

Admissions

Integrated Postsecondary Education Data System (IPEDS)

2019-20 to 2021-22

Changes are detailed in the Change Memo. Dates are also updated to reflect the current data collection.

IPEDS

2021-22

Data Collection System

IPEDS HELP DESK(877) 225-2568 | ipedshelp@rti.org

OMB NO. 1850-0582 v.27 : Approval Expires 8/31/2022

2021-22 Survey Materials > Package

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 in the fall term. This includes information about admissions considerations, admissions yields, and SAT and ACT test scores (if test scores are used in admissions decisions). The ADM survey component is collected only from institutions that do not have an open admissions policy for entering first-time students, which is captured on the IC Header survey component.

Data Reporting Reminders:

- 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 2021-22 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.
- Institutions that have scores based on the old (2016) SAT score range should convert scores using the [College Board concordance tables](#)
- 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 students](#) ; DO NOT include other students (i.e., [transfer-in 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.

Changes to reporting for 2021-22:


- New FAQ has been added to clarify reporting Admission Considerations if the institution has a test-optional admission policy.
- Revised FAQ to clarify how to report first-time students in the fall term with prior summer enrollment.

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. Please select the option that best describes how your institution used any of the following data in its undergraduate selection process for the fall 2021 **first-time student** cohort. (If your institution has 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). 

| Admission Considerations | Required | Considered but not required | Recommended | Neither Required nor Recommended |
|---|-----------------------|-----------------------------|-----------------------|----------------------------------|
| 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"/> |
| Admission test scores | | | | |
| <u>SAT / ACT</u> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other Test (ATB, 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 box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

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 2021. Include early decision, early action, and students who began studies during the summer prior to Fall 2021.

Remember that this question applies only to first-time, degree/certificate-seeking undergraduates. Do not include any other students in these totals. Report admitted students who enrolled in the summer ONLY IF they remained enrolled into the fall.

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> | <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 data for Fall 2021. Include new students admitted the summer prior to Fall 2021.

SAT scores for 2021-22 must be reported using the new (2017) SAT score scale. Please see instructions for more information.

| | |
|--|----------------------|
| 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 Evidence-Based Reading and Writing | <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 box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Prepared by

Prepared by

Reporting Reminders:

- The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data.
- The Keyholder will be copied on all email correspondence to other preparers.
- 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: | | |
| <input type="radio"/> Keyholder | <input type="radio"/> SFA Contact | <input type="radio"/> HR Contact |
| <input type="radio"/> Finance Contact | <input type="radio"/> Academic Library Contact | <input type="radio"/> Other |
| Name: | <input type="text"/> | |
| Email: | <input type="text"/> | |

| |
|--|
| How many staff from your institution only were involved in the data collection and reporting process of this survey component? |
| <input type="text"/> 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? <i>Exclude the hours spent collecting data for state and other reporting purposes.</i> | | | | |
|---|----------------------------|---|----------------------------|----------------------------|
| Staff member | Collecting Data Needed | Revising Data to Match IPEDS Requirements | Entering Data | Revising and Locking Data |
| Your office | <input type="text"/> hours | <input type="text"/> hours | <input type="text"/> hours | <input type="text"/> hours |
| Other offices | <input type="text"/> hours | <input type="text"/> hours | <input type="text"/> hours | <input type="text"/> hours |

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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 in the fall term. This includes information about admissions considerations, admissions yields, and SAT and ACT test scores (if test scores are used in admissions decisions). The ADM survey component is collected only from institutions that do not have an open admissions policy for all or most entering first-time students, which is captured on the IC Header survey component.

Changes in reporting

The following changes were implemented for the 2021-22 data collection period:

- New FAQ has been added to clarify reporting Admission Considerations if the institution has a test-optional admission policy.
- Revised FAQ to clarify how to report first-time students in the fall term with prior summer enrollment.

As a reminder, 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>).

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

At the aggregate-level, data will appear in:

- [IPEDS Data Explorer](#)
- [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, 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 (ATB, Wonderlic, WISC-III, etc.)
 - TOEFL

Note: If ATB, 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 2021. 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 2021.

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 2021. 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 2021.

Test Scores

Provide data for Fall 2021. 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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Glossary

date: 06/29/2021

| 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> or recognized postsecondary credential 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>clock hours</u> a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, 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 web-based <u>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 Employees by Assigned Position, Fall Staff, and Salaries; <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>clock hours</u> a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits. |
| 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 \(other than ACT and SAT\)?](#)
- 9) [Should my institution, which is participating as an experimental site, report high school students or incarcerated students who have received a Pell Grant while taking college coursework?](#)
- 10) [How do I treat students who enrolled in the summer prior to fall enrollment?](#)
- 11) [How should I report admissions considerations if my institution has a "test-optional" admission policy?](#)

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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9)
Should my institution, which is participating as an experimental site, report high school students or incarcerated students who have received a Pell Grant while taking college coursework?

If your institution is participating in the Dual Enrollment experimental site or the Second Chance Pell experimental site program, exclude these students from reporting.

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10)
How do I treat students who enrolled in the summer prior to fall enrollment?

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.

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11)
How should I report admissions considerations if my institution has a "test-optional" admission policy?

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).

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