Integrated Postsecondary Education Data System (IPEDS) 2022-23 through 2024-25

Admissions (ADM)

OMB No. 1850-0582 v.30

Admissions Package 2022-23 through 2024-25 Data Collections

Contents

Changes for 2022-23

Throughout the materials, additions are indicated in red, deletions are indicated in red strikethrough.

Overall changes	
Throughout all Parts	Minor wording changes for clarification as indicated in red.
FAQ #3	Revised to clarify how to report applicants that were considered for admission.

Part B (previously Part C) – for all institutions		
Admission considerations	Three new considerations have been added: • Work experience • Personal statement or essay • Legacy status	

The options for how institutions use the considerations have changed	Old options
	• Required
	• Considered but not Required
	• Recommended
	• Neither required nor recommended
		New options
		• Required to be considered for admission
		• Not required for admission, but considered if submitted
		  o For test scores, **test optional** institutions should select this option
		• Not considered for admission, even if submitted
		  o For test scores, **test blind** institutions should select this option

Tests of English proficiency	Old option: Test of English as a Foreign Language (TOEFL) scores	English Proficiency Test scores
Selection process – Applicants, Admissions, and Enrollments	Added a column for Institutions to report 'Another gender' starting with the 2022-23 data collection. Institutions can indicate if they are unable to report another gender.	
Selection process – Test scores	Added 50th percentile (median) to the existing test scores Old percentiles collected: • 25th • 75th	New percentiles collected: • 25th • 50th (median) • 75th
Summer terminology	The use of "summer term" has been changed to "summer session"	

Years that change across the 3 years of clearance

Dates change for some elements depending on the collection year. Please see the table below for information. In the materials below, variability is indicated with [green].

Fall Admissions date	Year is loaded based on data collection cycle. **Collection Year 2022-23:** Fall 2022 **Collection Year 2023-24:** Fall 2023 **Collection Year 2024-25:** Fall 2024

Admissions Screens 2022-23 through 2024-25

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.
- 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 in reporting:
The following changes were implemented for the 2022-23 data collection period:
- Two new admission considerations have been added
- The options for how institutions use the admission considerations have changed
- There is now a "50th percentile (median)" for test scores
- References to "summer term" have been changed to "summer session"
- Added information to not report test percentiles when there are less than 5 students
- FAQ #3 revised to clarify how to report applicants that were considered for admission
- The consideration of 'TOEFL' scores was expanded to 'English Proficiency Test' scores to cover the range of options available to institutions
- NCES has added a column for Institutions to report 'Another gender' in Applicants/Admissions/Enrollees

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

Admissions Considerations

Admission Considerations	Required Required to be considered for admission	Considered but not required Not required for admission, but considered if submitted	Recommended	Neither Required nor Recommended Not considered for admission, even if submitted
Secondary school GPA	O	O	O	O
Secondary school rank	O	O	O	O
Secondary school record	O	O	O	O
Completion of college-preparatory program	O	O	O	O
Recommendations	O	O	O	O
Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	O	O	O	O
Work experience	O	O		O
Personal statement or essay	O	O		O
Legacy status	N/A	O		O
Admission test scores Select options based on whether scores are required for *admissions*, not placement once admitted.	Required Required to be considered for admission	Considered but not required Not required for admission, but considered if submitted (Test Optional)	Recommended	Neither Required nor Recommended Not considered for admission, even if submitted (Test Blind)
SAT/ACT	O	O	O	O
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.	O	O	O	O
TOEFL (Test of English as a Foreign Language; for applicable students) English Proficiency Test (for applicable students)	O	O	O	O

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 2022. Include early decision, early action, and students who began studies during the summer prior to Fall 2022.

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.

- The 'gender unknown' category will be calculated based on the reported total minus the total of (men + women + another gender).
- Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.

NCES has added a column for Institutions to report 'Another gender' starting with the 2022-23 data collection.

Is your institution able to report another gender for the 2022-23 data collection? If you indicate 'No', your institution should leave the cells in the column for 'Another gender' blank (i.e., do not report 0). If you indicate 'Yes', but no students identified as another gender, please enter '0'.

- O Yes
- O No

	Men	Women	Another gender	Total
Number of applicants	☐	☐	☐	☐
Number of admissions	☐	☐	☐	☐
Number (of admitted) that enrolled full-time	☐	☐	☐	☐
Number (of admitted) that enrolled part-time	☐	☐	☐	☐
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 2022. Include new students admitted the summer prior to Fall 2022. If you report less than 5 students for any of the scores, do not report percentiles.

Number of enrolled students ~~that submitted SAT scores~~ for whom an SAT score was used in the admissions decision	☐
Percent of enrolled students ~~that submitted SAT scores~~ for whom an SAT score was used in the admissions decision	☐
Number of enrolled students ~~that submitted ACT scores~~ for whom an ACT score was used in the admissions decision	☐
Percent of enrolled students ~~that submitted ACT scores~~ for whom an ACT score was used in the admissions decision	☐

	25th percentile	50th percentile (median)	75th percentile
SAT Evidence-Based Reading and Writing	☐	☐	☐
SAT Math	☐	☐	☐
ACT Composite	☐	☐	☐
ACT English	☐	☐	☐
ACT Math	☐	☐	☐

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:		
0 Keyholder	0 SFA Contact	0 HR Contact
0 Finance Contact	0 Academic Library Contact	0 Other
Name:		
Email:		

How many staff from your institutions 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

Admissions Instructions 2022-23 through 2024-25

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 2022-23 data collection period:
- Two new admission considerations have been added
- The options for how institutions use the admission considerations have changed
- There is now a "50th percentile (median) for test scores
- References to "summer term" have been changed to "summer session"
- Added information to not report test percentiles when there are less than 5 students
- FAQ #3 revised to clarify how to report applicants that were considered for admission.
- The consideration of 'TOEFL' scores was expanded to 'English Proficiency Test' scores to cover the range of options available to institutions

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.

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.

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.

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.

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

Reporting Directions

Admission considerations
Select the option that best describes how your institution used any of the following data in its selection process for the Fall 2022 first-time student cohort. (If your institution has changed its admissions considerations for ~~fall 2023~~ the next year's first-time student cohort, you may indicate such changes in the context box immediately following this section).

Admission Considerations:
- 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)
- Work experience
- Personal statement or Essay
- Legacy status
- Admission test scores
  o SAT/ACT
  o Other test (ATB, Wonderlic, WISC-III, etc.)
  o English Proficiency Test (for applicable students) ~~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.

Selection Process

Applicants/admitted/enrolled students

Provide the number of men, women, another gender, 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 2022. Include information for all first-time students for whom admissions criteria (other than a school diploma) were required. If your institution cannot currently report 'Another gender', please select 'No' to the question and leave the cells in the 'Another gender' column blank (do not input 0s). If you indicate 'Yes', but no students identified as another gender, please enter '0' in the appropriate row(s).

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 2022.

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, 50th (median), and 75th percentile scores for each test. If you report less than 5 students for any of the scores, do not report percentiles.

Number and percent of enrolled students that submitted test scores
Provide data for Fall 2022. 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 2022.

Test Scores

Provide data for Fall 2022. Report the scores used in the admission decision. If you report less than 5 students for any of the scores, do not report percentiles.

- 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 (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.

General	
	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.
1	
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.
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.~~ Institutions should report applicants based on the IPEDS glossary definition. If an institution's formal application review process considers students for admission, even in the event when not all application materials are submitted, and a formal admission decision is made based on the information provided (e.g., admitted, not admitted, waitlisted), students can be included in the reported applicant count. If a student is automatically not admitted because they do not submit all application materials (i.e., an incomplete application file does not allow a student to be considered for admission), the student should **not be included** in the applicant count. Institutions are reminded that reporting data accurately to IPEDS is statutorily mandated. Artificially inflating the number of applicants by counting students who are not given full consideration for admission because they do not submit all application materials is an example of not reporting accurately to IPEDS.
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.
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.
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.
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 that is used to make the admissions decision.
8	**How do I report ~~TOEFL~~ English Proficiency Test scores or other standardized test scores (other than ACT and SAT)?** For IPEDS purposes, ~~TOEFL~~ English Proficiency Test scores and other standardized test scores (other than ACT and SAT) are not reported.
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.
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~~ session 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.
11	**How should I report admissions considerations if my institution has a "test-optional" or "test-blind" 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"~~ "Not required for admission, but considered if submitted" option for the "SAT/ACT" consideration in Section 1 (Admissions Considerations). If your institution has a test-blind admission policy (i.e., test scores are not considered in admissions decisions, even if an applicant submits test scores), select the "Not considered for admission, even if submitted" option for the "SAT/ACT" consideration in Section 1

	(Admissions Considerations).
12	How should I report for the 'legacy status' admissions consideration? If your institution considers legacy status in making admissions decisions, select "Not required for admission, but considered if submitted." If your institution does not consider legacy status (or it is not applicable to your institution), select "Not considered for admission, even if submitted."