Admissions

Integrated Postsecondary Education Data System (IPEDS) 2019-20 to 2021-22

The only changes for 2019-20 through 2021-22 are the general changes to cross-cutting definitions and instructions on reporting students in Experimental Pell programs. These are highlighted in the instructions.

2018-19 Data Collection System

NCES National Center for Education Statistics

2018-19 Survey Materials > Form

IPEDS Help Desk
(877) 225-2568 or ipedshelp@rti.org

date: 8/7/2018

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
- SAT Evidence-Based Reading and Writing and math scores should be reported based on the new (2016) SAT score range 200-800.
- Due to changes in the SAT, institutions will need to convert scores from the old SAT to the new (2016) SAT using College Board Concordance tables.

Data Reporting Reminders
- Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report admissions as of the institution's official fall reporting date or October 15. Institutions operating on an "other academic calendar", a calendar that differs by program, or that enrolls students on a continuous basis (referred to as program reporters) report admissions as students who enroll any time during the period of August 1 through October 31.
- 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

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Admissions Considerations

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 so they can be understood by students and parents.**

Selection Process - A/A/E

2. Provide the number of <u>first-time</u>, <u>degree/certificate-seeking</u> undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2018. Include <u>early decision</u>, <u>early action</u>, and students who began studies during the summer prior to Fall 2018.

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 next year.

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

Selection Process - Test Scores

3. Provide data for Fall 2018. Include new students admitted the summer prior to Fall 2018.

SAT scores for 2018-19 must be reported using the new (2016) SAT score scale. Please see instructions for more information.

Number of enrolled students that submitted SAT scores	
Percent of enrolled students that submitted SAT scores	
Number of enrolled students that submitted ACT scores	
Percent of enrolled students that submitted ACT scores	

	25th Percentile	75th Percentile
SAT Evidence-Based Reading and Writing		
SAT Math		
ACT Composite		
ACT English		
ACT Math		

⊕ **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.**

Prepared by

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

This survey component was prepared by:

○ Keyholder	○ SFA Contact	○ HR Contact
○ Finance Contact	○ Academic Library Contact	○ Other

Name: [   ]

Email: [   ]

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

[   ] Number of Staff (including yourself)

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component?

Exclude the hours spent collecting data for state and other reporting purposes.

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	[ ] hours	[ ] hours	[ ] hours	[ ] hours
Other offices	[ ] hours	[ ] hours	[ ] hours	[ ] hours

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Admissions full instructions

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

SAT Evidence-Based Reading and Writing and math scores should be reported based on the new (2016) SAT score range 200-800. Institutions that have scores based on the old (2015) SAT score range should convert scores using the College Board concordance (more information about converting scores using concordance tables is available at https://collegereadiness.collegeboard.org/educators/higher-ed/scoring-changes/concordance).

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General Instructions

Reporting period covered

Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report admissions data:

- For applicants and admitted students: Include all students who applied for enrollment or were admitted if they would have been considered first-time degree/certificate-seeking undergraduate students as of the institution's official fall reporting date, or October 15.
- For admitted students who enrolled: Include all students who were considered first-time, full-time degree/certificate-seeking undergraduate students as of the institution's official fall reporting date, or October 15.

Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report admissions data:

- For applicants and admitted students: Include all students who applied for enrollment or were admitted if they would have been considered first-time degree/certificate-seeking undergraduate students any time during the period of August 1 through October 31.
- For admitted students who enrolled: Include all students who were considered first-time, full-time degree/certificate-seeking undergraduate students any time during the period of August 1 through October 31.

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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 degree/certificate-seeking undergraduate students; do not include other students in the number of applicants, number of admits, and number (of admitted) that enrolled.

For the number (of admitted) that enrolled, include all students enrolled for credit after the official drop date. Exclude students who are not enrolled for credit.

For example, exclude:

- Students enrolled exclusively in courses that cannot be applied towards a recognized postsecondary credential
- Students enrolled only in ESL programs (programs comprised exclusively of ESL courses)
- Students enrolled exclusively in Continuing Education Units (CEUs)
- Students exclusively auditing classes
- Any student studying abroad (e.g., at a foreign university) if their enrollment at the 'home' institution serves as an administrative record
- Students enrolled in any branch campus located in a foreign country.
- Students in Experimental Pell Programs.

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: (877) 225-2568
E-mail: ipedshelp@rti.org

Web Tutorials
You can consult the IPEDS Website's 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's 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

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, considered but not required, recommended, or 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.)
    - 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 2018. 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 2018.

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 2018. 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 2018.

Test Scores
Provide data for Fall 2018. 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.

SAT Evidence-Based Reading and Writing and math scores should be reported based on the new (2016) SAT score range 200-800. Institutions that have scores based on the old (2015) SAT score range should convert scores using the College Board concordance tables (more information about converting scores using concordance tables is available at https://collegereadiness.collegeboard.org/educators/higher-ed/scoring-changes/concordance).
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.
Do not report scores if you cannot convert from old score to new score using the concordance tables.

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IPEDS

NCES National Center for Education Statistics

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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