit all application materials?

If a student provided enough information that a decision could be made (admitted, not admitted, waitlisted), they should be included in the counts. However, institutions should only report this way if it is part of their institution's formal application review process.

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4) Some students send us both ACT and SAT scores. How should we report the data for these students?

Report both scores to IPEDS. This may mean that the total number of students reported in test scores is greater than the total number of admitted students.

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5) My institution does not use ACT scores for admission, so if a student submits an ACT score we convert it to an SAT score. Can I report that converted score to IPEDS so that it doesn't look like we accept ACT scores?

No. There is no approved methodology for converting test scores, so any conversion would render the data unusable.

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6) How do I report to IPEDS when my institution uses the highest of multiple test scores to evaluate students for admission?

Report to IPEDS the test score that is used to make the admissions decision. This may include a mix of scores from tests taken at different times.

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7) How do I report to IPEDS when my institution averages multiple test scores to evaluate students for admission?

Report to IPEDS the averaged test score used that is used to make the admissions decision.

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8) How do I report TOEFL or other standardized test scores (other than ACT and SAT)?

For IPEDS purposes, TOEFL scores and other standardized test scores (other than ACT and SAT) are not reported.

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Admissions

Edit specifications for the 2015-16 IPEDS Web-Based Data Collection

Admissions (ADM) Component

Applicable to institutions that indicated in IC Header component that they do not have Open Admission

NOTE: The specifications in this document apply to all institutions completing the IPEDS Admissions component. Some sections and parts may not apply to your particular institution. Please read the specifications carefully to determine which sections and/or parts apply to your institution.

All screens must be completed in order to lock the survey.

Admission Considerations

[Selection Process - Applicants/Admissions/Enrolled](#)

[Selection Process - Test Scores](#)

Admission Considerations

On this screen, you must indicate which considerations are used as part of the selection process for entering first-time, degree/certificate-seeking students.

Note: For existing institutions, this information is preloaded by the system.

Select the option that best describes how your institution uses each of the following **Admission Considerations** in its selection process for entering first-time, degree/certificate-seeking students:

- Secondary school GPA
- Secondary school rank
- Secondary school record
- Completion of college-preparatory program
- Recommendations
- Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)
- Admission test scores: SAT/ACT
- Admission test scores: Other test (ABT, Wonderlic, WISC-III, etc.)
- Admission test scores: TOEFL (Test of English as a Foreign Language)

For each of the above listed admission considerations, you must choose one of the following options:

- Required
- Recommended
- Neither Required nor Recommended
- Don't Know

The system will perform the following edits on the data entered:

- You must select a response for each admission consideration.
- You must select **Required** for at least one admission consideration.

Note: If Admissions: Test Scores are required for admission, then your institution will be required to complete the **Test Scores** screen of this survey. Your institution will not be required to complete the **Applicants/Admissions/Enrolled** screen if Secondary School Record is the only required admission consideration.

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Selection Process - A/A/E (Applicants/Admissions/Enrolled)

On this screen, you must provide the number of first-time, degree/certificate-seeking students who applied, were admitted, and enrolled (either full-time or part-time) at your institution for Fall 2015. This includes early decision students, early action students, and students who began studies during the summer prior to the selected fall reporting period.

Indicate the number of **Men**, **Women**, and **Total** first-time, degree/certificate-seeking students in each of the following categories:

- Number of applicants
- Number of admissions
- Number (of admitted) that enrolled full-time

- Number (of admitted) that enrolled part-time

Note: Since the **Total** may include students who did not provide gender data, the **Men** and **Women** columns are not required to sum to the **Total** column.

The system will perform the following edits on the data entered:

- The **Total Number of applicants** must be greater than 0.
- The **Total Number of applicants** must be greater than or equal to the sum of **Men** and **Women** in that category.
- The **Total Number of applicants** must be greater than or equal to the **Total Number of admissions** reported.
- If the **Total Number of applicants** is greater than 25, then the sum of **Men** and **Women** in that category must be greater than 0.
- The **Number of applicants** that are **Men** must be greater than or equal to the **Number of admissions** that are **Men**.
- The **Number of applicants** that are **Women** must be greater than or equal to the **Number of admissions** that are **Women**.
- The **Total Number of admissions** must be greater than 0.
- The **Total Number of admissions** must be greater than or equal to the sum of **Men** and **Women** in that category.
- A certain percentage of applicants are expected to be admitted, as outlined below:
 - If your institution is a **4-year Public** or **4-year Private-not-for-profit** institution, then the **Total Number of admissions** must be greater than or equal to 10% of the **Total Number of applicants**, otherwise a *fatal* error will occur.
 - If your institution is a **4-year Public** or **4-year Private-not-for-profit** institution, and the **Total Number of admissions** is between 10% and 20% of the **Total Number of applicants**, then an *explanation* must be provided.
 - If your institution is a **4-year Private-for-profit** or **Less-than-4 year** institution, then the **Total Number of admissions** must be greater than or equal to 20% of the **Total Number of applicants**, otherwise a *fatal* error will occur.
 - If your institution is a **4-year Private-for-profit** or **Less-than-4 year** institution, and the **Total Number of admissions** is between 20% and 30% of the **Total Number of applicants**, then an *explanation* must be provided.
- The **Total Number of admissions** must be greater than or equal to the sum of the **Total Number (of admitted) that enrolled full-time** and the **Total Number (of admitted) that enrolled part-time**.
- If the **Total Number of admissions** is greater than 25, then the sum of **Men** and **Women** in that category must be greater than 0.
- The **Number of admissions** that are **Men** must be greater than or equal to the sum of the **Number (of admitted) that enrolled full-time** and those that enrolled **part-time** that are **Men**.
- The **Number of admissions** that are **Women** must be greater than or equal to the sum of the **Number (of admitted) that enrolled full-time** and those that enrolled **part-time** that are **Women**.
- The sum of the **Number (of admitted) that enrolled full-time** and those that enrolled **part-time** must be greater than 0.
- The **Number (of admitted) that enrolled full-time** must be greater than or equal to the sum of **Men** and **Women** in that category.
- If you indicated that you enroll full-time, first-time students in the IC Header survey, then the **Total Number (of admitted) that enrolled full-time** must be greater than 0.
- If the **Total Number (of admitted) that enrolled full-time** is greater than 25, then the sum of **Men** and **Women** in that category must be greater than 0.
- The **Number (of admitted) that enrolled part-time** must be greater than or equal to the sum of **Men** and **Women** in that category.
- If you indicated that you enroll part-time, first-time students in the IC Header survey, then the value entered on this screen for the **Total Number (of admitted) that enrolled part-time** must be greater than 0.
- If you indicated that you do NOT enroll part-time, first-time students in the IC Header survey, then the value entered on this screen for the **Total Number (of admitted) that enrolled part-time** must be 0 or blank.
- If the **Total Number (of admitted) that enrolled part-time** is greater than 25, then the sum of **Men** and **Women** in that category must be greater than 0.
- A certain percentage of admissions are expected to be enrolled, as outlined below:
 - If your institution is a **4-year Public** or **4-year Private-not-for-profit** institution, then the **Total Percent of admissions enrolled full-time and part-time** must be less than or equal to 90%, otherwise a *fatal* error will occur.
 - If your institution is a **4-year Public** or **4-year Private-not-for-profit** institution, and the **Total Percent of admissions enrolled full-time and part-time** is between 80% and 90%, then an *explanation* must be provided.
 - If your institution is a **4-year Private-for-profit** or **Less-than-4 year** institution, then the **Total Percent of admissions enrolled full-time and part-time** must be less than or equal to 70%, otherwise a *fatal* error will occur.
 - If your institution is a **4-year Private-for-profit** or **Less-than-4 year** institution, and the **Total Percent of admissions enrolled full-time and part-time** is between 60% and 70%, then an *explanation* must be provided.

Selection Process - Test Scores

Applicable to institutions that indicated on the *Admissions Considerations* screen that test scores are "Required"

On this screen, you must provide SAT and ACT test score data for first-time, degree/certificate-seeking students who enrolled at your institution for Fall 2015. This data should include first-time students who were admitted during the summer prior to the selected fall reporting period.

You must enter the following information:

- The number of enrolled students that submitted SAT scores
- The percent of enrolled students that submitted SAT scores
- The number of enrolled students that submitted ACT scores
- The percent of enrolled students that submitted ACT scores

The system will perform the following edits on the data entered:

- The total number of enrolled students that submitted test score data (SAT plus ACT) must be greater than or equal to the **Total enrolled full-time and part-time** reported on the *Selection Process - A/A/E* screen.
- The **Number of enrolled students that submitted SAT scores** must be less than or equal to the **Total enrolled full-time and part-time** reported on the *Selection Process - A/A/E* screen.
- If the **Number of enrolled students that submitted SAT scores** is greater than 0, then the **Percent of enrolled students that submitted SAT scores** must also be greater than 0.
- The **Percent of enrolled students that submitted SAT scores** must be less than or equal to 100%.
- The **Number of enrolled students that submitted ACT scores** must be less than or equal to the **Total enrolled full-time and part-time** reported on the *Selection Process - A/A/E* screen.
- If the **Number of enrolled students that submitted ACT scores** is greater than 0, then the **Percent of enrolled students that submitted ACT scores** must also be greater than 0.
- The **Percent of enrolled students that submitted ACT scores** must be less than or equal to 100%.

Next, then you must also provide the **25th Percentile** and **75th Percentile** test score data for first-time, degree/certificate-seeking students who enrolled at your institution during the selected reporting period for each of the following test categories, as applicable to your institution:

- SAT Critical Reading
- SAT Math
- SAT Writing
- ACT Composite
- ACT English
- ACT Math
- ACT Writing

The system will perform the following edits on the data entered:

- For each test category, if a **25th Percentile** score is reported, then you must also report a **75th Percentile** score in that same test category; and vice versa.
- For each test category, scores reported for the **75th Percentile** must be greater than those reported for the **25th Percentile**.
- For each SAT test category, if the **Percent of enrolled students that submitted SAT scores** is greater than 0, then you are expected report both the **25th Percentile** and **75th Percentile** scores.
- For the **SAT Critical Reading** and **SAT Math** test categories, if the **Percent of enrolled students that submitted SAT scores** is greater than 60, then a *fatal* error will occur.
- For each SAT test category, the **25th Percentile** and **75th Percentile** must be between 200 and 800.
- For each SAT test category, the **75th percentile** SAT scores are expected to be less than a certain value, as outlined below:
 - If your institution is **4-year Public** or **4-year Private-not-for-profit** institution, then the **75th Percentile** SAT scores are expected to be less than 700.
 - If your institution is **4-year Private-for-profit** or **Less-than-4 year** institution, then the **75th Percentile** SAT scores are expected to be less than 600.
- For each ACT test category, if the **Percent of enrolled students that submitted ACT scores** is greater than 0, then you are expected report both the **25th Percentile** and **75th Percentile** scores.
- For the **ACT English**, **ACT Math**, and **ACT Composite** test categories, if the **Percent of enrolled students that submitted ACT scores** is greater than 60, then a *fatal* error will occur.
- For the **ACT English**, **ACT Math**, and **ACT Composite** test categories, the **25th Percentile** and **75th Percentile** must be between 1 and 36.
- For the **ACT English**, **ACT Math**, and **ACT Composite** test categories, the **75th percentile** ACT scores are expected to be less than a certain value, as outlined below:

- If your institution is **4-year Public** or **4-year Private-not-for-profit** institution, then the **75th Percentile** ACT scores are expected to be less than 32.
- If your institution is **4-year Private-for-profit** or **Less-than-4 year** institution, then the **75th Percentile** ACT scores are expected to be less than 28.
- For the **ACT Writing** test category, the **25th Percentile** and **75th Percentile** must be between 2 and 12.

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