

Integrated Postsecondary Education Data System (IPEDS) ~~2024-25~~ 2025-26 through 2026-27

Admissions and Consumer Transparency Supplement (ACTS) Package

OMB No. 1850-0582 v. 33

Submitted by:

National Center for Education Statistics (NCES)
Institute of Education Sciences
U.S. Department of Education

December 2025

ACTS Package 2025-26 and 2026-27 Data Collections

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General Notes About the Materials in this Volume

1. Materials included in this package are provided to all eligible institutions the IPEDS website.
2. The dates included in this volume refer to the 2025-26 collection year. Dates for some elements will change in later collection years, including the 2026-27 collection year. See the table below for more details.

2025-26 Collection	
Data domains reported	<u>Undergraduate Students</u> Admissions: Academic Years 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25, 2025-26 Enrollment: Academic Years 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25, 2025-26 Academics: Academic Years 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25 Financial Aid & Cost: Academic Years 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25 Graduate Rates: Academic Years 2019-20, 2020-21, 2021-22 Cumulative GPA: Academic Years 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25 <u>Graduate Students</u> Admissions: Academic Years 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25, 2025-26 Academics: Academic Years 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25 Financial Aid & Cost: Academic Years 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25 Cumulative GPA: Academic Years 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25
2026-27 Collection	
Data domains reported	<u>Undergraduate Students</u> Admissions: Academic Year 2026-27 Enrollment: Academic Year 2026-27 Academics: Academic Year 2025-26 Financial Aid & Cost: Academic Year 2025-26 Graduate Rates: Academic Years 2022-23 Cumulative GPA: Academic Year 2025-26 <u>Graduate Students</u> Admissions: Academic Year 2026-27 Academics: Academic Year 2025-26 Financial Aid & Cost: Academic Year 2025-26 Cumulative GPA: Academic Year 2025-26

A. ACTS General Instructions for IPEDS Data Collection System Survey Materials Website

Purpose of Admissions and Consumer Transparency Supplement (ACTS) Survey Component

The primary purpose of the IPEDS Admissions and Consumer Transparency Supplement (ACTS) survey component is to expand the scope of information collected about the undergraduate and graduate admissions process, financial aid awarding process, enrollment in courses and programs, and outcomes and completions in order to comply with the Secretary of Education's [directive](#) that followed the August 7, 2025 Ensuring Transparency in Higher Education Admissions [Executive Memorandum](#).

Reporting Periods Covered and Coverage

Undergraduate Students		
Data Domain	Coverage	Reporting Years
Admissions	All applicants, that is, the group of individuals who fulfilled the institution's requirements to be considered for undergraduate admission (including payment or waiving of the application fee, if any) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn by applicant or institution, by October 15 of the academic year.	2025-26 2024-25 2023-24 2022-23 2021-22 2020-21 2019-20
Enrollment	All enrolled students, where enrolled students are first-time, full-time, degree/certificate-seeking undergraduate students.	2025-26 2024-25 2023-24 2022-23 2021-22 2020-21
Academics	All enrolled students, where enrolled students are first-time, full-time, degree/certificate-seeking undergraduate students.	2024-25 2023-24 2022-23 2021-22 2020-21 2019-20
Financial Aid and Cost	All enrolled students, where enrolled students are first-time, full-time, degree/certificate-seeking undergraduate students.	2024-25 2023-24 2022-23 2021-22 2020-21 2019-20
Graduation Rates	Bachelor's or equivalent degree-seeking subcohort, which is defined as the cohort of students how were seeking a bachelor's or equivalent degree upon entry.	2021-22 2020-21 2019-20
Cumulative GPA	Undergraduate completers, that is, the group of individuals who completed a credential-bearing undergraduate academic program and received an	2024-25 2023-24 2022-23

	undergraduate degree or certificate during this Academic Year (July 1 to June 30), regardless of the AY in which they initially enrolled.	2021-22 2020-21 2019-20
Graduate Students		
Data Domain	Coverage	Reporting Years
Admissions	All applicants, that is the group of individuals who fulfilled the institution's requirements to be considered for admission into a graduate program of study (including payment or waiving of the application fee, 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, by October 15 of the academic year.	2025-26 2024-25 2023-24 2022-23 2021-22 2020-21 2019-20
Academics	All enrolled students, where enrolled students are full-time, degree/certificate-seeking graduate students.	2024-25 2023-24 2022-23 2021-22 2020-21 2019-20
Financial Aid and Cost	All enrolled students, where enrolled students are full-time, degree/certificate-seeking graduate students.	2024-25 2023-24 2022-23 2021-22 2020-21 2019-20
Cumulative GPA	Graduate completers, that is, the group of individuals who completed a credential-bearing graduate academic program and received a graduate degree or certificate during this Academic Year (July 1 to June 30), regardless of the AY they initially enrolled.	2024-25 2023-24 2022-23 2021-22 2020-21 2019-20

Reporting Directions

Overview:

Reporting of ACTS will occur sequentially in two different systems: 1) the ACTS Aggregator Tool, and 2) the IPEDS Data Collection System (DCS). The process for each of these includes the following:

ACTS Aggregator Tool

- Formatted student record files are uploaded
- Calculations are performed (e.g., quintile thresholds for GPA, SAT/ACT, etc.)
- Data are aggregated according to the Department of Education's specifications
- Summary tables are created, along with final aggregated data files
- Missing data (if any) are explained by respondents using text boxes

Data Collection System (DCS)

- The outputs from the aggregator tool are uploaded to the DCS

- Each academic year of data (i.e., 2025-25, 2024-25, etc.) will be treated as a stand-alone section of the survey component.
- Edit checks are applied to the aggregate data
- User-entered explanations will be required for any edit errors
- Aggregate data will undergo QC review. Institutions may be contacted asking for additional information or explanations stemming from the QC review.
- Once all edits and QC reviews are resolved/explained, for all data files, the survey component can be locked/submitted.

Detailed Instructions:

Step 1: Download data file templates from the ACTS Aggregator Tool

Visit the ACTS Aggregator Tool application and download the data file templates for each academic year for which reporting is required. There will be one file for each academic year (i.e., 2019-20 through 2025-26). Each file will contain tabs for each cohort required for that year (i.e., undergraduate admissions, undergraduate completers, graduate admissions, graduate completers).

Step 2: Populate student-level data in the data file templates

Each tab in the data file template contains the student-level variables needed to perform the necessary calculations to create the aggregations required by ACTS. Working offline, institutions will complete one row for each student and one column for each variable.

Students should be identified by pseudo-student ID numbers that institutions create specifically for ACTS. Institutions should not provide any Personally Identifiable Information (PII) such as the students' names, institution student ID numbers, or Social Security Numbers (SSN).

Create an internal document (crosswalk) that maps the ACTS Student ID to each student in your system. Keep the crosswalk for your records, but do not submit this crosswalk file in the ACTS Aggregator Tool or the IPEDS Data Collection System (DCS). The Student ID must meet the following requirements:

- Each Student ID number must be unique (i.e., the same ID cannot appear twice in the same cohort OR twice across different cohorts in the same file).
- Use numeric characters (0-9) only. No alphabetic or special characters allowed.
- Student ID numbers should be no longer than 10 digits.
- Student ID numbers cannot begin with zero (0).
- It is permissible for a student to have a different ID if they appear in different cohorts in different years (e.g., a student may appear in the Admissions cohort in one file and the Completers cohort in another file). IDs are not used for linking an individual student across years.

The variables needed for each student are as follows:

Undergraduate	
Student Type	Data required
All applicants, where an applicant is an individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, 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.	• race/ethnicity • sex • application year • admissions status • SAT Math, Reading, and overall scores • ACT Math, English, and composite scores • unweighted secondary school GPA • family income
Admitted students, where admitted students are applicants that have been granted an official offer to enroll in a postsecondary institution.	• admissions process used (i.e., early action, early decision, regular admissions) • enrollment status
Enrolled students, where enrolled students are first-time, full-time, degree/certificate-seeking students.	• first-time, full-time • bachelor's or equivalent-seeking subcohort • financial aid status • Pell grant eligibility • parental college attainment • enrollment in remedial courses • enrollment in continuing education course • unweighted cumulative GPA after first academic year • tuition and fees • amount of need-based institutional grant aid awarded • amount of need-based institutional grant aid received • amount of non-need-based institutional grant aid awarded • amount of non-need-based institutional grant aid received • amount of local, state, or federal grant aid awarded • amount of local, state, or federal grant aid received
Subcohort of Bachelor's or equivalent degree-seeking students, which is defined as the cohort of students who were seeking a bachelor's or equivalent degree upon entry.	• completion date • completed within 100% of normal time • completed within 150% of normal time
Individuals who completed a credential-bearing undergraduate academic program and received an undergraduate degree or certificate during a given Academic Year (July 1 to June 30), regardless of the AY in which they initially enrolled	• race/ethnicity • sex • unweighted cumulative GPA at time of completion

Graduate	
Student Type	Data required
All applicants, where an applicant is an individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been	• race/ethnicity • sex • application year • admissions status • GRE score

notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn by applicant or institution.	• MCAT score • LSAT score • family income
Admitted students, where admitted students are applicants that have been granted an official offer to enroll in a postsecondary institution.	• enrollment status
Enrolled students, where enrolled students are full-time, degree/certificate-seeking students.	• full-time • degree/certificate program • 4-digit CIP code of academic program • financial aid status • unweighted cumulative GPA after first academic year • tuition and fees • amount of institutional grant aid awarded • amount of institutional grant aid received • amount of local, state, or federal grant aid awarded • amount of local, state, or federal grant aid received
Individuals who completed a credential-bearing graduate academic program and received an graduate degree or certificate during a given Academic Year (July 1 to June 30), regardless of the AY in which they initially enrolled	• race/ethnicity • sex • unweighted cumulative GPA at time of completion

Step 3: Upload populated student-level data file templates to the ACTS Aggregator Tool

The upload tool will run initial data checks to verify

- A template file was received;
- The template file matches the academic year selected;
- The correct columns are present in the file;
- Values included in each column are of the proper type (e.g., integer, float) and fall within the allowable range for values in that column; and
- Missing or not applicable data are properly coded.
- [additional checks may be added]

If the file does not pass validation checks, institutions will need to correct the source file and resubmit.

Step 4: Wait for Analysis

Provided the file passes initial validation checks, the file will be accepted and stored for analysis. This analysis is done asynchronously, and institutions will receive an email notification once the analysis is complete.

The analysis will use the student-level data to calculate the aggregations required by the secretary's directive. The aggregations that will be performed are shown in the table below. Student-level data will be used to calculate quintile thresholds

individual to each institution for all applicants and for applicants, admitted students, and enrolled students disaggregated by race/ethnicity and sex.

Undergraduate	
Variable:	Disaggregated by:
Counts of applicants	• race/ethnicity • sex • family income (\$0-\$30,000; \$30,001-\$58,000; \$58,001-\$94,000; \$94,001-\$153,000; \$153,001+ and unknown) • unweighted secondary school GPA quintile • SAT math, reading, and overall score quintiles • ACT math, English, and composite score quintiles
Counts of admitted students	• race/ethnicity • sex • family income (\$0-\$30,000; \$30,001-\$58,000; \$58,001-\$94,000; \$94,001-\$153,000; \$153,001+ and unknown) • unweighted secondary school GPA quintile • SAT math, reading, and overall score quintiles • ACT math, English, and composite score quintiles • admissions process (early action, early decision, regular admission)
Counts of enrolled students	• race/ethnicity • sex • family income (\$0-\$30,000; \$30,001-\$58,000; \$58,001-\$94,000; \$94,001-\$153,000; \$153,001+ and unknown) • unweighted secondary school GPA quintile • SAT math, reading, and overall score quintiles • ACT math, English, and composite score quintiles • Pell Grant eligibility • Parent education attainment
SAT (math, reading, and overall) score quintiles and ACT (math, English, and overall) score quintiles	• race/ethnicity • sex
Household income quintiles	
Counts of enrolled students who take at least one remedial course in the fall term of their first academic year	• race/ethnicity • sex • family income (\$0-\$30,000; \$30,001-\$58,000; \$58,001-\$94,000; \$94,001-\$153,000; \$153,001+ and unknown) • unweighted secondary school GPA quintile • SAT math, reading, and overall score quintiles • ACT math, English, and composite score quintiles
Counts of enrolled students who take at least one continuing education course in the fall term of their first academic year	
Average unweighted cumulative GPA at the end of the first academic year	
Counts of enrolled students awarded and counts of enrolled students receiving: • any institutional grant aid • any need-based institutional grant aid • any non-need based institutional grant aid • any local, state, or federal grant aid	• race/ethnicity • sex • family income (\$0-\$30,000; \$30,001-\$58,000; \$58,001-\$94,000; \$94,001-\$153,000; \$153,001+ and unknown) • unweighted secondary school GPA quintile • SAT math, reading, and overall score quintiles • ACT math, English, and composite score quintiles • admissions process (early action, early decision, regular admission)
in their first academic year	
The average amount of aid awarded to students and the average amount of aid	

received by students including: • any institutional grant aid • any need-based institutional grant aid • any non-need based institutional grant aid • any local, state, or federal grant aid in their first academic year	
The listed amount of tuition and fees for all full-time, first-time, degree/certificate-seeking undergraduate students	
Graduation rate of bachelor's or equivalent-seeking subcohort at: • 100% of normal time to completion • 150% of normal time to completion	• race/ethnicity • sex • unweighted secondary school GPA quintile • SAT math, reading, and overall score quintiles • ACT math, English, and composite score quintiles
The average final unweighted cumulative GPA of all individuals who completed a credential-bearing undergraduate academic program and received an undergraduate degree or certificate in a given academic year.	• race/ethnicity • sex

Graduate	
Variable:	Disaggregated by:
Counts of applicants	• race/ethnicity • sex • degree/certificate program¹ • field of study² • family income (\$0-\$30,000; \$30,001-\$58,000; \$58,001-\$94,000; \$94,001-\$153,000; \$153,001+ and unknown) • GRE score quintiles • LSAT score quintiles • MCAT score quintiles
Counts of admitted students	• race/ethnicity • sex • degree/certificate program • field of study • family income (\$0-\$30,000; \$30,001-\$58,000; \$58,001-\$94,000; \$94,001-\$153,000; \$153,001+ and unknown) • GRE score quintiles • LSAT score quintiles • MCAT score quintiles
Counts of enrolled students	• race/ethnicity • sex • degree/certificate program • field of study • family income (\$0-\$30,000; \$30,001-\$58,000; \$58,001-\$94,000; \$94,001-\$153,000; \$153,001+ and unknown) • GRE score quintiles • LSAT score quintiles • MCAT score quintiles
GRE, LSAT, and MCAT score quintiles	• race/ethnicity
Household income quintiles	• sex
Average unweighted cumulative GPA at the end of the first academic year	• race/ethnicity/sex

Counts of enrolled students awarded and counts of enrolled students receiving: - any institutional grant aid - any local, state, or federal grant aid in their first academic year	- race/ethnicity - sex - degree/certificate program - field of study - family income (\$0-\$30,000; \$30,001-\$58,000; \$58,001-\$94,000; \$94,001-\$153,000; \$153,001+ and unknown)
The average amount of aid awarded to students and the average amount of aid received by students including: - any institutional grant aid - any local, state, or federal grant aid in their first academic year	
The listed amount of tuition and fees for all full-time, degree/certificate-seeking graduate students	- degree/certificate program - field of study
The average final unweighted cumulative GPA of all individuals who completed a credential-bearing graduate academic program and received an graduate degree or certificate in a given academic year.	- race/ethnicity - sex

¹ Degree/certificate programs include postbaccalaureate or post-master's certificate, master's degrees, doctor's degrees research/scholarship, and doctor's degrees professional practice.

² The Secretary of Education has specified the following fields of study for the purposes of ACTS: Arts & Humanities (CIP codes: 4, 5, 16, 23, 24, 30, 38, 39, 50, 54); Education (CIP code: 13); Public Service (CIP codes: 25, 42, 43, 44); Agriculture, Consumer Services, and Trades (CIP codes: 1, 3, 9, 10, 12, 19, 31, 46, 47, 48, 49); Business (CIP code: 52); Other Social Sciences (CIP codes: 45.01, 45.02, 45.03, 45.04, 45.05, 45.07, 45.09, 45.11, 45.12, 45.13, 45.14, 45.99); Economics/Political Science (CIP codes: 45.06, 45.10); STEM (CIP codes: 11, 14, 15, 26, 27, 28, 29, 40, 41); Health (CIP code: 51); and Law (CIP code: 22).

Step 5: Review Results

When notified, return to the ACTS Aggregator Tool to find a data summary showing the results of the analysis.

- If the analysis encountered errors, details of the errors will be shown. Make the required adjustments to the student-level file and return to Step 2 to rerun the analysis.
- If the analysis completed successfully, a Data Review Report and the aggregate data file will be available. Download and review the Data Review Report to ensure the data appears as expected. If not, update the student data file and re-submit.

Step 6: Download the aggregate data file from the ACTS Aggregator Tool and submit it in the IPEDS DCS

Once the analysis has completed successfully, download the aggregate data file and then go to the IPEDS Data Collection System (DCS) to submit the file.

Within the DCS, users will perform several steps as the data file processing progresses through several stages.

Action	Status
User will upload data files and confirm files have been uploaded	Uploaded
Within 1-2 business days, the DCS will performs edits and populates an Edit Report in the DCS for users to respond to	Edited
User responds to and explains edit errors. If the file is found to have errors, a new file can be created in the Aggregator Tool and uploaded in the DCS to replace the previous file.	Clean
IPEDS staff conducts quality control processing and populates a QC report in the DCS for users to respond to	Edited
User responds to and explains edit errors	Clean
"Lock" option becomes available. User selects "Lock" option to finalize submission.	Complete

Where to Get Help with Reporting

IPEDS Help Desk

Phone: (877) 225-2568

E-mail: ipedshelp@rti.org

B. Instructions for Completing the ACTS Survey

Respondents begin on the standard IPEDS login screen.

- 1) Below is the IPEDS collection system login screen. Only institutions that meet the eligibility requirements will see the ACTS section of the login screen.

The screenshot shows the IPEDS 2025-26 Data Collection System login screen. At the top, it says "IPEDS 2025-26 Data Collection System" and "IPEDS HELP DESK (877) 225-2568 | ipeds@ipeds.org". Below this, there are fields for "User ID" and "Password" with a "LOGIN" button. A "Forgot Password" link is also present. The screen is divided into four sections: FALL, WINTER, ACTS, and SPRING. The ACTS section is highlighted with a red box. It lists components: Admissions and Consumer Transparency Supplement (Applicable institutions only). It also shows keyholders and coordinators with their respective deadlines: Keyholders (96 days left, closes Mar 18) and Coordinators (110 days left, closes Apr 01). Below the sections, there are links for "Reporting Resources" and "Data Submission Requirement".

Section	Components	Keyholders	Coordinators
FALL	Institutional Characteristics Cost I Completions 12-month Enrollment	Closed (Closed Oct 15)	Closed (Closed Oct 29)
WINTER	Student Financial Aid Cost II Graduation Rates 200% Graduation Rates Admissions Outcome Measures	54 days left (Closes Feb 04)	66 days left (Closes Feb 18)
ACTS	Admissions and Consumer Transparency Supplement (Applicable institutions only)	96 days left (Closes Mar 18)	110 days left (Closes Apr 01)
SPRING	Fall Enrollment Finance Human Resources	110 days left (Closes Apr 01)	124 days left (Closes Apr 15)

- 2) Upon logging in, eligible respondents will see an indication as to whether the ACTS requirement has been met (along with the other IPEDS survey requirements)

The screenshot shows the IPEDS 2025-26 Data Collection System "Surveys" page for Winston-Salem State University (199999) (1). The page has a navigation bar with "Surveys", "Reports", "Tools", "Help", "Log Out", and "Return To Admin". The "Surveys" section is active. Below the navigation bar, there is a "Instructions" link. The main content area shows a status "Am I done? No, not yet". It lists several surveys that are not locked: Student Financial Aid, Cost II, Graduation Rates, 200% Graduation Rates, Admissions, Outcome Measures, Human Resources, Fall Enrollment, and Finance. It also lists the ACTS surveys that must be locked by Mar 18, 2026: ACTS 2025-26, ACTS 2024-25, ACTS 2023-24, ACTS 2022-23, ACTS 2021-22, ACTS 2020-21, and ACTS 2019-20. A red box highlights the ACTS surveys section. Below the list, there is a note about the Reporting Map and Identification (campus) survey.

Am I done? **No, not yet**

- Student Financial Aid is not locked.
- Cost II is not locked.
- Graduation Rates is not locked.
- Graduation Rates 200 is not locked.
- Admissions is not locked.
- Outcome Measures is not locked.

Please continue until you have **LOCKED** all required current collection surveys.

Don't forget that the following surveys must be locked by Apr 1, 2026:

- Human Resources
- Fall Enrollment
- Finance

Don't forget that the following ACTS surveys must be locked by Mar 18, 2026:

- ACTS 2025-26
- ACTS 2024-25
- ACTS 2023-24
- ACTS 2022-23
- ACTS 2021-22
- ACTS 2020-21
- ACTS 2019-20

The Reporting Map (if available) and Identification (campus) should be updated to start the Institutional Characteristics survey. Only keyholders can update the reporting map.

The Current Collection Survey Components are available after the Institutional Characteristics survey is completed.

- 3) The respondent institution's list of required surveys will display all ACTS data academic years.

Surveys

Reports

Tools

Help

Log Out

Return To Admin

Surveys

Alabama A & M University (100654) (1)

Instructions

Finance

04/01/2026

NO DATA (0/2)

Enter Data

Admissions And Consumer Transparency Supplement (ACTS)

Go to Aggregator Tool

ACTS 2025-26

04/01/2026

No_Data (0/2 locks) (0/2)

Enter Screening Questions

Upload Aggregated Data

ACTS 2024-25

04/01/2026

NO DATA (0/2)

Enter Screening Questions

ACTS 2023-24

02/04/2026

NO DATA (0/2)

Enter Screening Questions

ACTS 2022-23

02/04/2026

NO DATA (0/2)

Enter Screening Questions

ACTS 2021-22

02/04/2026

NO DATA (0/2)

Enter Screening Questions

ACTS 2020-21

02/04/2026

Not Applicable (0/2)

View Screening Questions

ACTS 2019-20

02/04/2026

NO DATA (0/2)

Enter Screening Questions

- 4) When the respondent selects any of the data years shown above, they will be required to complete a set of screening questions to determine if the reporting requirements apply for the AY in question.

ACTS 2024-25	04/01/2026	NO DATA (0/2)	Enter Screening Questions
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Screening Questions are required for each of the academic years, and will appear as shown here:

For AY 2025-26, please provide the following:

1. Did your institution admit and enroll undergraduate students OR have undergraduate students who completed program(s)?

☐ No

☒ Yes

a) Did your institution have an open admission policy for all or most entering first-time degree/certificate-seeking **undergraduate** level students?

☒ Yes (institution had open admissions this year) *

☐ No (institution had admissions considerations reported to IPEDS this year), **and less than 100%** of applicants were admitted

☐ No (institution had admissions considerations reported to IPEDS this year), **however, 100%** of applicants were admitted *

b). Financial Aid awarded to **undergraduate** students this year was:

☐ Need-based only *

☒ Both need-based and non-need-based (e.g., merit-based)

2. Did your institution admit and enroll graduate students OR have graduate students who completed program(s)?

☐ No

☒ Yes

a). Did your institution have an open admission policy for all or most entering degree/certificate-seeking **graduate** level students?

☐ Yes (institution had open admissions this year) *

☐ No (institution had admissions considerations reported to IPEDS this year), **and less than 100%** of applicants were admitted

☒ No (institution had admissions considerations reported to IPEDS this year), **however, 100%** of applicants were admitted *

b). Financial Aid awarded to **graduate** students this year was:

☒ Need-based only *

☐ Both need-based and non-need-based (e.g., merit-based)

The results of the screening questions will determine which data are required and will be displayed in a table which the respondent must confirm before proceeding.

Requirement INFORMATION		
Undergraduate student data	Graduate student data	ACTS 2025-26 Survey
Required	Required	Applicable

☒ Yes, I confirm the survey requirements above.

- 5) Once the Screening Questions are completed, the status for the specific data year will be updated in the DCS survey screen, and the upload link made available:

ACTS 2025-26	04/01/2026	No_Data (0/2 locks) (0/2)	Enter Screening Questions Upload Aggregated Data
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If, for any given academic year, the screening questions determine that data are not required, the academic year will be made Not Applicable and displayed to the respondent as follow:

ACTS 2020-21	02/04/2026	Not Applicable (0/2)	View Screening Questions
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- 6) To prepare Aggregated Data file(s) for upload, the respondent clicks on the link for the Aggregator Tool. The respondent's permissions will be passed to the site where the Aggregator Tool is located, automatically logging them in. Note: Multiple users at any given institution can be granted permission to access the aggregator tool, and permissions are managed by the IPEDS keyholder through the Data Collection System (as is the case with all IPEDS survey components).

Admissions And Consumer Transparency Supplement (ACTS) Go to Aggregator Tool			
ACTS 2025-26	04/01/2026	No_Data (0/2 locks) (0/2)	Enter Screening Questions Upload Aggregated Data
ACTS 2024-25	04/01/2026	NO DATA (0/2)	Enter Screening Questions
ACTS 2023-24	02/04/2026	NO DATA (0/2)	Enter Screening Questions
ACTS 2022-23	02/04/2026	NO DATA (0/2)	Enter Screening Questions
ACTS 2021-22	02/04/2026	NO DATA (0/2)	Enter Screening Questions
ACTS 2020-21	02/04/2026	Not Applicable (0/2)	View Screening Questions
ACTS 2019-20	02/04/2026	NO DATA (0/2)	Enter Screening Questions

7) A new window will open and the Aggregator Tool site will be loaded. Screenshots of the Tool site, and the full text, appear below.

 Admission and Consumer Transparency Supplement		IPEDS HELP DESK (877) 225-2568 ipedshelp@rti.org OMB NO. 1850-0582 v.33 : Approval Expires 8/31/2027	
Carlissa Jackson		Winston-Salem State University (199999) Logout	
Overview Instructions		Welcome to the Admissions and Consumer Transparency Supplement (ACTS) Aggregator Tool The primary purpose of the IPEDS Admissions and Consumer Transparency Supplement (ACTS) survey component is to expand the scope of information collected about the undergraduate and graduate admissions process, financial aid awarding process, enrollment in courses and programs, and outcomes and completions in order to comply with the Secretary of Education's <u>directive</u> that followed the August 7, 2025 Ensuring Transparency in Higher Education Admissions <u>Executive Memorandum</u>. The ACTS Survey Component collects data disaggregated by race-sex pair across a variety of metrics, including entrance test scores, secondary school GPA, household income, parental education attainment, Pell Grant eligibility, and admissions process. The data fall into five broad domains: Admissions, Enrollment, Academics, Financial Aid and Cost, and Completions. Data are collected for both undergraduate and graduate students. In the 2025-26 IPEDS collection cycle, institutions will report data for the most recent cohort (2025-26) as well as data for cohorts from the previous five academic years. To collect the data that are needed to carry out the calculations required by the Secretary's Directive, respondents will prepare student-level data files with one row for each student and one column for each data element. Each file will represent one reporting year, and each file will contain data for each of the four required cohorts (shown below). The required cohorts and academic years are as follows:	
Academic Years			
2024-25			
2023-24			
2022-23			
2021-22			
2020-21			
2019-20			

Cohort	Definition	Years
Undergraduate admissions cohort	The group of individuals who fulfilled the institution's requirements to be considered for undergraduate admission (including payment or waiving of the application fee, 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, by October 15 of the academic year.	2019-20 2020-21 2021-22 2022-23 2023-24 2024-25 2025-26
Undergraduate completions cohort	The group of individuals who completed a credential-bearing undergraduate academic program and received an undergraduate degree or certificate during this Academic Year (July 1 to June 30), regardless of the AY they initially enrolled	2019-20 2020-21 2021-22 2022-23 2023-24 2024-25
Graduate admissions cohort	The group of individuals who fulfilled the institution's requirements to be considered for admission into a graduate program of study (including payment or waiving of the application fee, 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, by October 15 of the academic year.	2019-20 2020-21 2021-22 2022-23 2023-24 2024-25 2025-26
Graduate completion cohort	The group of individuals who completed a credential-bearing graduate academic program and received a graduate degree or certificate during this Academic Year (July 1 to June 30), regardless of the AY they initially enrolled.	2019-20 2020-21 2021-22 2022-23 2023-24 2024-25

After respondents have prepared the data for a specific year, they will return to the Aggregator Tool and upload the data. The tool will run various checks to make sure everything is consistent, and that the input data is accurate. This might take a few tries, allowing respondents to adjust the data until a successful result is achieved for the aggregate data file for that academic year. Once the aggregate file is created, respondents will download it and then go back to the IPEDS Data Collection System to submit the file.

Once respondents submit the data file in the IPEDS Data Collection System, it will be reviewed, and additional checks for consistency will be done. An error report will be created, and the IPEDS key holder will be notified. On this report, respondents will have the chance to explain any differences or issues that were identified.

Continue

Welcome to the Admissions and Consumer Transparency Supplement (ACTS) Survey Component Portal

Overview

The primary purpose of the IPEDS Admissions and Consumer Transparency Supplement (ACTS) survey component is to expand the scope of information collected about the undergraduate and graduate admissions process, financial aid awarding process, enrollment in courses and programs, and outcomes and completions in order to comply with the Secretary of Education's [directive](#) that followed the August 7, 2025 Ensuring Transparency in Higher Education Admissions [Executive Memorandum](#).

The ACTS Survey Component collects data disaggregated by race/ethnicity-sex pair across a variety of metrics, including entrance test scores, secondary school GPA, household income, parental education attainment, Pell Grant eligibility, and admissions process. The data fall into five broad domains: Admissions, Enrollment, Academics, Financial Aid and Cost, and Completions. Data are collected for both undergraduate and graduate students. In the 2025-26 IPEDS collection cycle, institutions will report data for the most recent cohort (2025-26) as well as data for cohorts from the previous five academic years.

To collect the data that are needed to carry out the calculations required by the Secretary's Directive, respondents will prepare student-level data files with one row for each student and one column for each data element. Each file will represent one reporting year, and each file will contain data for each of the four required cohorts (shown below). The required cohorts and academic years are as follows:

Cohort	Definition	Years
Undergraduate admissions cohort	The group of individuals who fulfilled the institution's requirements to be considered for undergraduate admission (including payment or waiving of the application fee, 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, by October 15 of the academic year.	2019-20 2020-21 2021-22 2022-23 2023-24 2024-25 2025-26
Undergraduate completions cohort	The group of individuals who completed a credential-bearing undergraduate academic program and received an undergraduate degree or certificate during this Academic Year (July 1 to June 30), regardless of the AY they initially enrolled.	2019-20 2020-21 2021-22 2022-23 2023-24 2024-25
Graduate admissions cohort	The group of individuals who fulfilled the institution's requirements to be considered for admission into a graduate program of study (including payment or waiving of the application fee, 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, by October 15 of the academic year.	2019-20 2020-21 2021-22 2022-23 2023-24 2024-25 2025-26

Graduate completions cohort	The group of individuals who completed a credential-bearing graduate academic program and received a graduate degree or certificate during this Academic Year (July 1 to June 30), regardless of the AY they initially enrolled.	2019-20 2020-21 2021-22 2022-23 2023-24 2024-25
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After respondents have prepared the data for a specific year, they will return to the Aggregator Tool and upload the data. The tool will run various checks to make sure everything is consistent, and that the input data is accurate. This might take a few tries, allowing respondents to adjust the data until a successful result is achieved for the aggregate data file for that academic year. Once the aggregate file is created, respondents will download it and then go back to the IPEDS Data Collection System to submit the file.

Once respondents submit the data file in the IPEDS Data Collection System, it will be reviewed, and additional checks for consistency will be done. An error report will be created, and the IPEDS key holder will be notified. On this report, respondents will have the chance to explain any differences or issues that were identified.

- 8) The instructions page contained within the ACTS Aggregator tool appears as follows, with the full-text appearing below:

Overview

Instructions

Academic Years

2024-25

2023-24

2022-23

2021-22

2020-21

2019-20

Instructions

The ACTS Aggregation Tool is provided as a utility to enable the aggregation of student-level data to meet the requirements for the ACTS data submission. Student-level data files are uploaded into the aggregation utility, and the aggregated output will be uploaded to the IPEDS Data Collection System (DCS). If needed, student-level files can be re-entered into the aggregation tool in order to resolve any errors, prior to the aggregated output file being finalized.

Once the aggregate file is successfully generated (for each required academic year), users will download the resulting aggregate files and proceed to the IPEDS Data Collection System to complete the submission.

All eligible respondent institutions must submit aggregate files to the IPEDS Data Collection System. To discuss possible alternatives to the ACTS aggregation tool for file creation, please contact the IPEDS Help Desk helpdesk@ipeds.org.

General Steps for Each Academic Year

1

Download the Template

Click on the tab for the academic year being prepared. Download the template for that academic year and populate the template with the institutional data. The template file contains detailed instructions, data definitions, and allowable values for each data element. Populating of the template will need to be performed by the appropriate staff at the institution, which may include IT professionals.

If data is unavailable for a particular reason, there will be a place on the first tab of the template to indicate what will be missing and a place to provide an explanation.

Note: The templates are specific to each academic year. Please ensure that the correct template is used for each academic year.

2

Populate Student-level Data in the Data File Templates

Each tab in the data file template contains the student-level variables needed to perform the necessary calculations to create the aggregations required by ACTS. Working offline, institutions will complete one row for each student and one column for each variable.

Students should be identified by anonymous student ID numbers that institutions create specifically for ACTS. Institutions should not provide any Personally Identifiable Information (PII) such as the students' names, institution student ID numbers, or Social Security Numbers (SSN).

Create an internal document (crosswalk) that maps the ACTS Student ID to each student in your system. Keep the crosswalk for your records, but do not submit this crosswalk file in the ACTS Aggregator Tool or the IPEDS Data Collection System (DCS). The Student ID must meet the following requirements:

- Each Student ID number must be unique (i.e., the same ID cannot appear twice in the same cohort OR twice across different cohorts in the same file).
- Use numeric characters (0-9) only. No alphabetic or special characters allowed.
- Student ID numbers should be no longer than 10 digits.
- Student ID numbers cannot begin with zero (0).

3

Upload the Populated Template

Return to the academic year tab and upload the populated template file. The upload tool will run initial data checks to verify:

- A template file was received;
- The template file matches the academic year selected;
- The correct columns are present in the dataset;
- Values included in each column are of the proper type (e.g., integer, float) and fall within the allowable range for values in that column;
- Missing or not applicable data are properly coded.

If the file does not pass validation checks, the data submitter from the institution will need to correct the source file and resubmit.

4

Wait for Analysis

Provided the file passes initial validation checks; the file will be accepted and stored for analysis. Although this step may occur immediately following upload, this analysis may also occur asynchronously. You will receive an email notification once the analysis is complete.

5

Review Results

When notified, return to the ACTS Aggregator Tool to find the results of the analysis.

- If the analysis encountered errors, details of the errors will be shown. Make the required adjustments to the student-level file and return to Step 3 to rerun the analysis.
- If the analysis completed successfully, a Data Review report and the aggregate data file will be available. Download and review the Data Review report to ensure the data appears as expected. If not, update the student data file and rerun the analysis.

6

Download the Data for Submission

Once the analysis has completed successfully, download the aggregate data file and then go to the IPEDS Data Collection System (DCS) to upload the file.

Instructions

The ACTS Aggregation Tool is provided as a utility to enable the aggregation of student-level data to meet the requirements for the ACTS data submission. Student-level data files are uploaded into the aggregation utility, and the aggregated output will be uploaded to the IPEDS Data Collection System (DCS). If needed, student-level files can be re-entered into the aggregation tool in order to resolve any errors, prior to the aggregated output file being finalized.

Once the aggregate file is successfully generated (for each required academic year), users will download the resulting aggregate files and proceed to the IPEDS Data Collection System to complete the submission.

All eligible respondent institutions must submit aggregate files to the IPEDS Data Collection System. To discuss possible alternatives to the ACTS aggregation tool for file creation, please contact the IPEDS Help Desk helpdesk@rti.org.

Below are the steps for preparing and submitting the aggregate files that will meet the requirements for the ACTS data submission:

1. Download the Template: Click on the tab for the academic year being prepared. Download the template for that academic year and populate the template

with the institutional data. The template file contains detailed instructions, data definitions, and allowable values for each data element. Populating of the template will need to be performed by the appropriate staff at the institution, which may include IT professionals.

If data is unavailable for a particular reason, there will be a place on the first tab of the template to indicate what will be missing and a place to provide an explanation.

Note: The templates are specific to each academic year. Please ensure that the correct template is used for each academic year.

2. Populate student-level data in the data file templates

Each tab in the data file template contains the student-level variables needed to perform the necessary calculations to create the aggregations required by ACTS. Working offline, institutions will complete one row for each student and one column for each variable.

Students should be identified by anonymous student ID numbers that institutions create specifically for ACTS. Institutions should not provide any Personally Identifiable Information (PII) such as the students' names, institution student ID numbers, or Social Security Numbers (SSN).

Create an internal document (crosswalk) that maps the ACTS Student ID to each student in your system. Keep the crosswalk for your records, but do not submit this crosswalk file in the ACTS Aggregator Tool or the IPEDS Data Collection System (DCS). The Student ID must meet the following requirements:

- Each Student ID number must be unique (i.e., the same ID cannot appear twice in the same cohort OR twice across different cohorts in the same file).
- Use numeric characters (0-9) only. No alphabetic or special characters allowed.
- Student ID numbers should be no longer than 10 digits.
- Student ID numbers cannot begin with zero (0).

3. Upload the Populated Template: Return to the academic year tab and upload the populated template file. The upload tool will run initial data checks to verify:

- A template file was received;
- The template file matches the academic year selected;
- The correct columns are present in the dataset;
- Values included in each column are of the proper type (e.g., integer, float) and fall within the allowable range for values in that column;
- Missing or not applicable data are properly coded.
- [additional checks may be added]

If the file does not pass validation checks, the data submitter from the institution will need to correct the source file and resubmit.

4. Wait for Analysis: Provided the file passes initial validation checks; the file will be accepted and stored for analysis. Although this step may occur immediately

following upload, this analysis may also occur asynchronously. You will receive an email notification once the analysis is complete.

5. Review Results: When notified, return to the ACTS Aggregator Tool to find the results of the analysis.

- If the analysis encountered errors, details of the errors will be shown. Make the required adjustments to the student-level file and return to Step 2 to rerun the analysis.
- If the analysis completed successfully, a Data Review Report and the aggregate data file will be available. Download and review the Data Review Report to ensure the data appears as expected. If not, update the student data file and rerun the analysis.

6. Download the Data for Submission: Once the analysis has completed successfully, download the aggregate data file and then go to the IPEDS Data Collection System (DCS) to upload the file.

- 9) The respondent then selects the data year (AY) for which they are uploading data. The template available is specific to the AY being provided. A screenshot and the full-text of the site appears below each image.

The screenshot shows the ACTS (Admission and Consumer Transparency Supplement) interface. At the top, the header includes the ACTS logo, contact information for IPEDS HELP DESK, and the user's name, Robert Patterson, along with the institution, Central Michigan University (169248), and a Logout button. The left sidebar contains navigation links for Overview, Instructions, and Academic Year. Under Academic Year, a list of years from 2024-25 to 2019-20 is shown, with 2023-24 selected and highlighted. The main content area is titled '2023-24 Academic Year' and contains a three-step process: 1. Download the Template, 2. Populate the Template, and 3. Upload the Populated Template. Step 1 includes a button for the '2023-24 Academic Year Template'. Step 2 includes instructions to update the template with 2023-24 data. Step 3 includes a note about initial validation and a file upload area with a 'Select File' button.

[20XX-XX] Academic Year

This section collects data about applicants and completers for the 20xx-xx academic year. The template file includes details about the specific students to be included.

1. Download the Template: Download the template below. Follow the directions in the template for how to populate your data.

[20XX-XX] Academic Year Template

2. Populate student-level data in the data file templates

Each tab in the data file template contains the student-level variables needed to perform the necessary calculations to create the aggregations required by ACTS. Working offline, complete one row for each student and one column for each variable.

Students should be identified by anonymous student ID numbers that institutions create specifically for ACTS. Institutions should not provide any Personally Identifiable Information (PII) such as the students' names, institution student ID numbers, or Social Security Numbers (SSN).

Create an internal document (crosswalk) that maps the ACTS Student ID to each student in your system. Keep the crosswalk for your records, but do not submit this crosswalk file in the ACTS Aggregator Tool or the IPEDS Data Collection System (DCS). The Student ID must meet the following requirements:

- Each Student ID number must be unique (i.e., the same ID cannot appear twice in the same cohort OR twice across different cohorts in the same file).
- Use numeric characters (0-9) only. No alphabetic or special characters allowed.
- Student ID numbers should be no longer than 10 digits.
- Student ID numbers cannot begin with zero (0).

3. Upload the Populated Template: Upload the completed populated template. Initial checks will be completed to ensure the template is formatted correctly and ready for processing.

[if template does not pass validation checks, display:

Template Invalid

The populated template you submitted was not valid. The following errors were encountered:

- [There are an incorrect number of tabs]
- [There are an incorrect number of columns]
- [The [data column] was missing]
- [Empty cells were encountered. All cells must be populated. Please mark unknown values with a -1 and not applicable data with a -3.]

Please correct these errors in your template and reupload.
else: blank]

Upload populated template

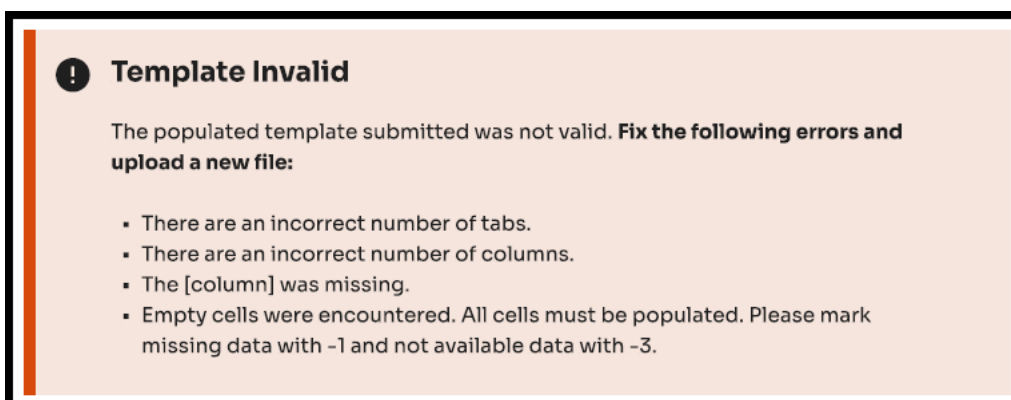
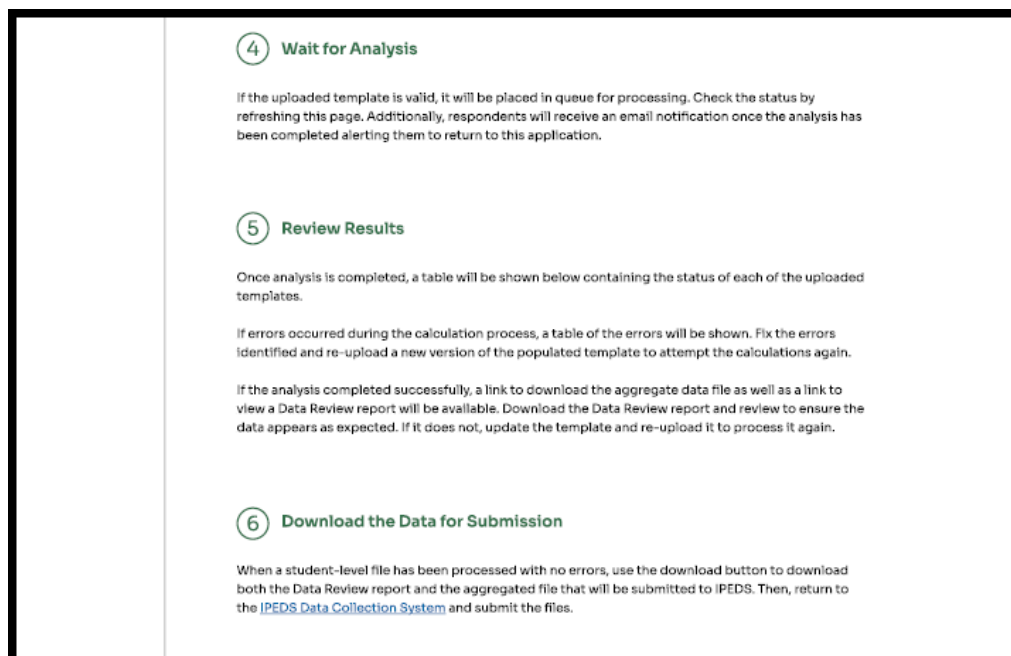
Click to select file

Begin Upload

After completing the template for the desired AY, the respondent returned to the Aggregator Tool and uploads the file. During the upload process, the Aggregator checks/verifies file formatting, runs Python programming which calculates quintiles and averages based on the student records, calculates all necessary

disaggregations required by ED, and outputs 1) a .csv file with the final aggregate data file, 2) an error report indicating any possible formatting issues or missing data issues, and 3) a Data Review Report providing frequencies of various data measures (Note: the Data Review Report is intended to enable respondents to determine if the data appear to be complete and as expected. If the report indicates anomalies such as lower than expected numbers of records or average data values that are unexpected, the respondent may wish to review their template and re-upload if mistakes or data omissions are found).

Following are screenshots of the processing page, along with example error messages and confirmation messages that will be displayed as appropriate during the processing stage.





File Processing

The file uploaded on 11/16/2025 is processing. An email will be sent when processing is complete.



File Processing Complete

The file has been processed, however, errors were discovered. Review the errors below and re-submit.

FILE INFORMATION

12/26/2025 | 1:30pm | Robert Patterson
2023-24 Undergraduate File Name Here.xls

ANALYSIS RESULTS

View Errors (5)

Please resolve the following errors and re-upload your template file.

[Download Error Report](#)

Row	Column	Error	Message
2	F	Missing Data	Empty cells are not allowed. Please enter -3 for not applicable values.
2	H	Invalid Range	Please specify an ACT score within the allowable range.
3	A	Duplicate Student ID	The same student identifier is present. Please resolve duplicates.
3	F	Missing Data	Empty cells are not allowed. Please enter -3 for not applicable values.
15	F	Missing Data	Empty cells are not allowed. Please enter -3 for not applicable values.

FILE INFORMATION

12/26/2025 | 1:35pm | Robert Patterson
2023-24 Undergraduate File Name Here 22.xls

ANALYSIS RESULTS

[Data Review Report](#)
[Download Data](#)

Success

4. Wait for Analysis: If the uploaded template is valid, it will be placed in queue for processing. Check the status by refreshing this page. Additionally, respondents will receive an email notification once the analysis has been completed alerting them to return to this application.

[if processing:

[File Processing: The file uploaded at [timestamp] is still processing. An email will be sent when processing is complete.]

[if processed but errors:

[File Processing Complete: The file has been processed, however, errors were discovered. Review the errors below and re-submit.]

[If processed successfully:

[File Processing Complete: the file has been processed successfully. Please review the Data Review Report and download the data to submit in IPEDS DCS].

5. Review Results: Below is a table containing the status of each of the uploaded templates.

If errors occurred during the calculation process, a table of the errors will be shown. Fix the errors identified and re-upload a new version of the populated template to attempt the analysis again.

If the analysis completed successfully, a link to download the Data Review Report as well as the aggregate data file will be available. Download the Data Review Report and review to ensure the data appears as expected. If it does not, update the template and re-upload it to process it again.

[date and timestamp of attempt]	[status: success or errors]	[View Data Review Report link]	[Download aggregate file link]
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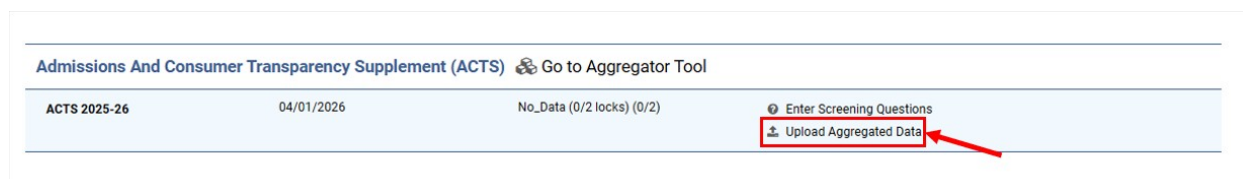
[if errors, display:

Please resolve the following errors and re-upload your template file:

Row [row number] else: blank]	Column [column number]	Error [error type]	Message [error message]
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6. Download the Data for Submission. When a student-level file has been processed with no errors, download the aggregated file. Then, return to the IPEDS Data Collection System and submit the aggregated file.

- 10) After downloading the files from the Aggregator Tool, the respondent returns to the IPEDS Data Collection System and uploads the file(s) needed.



The screenshot shows a web interface for Winston-Salem State University (199999) with a sidebar menu on the left containing items like Admissions, Outcome Measures, Human Resources, Finance, and various ACTS years. A modal window titled 'Upload Aggregated Data' is open in the center. It contains instructions to upload both an Aggregated Data File and a Gut Check File simultaneously. The 'Aggregated Data File' field shows 'mgs-cz4e-3wdw.csv' and the 'Gut Check File' field shows 'Data_Review_2025-25_199999_12.12.25.xlsx'. Both fields have 'Choose File' and 'Browse' buttons. An 'Upload' button is at the bottom right, with a red arrow pointing to it.

11) Within the Data Collection System, the status of each academic data year will progress through a set of stages such as the following:

- **NO DATA**
 - Screening questions not yet answered.
- **No Data**
 - Screening questions completed, but no data yet provided.
- **Has Data**
 - Data file has been uploaded, but no edit checks yet performed.
- **Edited**
 - Edit checks have been performed but errors are not yet resolved.
- **Pending Review**
 - Edit checks have been resolved, and the file is awaiting secondary QC review by RTI.
- **Locked**
 - Secondary QC checks (if any) have been resolved, and the data have been submitted by the keyholder. If there are no locking coordinators, the status will become Complete at this point.
- **Completed**
 - In cases where the institution has one or more locking coordinators, this status indicates that all locks have been applied by the keyholder and the locking coordinator(s).

- 12) An institution will have completed its ACTS reporting requirements when all of the Academic Years show either Locked, Complete, or Not Applicable. In addition, the Am I Done? Will indicate YES.

Am I done? [Yes](#)

All required surveys for the IPEDS 2025-26 winter collection for this institution are locked.
Please note that locking your data does not equal compliance. The data will be reviewed by NCES, and any inaccuracies will need to be addressed before your data are accepted.
The Reporting Map (if available) and Identification (campus) should be updated to start the Institutional Characteristics survey. Only keyholders can update the reporting map.
The Current Collection Survey Components are available after the Institutional Characteristics survey is completed.

C. Student-Level File Instructions and Codebook

Description: There will be a Microsoft Excel template file for each academic year for which data are required. The file will contain 9 tabs: a general instructions tab; four data entry tabs (one each for the undergraduate admissions cohort, undergraduate completions cohort, graduate admissions cohort, and the graduate completions cohort); and four codebook tabs (one for each data entry tab). The general instructions and the codebooks for each cohort (using the 2019-20 year as an exemplar) are shown below.

General Instructions

IPEDS Admissions and Consumer Transparency Supplement (ACTS) Template: Academic Year 2019-2020

Instructions for using this template

This template collects de-identified student-level data for the ACTS supplement. Each template file corresponds to undergraduate and graduate admissions and completions cohorts from the specified academic year. Your data must be provided following the formats in this template to read correctly into the aggregation program in the ACTS system. If you are unable to provide data for an entire cohort (tab) of this file, you must indicate this in the table below and provide the reason the data will not be provided. Please review these instructions and provide the requested data elements for each student in each of the four cohorts accordingly.

Cohort Definitions

There are four tabs in this file, each of which corresponds to a specific cohort. They are:
Undergraduate Admissions (UG_Adm tab): The group of individuals who fulfilled the institution's requirements to be considered for undergraduate admission (including payment or waiving of the application fee, 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, by October 15 of the academic year. Within this, there are data elements which will only apply to students who were admitted and other data elements which will only apply to students who enrolled as first-time, full-time, degree/certificate-seeking students. All students who applied during this Academic Year and ultimately enrolled should have responses in this file, whether they enrolled during this AY or deferred to a later AY. These data elements are not required for transfer students, part-time students, and other students who were not first-time, full-time, degree/certificate-seeking students.

Undergraduate Completions (UG_Comp tab): The group of individuals who were conferred a recognized undergraduate postsecondary degree/certificate during the 2019-20 Academic Year as defined by your institution and used for other IPEDS reporting, regardless of when they initially enrolled. Please note that all completers reported here should have received a degree or certificate reported on your Previous Year (PY) Institutional Characteristics (IC).

Graduate Admissions (GR_Adm tab): The group of individuals who fulfilled the institution's requirements to be considered for admission into a graduate program of study (including payment or waiving of the application fee, 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, by October 15 of the academic year. Within this, there are data elements which will only apply to students who were admitted and other data elements which will only apply to students who enrolled as full-time,

degree/certificate-seeking students. All students who applied during this Academic Year and ultimately enrolled should be included in this file, whether they enrolled during this AY or deferred to a later AY. These data elements are not required for transfer students, part-time students, and other students who were not full-time, degree/certificate-seeking students.

Graduate Completions (GR_Comp tab): The group of individuals who completed a degree/certificate-bearing graduate academic program and received an graduate degree or certificate during the 2019-20 Academic Year as defined by your institution and used for other IPEDS reporting, regardless of when they initially enrolled.

Indicate whether you are able to provide the data for the following cohorts for the 2019-2020 academic year.

If your institution cannot provide the data required (for example, if your institution did not enroll graduate students in this year), select "No" in the relevant row(s) below. If your response is "No", you MUST provide a reason.

Cohort	Able to provide?	If No, please explain:
Undergraduate Admissions (UGAdm19-20)	Yes	
Undergraduate Completions (UGComp19-20)	Yes	
Graduate Admissions (GRAdm19-20)	Yes	
Graduate Completions (GRComp19-20)	Yes	

Please provide additional information on other missing data

In the text box below, please provide information about data elements or student groups you are unable to provide, even if you did not select "No" to any of the cohorts above. For example, if your institution does not retain secondary school GPA data for undergraduate students who apply but are not admitted, please note that as specifically as possible.

Assigning Student ID values

The data provided in this template MUST be deidentified. Please DO NOT provide any Personally Identifiable Information (PII), such as Name, Institution Student ID, Social Security Number, locating information, etc.

Each tab contains a field for Student ID. Create your own anonymous student identifier numbers and maintain an internal document (crosswalk) that maps the ACTS Student ID to each student in your system. Keep the crosswalk for your records, but do not submit this crosswalk file in the ACTS tool or the IPEDS Data Collection System (DCS). The Student ID must meet the following requirements:

- Each Student ID number must be unique within this Academic Year file (i.e., the same ID

cannot appear twice in the same cohort OR twice across different cohorts in this file).

- Use numeric characters (0-9) only. No alphabetic or special characters allowed.
- Student ID numbers should be no longer than 10 digits.
- Student ID numbers cannot begin with zero (0).
- It is permissible for a student to have a different ID if they appear in different cohorts in different years (e.g., Admissions in one year and Completers in another). IDs are not used for linking an individual student across years.

Using the Codebook

Before adding data to the template, you will need to transform your data to align with the numeric codes described on the relevant Codebook tab. Each cohort tab has its own codebook; string (alphabetical or alpha-numeric) values and numeric values not listed in the codebook will not be accepted by the ACTS system. Consult the "Option Set" column in each codebook for the acceptable values.

While filling in the tab for each cohort, note that the valid options are viewable without flipping back and forth to the codebook tab. Hover your cursor over the name of each data element and the set of response options will appear in a note.

The codebook will also tell you which students should have a true value for each section and data element, and which students can be marked Not Applicable. All students should have a response for each data element, even if that response is Not Applicable (-3) or Unknown (-1). Any blank cells will be treated as errors and will result in the system requesting that you provide a value from the codebook.

If you need help

If you have questions or need further assistance, please contact the IPEDS Help Desk at ipedshelp@rti.org or 877-225-2568.

Undergraduate Admissions Codebook

ACTS Data Codebook: 2019-2020 Undergraduate Admissions

Include all first-time degree/certificate-seeking undergraduate applicants who fulfilled all requirements for consideration for Fall 2019 admission (including payment or waiving of the application fee, if any) 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).

- Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) should include all students who applied for enrollment 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.
- Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) should include all students who applied for enrollment if they would have been considered first-time degree/certificate-seeking undergraduate students any time during the period of August 1 through October 31.

INCLUDE applicants who applied for Fall 2019 admission but deferred enrollment to a later academic year.

DO NOT INCLUDE transfer-in students or any applicants who would not be considered first-time degree/certificate-seeking students if enrolled.

See the Cohort Definitions section on the Instructions tab for definitions for first-time and degree/certificate-seeking.

Reminders About Reporting Persons by Racial/Ethnic Category (1997 OMB)

This information is being collected in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and Sec. 421(a)(1) of the Carl D. Perkins Vocational Education Act. These instructions correspond with the Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, published in the Federal Register on October 19, 2007.

Method of collection: Institutions must collect race and ethnicity information using a 2-question format. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Institutions should allow students and staff to self-identify their race and ethnicity. For further details on the guidance for collecting these data, please see the full Federal Register notice.

Method of reporting aggregate data: Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens. Eligible noncitizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation. More information about other eligible (for financial aid purposes) non-citizens is available at <https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens>.

- Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

- Two or more races

In addition, the following categories may be used:

- U.S. Nonresident
- Race and ethnicity unknown

Racial/ethnic descriptions: Racial/ethnic designations as used in this survey do not denote scientific definitions of anthropological origins. The categories are:

- Hispanic or Latino- A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaska Native- A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
- Asian- A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American- A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander- A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Other descriptive categories

- U.S. Nonresident - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category. NOTE: Where applicable, U.S. Nonresidents are to be reported separately rather than included in any of the seven racial/ethnic categories.
- Race and ethnicity unknown - This category is used only if the person did not select EITHER a racial or ethnic designation.

Item	Data Element	Section	Valid Values	Applies to	Variable definition	Instructions
1	Student ID	ID	Unique numeric value	All first-time degree/certificate-seeking undergraduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	A unique numeric identifier value for each student in the data.	These data MUST be deidentified. Assign a unique numeric ID to each student and maintain a crosswalk in your documentation files. Do not submit the crosswalk. If you are submitting data for Graduate students, ensure that there are no duplicate values across the Undergraduate AND Graduate data. The Student ID must

						comply to the following requirements: •Each Student ID number must be unique within this Academic Year file (i.e., the same ID cannot appear twice in the same cohort OR twice across different cohorts in this file). •Use numeric characters (0-9) only. No alphabetic or special characters allowed. •Student ID numbers should be no longer than 10 digits. •Student ID numbers cannot begin with zero (0). •It is permissible for a student to have a different ID if they appear in the Admissions file for one year and Completions file for another year. IDs are not used for linking an individual student across years.
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2	Race/ethnicity	Demographics	1: U.S. Nonresident 2: Hispanic/Latino 3: American Indian or Alaska Native 4: Asian 5: Black or African American 6: Native Hawaiian or Other Pacific Islander 7: White 8: Two or more races -1: Race and ethnicity unknown	All first-time degree/certificate-seeking undergraduate applicants, where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	Racial/ethnic designations as used in this survey do not denote scientific definitions of anthropological origins. The categories are as follows: <u>U.S. Nonresident</u>: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category. NOTE: Where applicable, U.S. Nonresidents are to be reported separately rather than included in any of the seven racial/ethnic categories. <u>Hispanic/Latino</u>: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. <u>American Indian or Alaska Native</u> : A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. <u>Asian</u>: A person having origins in any of the	Enter a value from the list of valid values. Report Hispanic/Latino individuals of any race as Hispanic/Latino. Report race for non-Hispanic/Latino individuals only. Reminders About Reporting Persons by Racial/Ethnic Category (1997 OMB) This information is being collected in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and Sec. 421(a)(1) of the Carl D. Perkins Vocational Education Act. These instructions correspond with the Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, published in the Federal Register on October 19, 2007. Method of collection: Institutions must collect race and ethnicity information using a 2-question format. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian,
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				original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. <u>Black or African American:</u> A person having origins in any of the black racial groups of Africa <u>Native Hawaiian or Other Pacific Islander:</u> A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. <u>White:</u> A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. <u>Race and ethnicity unknown:</u> This category is used only if the person did not select EITHER a racial or ethnic designation.	Black or African American, Native Hawaiian or Other Pacific Islander, and White. Institutions should allow students and staff to self-identify their race and ethnicity. For further details on the guidance for collecting these data, please see the full Federal Register notice. Method of reporting aggregate data: Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens. Eligible noncitizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation. More information about other eligible (for financial aid purposes) non-citizens is available at https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens.
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						• Hispanic or Latino, regardless of race - For Non-Hispanic/Latino individuals: • American Indian or Alaska Native • Asian • Black or African American
3	Sex	Demographics	0: Male 1: Female	All first-time degree/certificate-seeking undergraduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	Student sex.	Enter a value from the list of valid values. All students must be allocated to male or female, even those whose sex is unknown. Institutions should not ask students that do not select a binary sex to allocate themselves to a binary sex; it is up to the institution to allocate unknown students into the binary categories throughout IPEDS where required. One method commonly used by institutions is to allocate these students to the binary categories using the proportion of male to female reported elsewhere.
4	Admission status	Admissions	0: Not Admitted	All first-time degree/certificate-	An indication of whether an applicant has been	Enter a value from the list of valid values.

			1: Admitted	seeking undergraduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	granted an official offer to enroll in a postsecondary institution.	
5	Admissions process used	Admissions	1: Early Action 2: Early Decision 3: Regular Admissions Process -1: Unknown -3: Not Applicable	Admitted students , where admitted students are first-time degree/certificate-seeking applicants that have been granted an official offer to enroll in a postsecondary institution.	Definitions of these processes are: Early Action: An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll (unlike early decision). Students may reply to the offer under the college's regular reply policy. Early Decision: A plan that allows students to apply and be notified of an admission decision (and financial aid offer, if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions	Enter a value from the list of valid values. If your institution has processes other than early action, early decision, and regular admissions (e.g., automatic admission to state institutions based on HS GPA), report any admissions process other than early action or early decision as regular admissions. Applicants who were not admitted should be assigned a -3 for not applicable.

					in response to such an application: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice. Regular Admissions Process: Any admissions process other than early action or early decision.	
6	Enrollment status	Admissions	0: Not Enrolled 1: Enrolled -3: Not Applicable	Admitted students , where admitted students are first-time degree/certificate-seeking applicants that have been granted an official offer to enroll in a postsecondary institution.	An indication of whether an admitted first-time degree/certificate-seeking applicant enrolled in the postsecondary institution.	Enter a value from the list of valid values. Enter -3 for applicants who were not admitted.
7	Full-time	Enrolled Students	0: Not full-time 1: Full-time -3: Not Applicable	All enrolled first-time degree/credential-seeking students (students where Enrollment Status = 1).	An indication of whether the student is full-time as of the Fall 2019 term . A full-time student is enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more clock hours a week each term.	Enter a value from the list of valid values. Enter -3 for applicants who were not admitted and admitted students who did not enroll.
8	Bachelor's or equivalent-seeking subcohort	Enrolled Students	0: No 1: Yes -3: Not Applicable	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time = 1).	Whether the student is part of the subcohort of enrolled first-time/full-time degree/credential-seeking students who were seeking a bachelor's or equivalent degree upon entry.	Enter a value from the list of valid values. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
9	SAT Math score	Secondary School Record	200-800 -1: Unknown/Not Submitted	All first-time degree/certificate-seeking undergraduate applicants , where an applicant is an individual	The applicant's score on the Math portion of the SAT, previously known as the Scholastic Aptitude Test, this is an examination used to	Enter a numeric value between 200 and 800. Enter -1 if the applicant did not submit an SAT Math score, or if your institution does not use

				who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	predict the facility with which an individual will progress in learning college-level academic subjects.	the SAT Math score in the admissions decision.
10	SAT Reading and Writing score	Secondary School Record	200-800 -1: Unknown/Not Submitted	All first-time degree/certificate-seeking undergraduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	The applicant's score on the Reading portion of the SAT, previously known as the Scholastic Aptitude Test, this is an examination used to predict the facility with which an individual will progress in learning college-level academic subjects.	Enter a numeric value between 200 and 800. Enter -1 if the applicant did not submit an SAT Reading score, or if your institution does not use the SAT Reading score in the admissions decision.
11	SAT overall score	Secondary School Record	400-1600 -1: Unknown/Not Submitted	All first-time degree/certificate-seeking undergraduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	The sum of the Math and Reading scores on the SAT, previously known as the Scholastic Aptitude Test, this is an examination used to predict the facility with which an individual will progress in learning college-level academic subjects.	Enter a numeric value between 400 and 1600. Enter -1 if the applicant did not submit an SAT Overall score, or if your institution does not use the SAT Overall score in the admissions decision.
12	ACT Math score	Secondary School Record	1-36 -1: Unknown/Not Submitted	All first-time degree/certificate-seeking undergraduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as	The applicant's score on the math section of the ACT, previously known as the American College Testing program, measures educational development and readiness to pursue college-level coursework in English, mathematics,	Enter a numeric value between 1 and 36. Enter -1 if the applicant did not submit an ACT Math score, or if your institution does not use the ACT Math score in the admissions decision.

				described in the cohort definition at the top of this tab.	natural science, and social studies. Student performance does not reflect innate ability and is influenced by a student's educational preparedness.	
13	ACT English score	Secondary School Record	1-36 -1: Unknown/Not Submitted	All first-time degree/certificate-seeking undergraduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	The applicant's score on the English section of the 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.	Enter a numeric value between 1 and 36. Enter -1 if the applicant did not submit an ACT English score, or if your institution does not use the ACT English score in the admissions decision.
14	ACT Composite score	Secondary School Record	1-36 -1: Unknown/Not Submitted	All first-time degree/certificate-seeking undergraduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	The applicant's composite score on the 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.	Enter a numeric value between 1 and 36. Enter -1 if the applicant did not submit an ACT Composite score, or if your institution does not use the ACT Composite score in the admissions decision.
15	Unweighted secondary	Secondary School	0.00-4.00 -1:	All first-time degree/certificate-	A student's grade point average on a standard	Enter a numeric value between 0.00 and 4.00.

	school GPA	Record	Unknown/Not Submitted	seeking undergraduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	4.0 scale, where A=4, B=3, C=2, D=1, and F=0, without giving extra grade points for difficult courses such as honors or Advanced Placement courses.	Enter -1 if the applicant did not submit a secondary school GPA, or if your institution does not use the secondary school GPA in the admissions decision.
16	Family Income	Family Characteristics	Numeric value, expressed in US Dollars (\$) OR -1: Unknown	All first-time degree/certificate-seeking undergraduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	The income that was used by your financial aid office to determine the student's Student Aid Index (SAI). For dependent students this will include the parents' adjusted gross income and the student's adjusted gross income. For independent students this will include the student's adjusted gross income. For unaided students, include family income if it is known from a different source.	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. Enter -1 if the student's family income is unknown.
17	Financial aid status	Family Characteristics	0: Unaided Student 1: Aided Student -1: Unknown -3: Not Applicable	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time = 1).	Whether a student receives any type of financial aid, defined as: Federal Work Study, grants, loans to students (government and/or private), assistantships, scholarships, fellowships, tuition waivers, tuition discounts, employer aid (tuition reimbursement) and other monies (other	Enter a value from the list of valid values. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants

					than from relatives/friends) provided to students to meet expenses. This excludes loans to parents.	who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
18	Pell grant eligibility	Family Characteristics	0: Not Eligible for Pell Grant program 1: Eligible for Pell Grant program -1: Unknown -3: Not Applicable	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time = 1).	Whether a student is eligible for the Pell Grant program, defined as: (Higher Education Act of 1965, Title IV, Part A, Subpart I, as amended.) Provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses.	Enter a value from the list of valid values. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
19	Parental college attainment	Family Characteristics	0: Parent(s) did not complete college 1: Parent(s) completed college -1: Unknown -3: Not Applicable	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time = 1).	Whether a student's parent(s) completed college. College refers to any type of education beyond high school or secondary school, including community college, university, career or trade school, and international universities. Include any type of postsecondary credential (e.g., diploma, certificate, or degree). This information is most commonly provided by the student while completing the FAFSA.	Enter a value from the list of valid values. Enter 0 if both parents did not complete college. Enter 1 if at least one parent completed college. Enter -1 if both parents are unknown OR if one parent did not complete college and the other parent is unknown. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
20	Unweighted cumulative GPA after first academic	First Year Academics	0.00-4.00 OR -1: Unknown -3: Not Applicable	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time	A student's grade point average on a standard 4.00 scale (where A=4, B=3, C=2, D=1, and F=0) without giving extra	Enter a numeric value between 0.00 and 4.00. Enter -1 Unknown if the data are not available after all reasonable

	year			= 1).	grade points for course difficulty, cumulative after the student's first academic year at the postsecondary institution.	efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
21	Remedial course taking	First Year Academics	0: No Remedial courses taken 1: One or more Remedial courses taken -1: Unknown -3: Not Applicable	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time = 1).	Whether a student took one or more remedial courses in the first term of their first year. A remedial course is defined as: A course of study designed to increase the ability of a student to pursue a course of study leading to a certificate or degree. Includes noncredit remedial courses, for which no credit is given toward a certificate or degree, and reduced credit remedial courses, for which reduced credit is given toward a certificate or degree. Includes English Language Learner (ELL) or English as a Second Language (ESL) courses for which no credit or reduced credit is given.	Enter a value from the list of valid values. Count only remedial courses taken in the first term of the student's first year. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
22	Continuing education course	First Year Academics	0: No Continuing Ed courses	All enrolled first-time degree/credential-seeking students who	Whether a student took one or more continuing education courses in the	Enter a value from the list of valid values. Count only continuing

	taking		taken 1: One or more Continuing Ed courses taken -1: Unknown -3: Not Applicable	are also full-time (students where Full-time = 1).	first term of their first year. A continuing education course is defined as: Any non-credit course that assists in the development and/or enhancement of knowledge and skills related to the student's current or future occupation.	education courses taken in the first term of the student's first year. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
23	Tuition and fees	Cost	Numeric value, expressed in US Dollars (\$) OR -3: Not Applicable	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time = 1).	The amount of tuition and required fees covering a full academic year charged to this student. These values may not be the same for all students at an institution. Required fees include all fixed sum charges that are required of such a large proportion of all students that the student who does not pay the charges is an exception.	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. If the specific tuition and fees value unique to a particular student is unknown, report the tuition and fees total reported to IPEDS on the Cost survey component. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
24	Amount of need-based institutional grant aid AWARDED	Financial Aid	Numeric value, expressed in US Dollars (\$) OR -1: Unknown -3: Not Applicable	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time = 1).	The amount of need-based institutional grant aid awarded to the student, defined as: Scholarships and fellowships granted and funded by the institution and/or individual departments within the institution, (i.e.,	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for

					instruction, research, public service) that may contribute indirectly to the enhancement of these programs. Includes scholarships targeted to certain individuals (e.g., based on state of residence, major field of study, athletic team participation) for which the institution designates the recipient. AND: Grants based on the financial need of the student, as determined by your financial aid office. Awarded aid may be different from the amount actually disbursed to students. For example, a student may be awarded grant or scholarship aid at the beginning of the academic year but then leave the institution before the entire amount is disbursed. In this case, institutions should report the original amount of grant or scholarship aid that was awarded.	this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
25	Amount of need-based institutional grant aid RECEIVED	Financial Aid	Numeric value, expressed in US Dollars (\$) OR -1: Unknown	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time = 1).	The amount of need-based institutional grant aid received by the student, defined as: Scholarships and	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number.

			-3: Not Applicable		fellowships granted and funded by the institution and/or individual departments within the institution, (i.e., instruction, research, public service) that may contribute indirectly to the enhancement of these programs. Includes scholarships targeted to certain individuals (e.g., based on state of residence, major field of study, athletic team participation) for which the institution designates the recipient. AND: Grants based on the financial need of the student, as determined by your financial aid office. Aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student. For example, a student may accept aid that was awarded by the institution but then leave the institution prior to the aid being disbursed. In this case, because the student accepted the aid, the aid would be reported to IPEDS, even though it	Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
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					was NOT actually disbursed to the student.	
26	Amount of non-need-based institutional grant aid AWARDED	Financial Aid	Numeric value, expressed in US Dollars (\$) OR -1: Unknown -3: Not Applicable	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time = 1).	The amount of institutional grant aid awarded to the student that were NOT based on the financial need of the student, as determined by your financial aid office. Institutional grants are defined as: Scholarships and fellowships granted and funded by the institution and/or individual departments within the institution, (i.e., instruction, research, public service) that may contribute indirectly to the enhancement of these programs. Includes scholarships targeted to certain individuals (e.g., based on state of residence, major field of study, athletic team participation) for which the institution designates the recipient. Awarded aid may be different from the amount actually disbursed to students. For example, a student may be awarded grant or scholarship aid at the beginning of the academic year but then leave the institution before the entire amount is disbursed. In this case,	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.

					institutions should report the original amount of grant or scholarship aid that was awarded.	
27	Amount of non-need-based institutional grant aid RECEIVED	Financial Aid	Numeric value, expressed in US Dollars (\$) OR -1: Unknown -3: Not Applicable	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time = 1).	The amount of institutional grant aid received by the student that were NOT based on the financial need of the student, as determined by your financial aid office. Institutional grants are defined as: Scholarships and fellowships granted and funded by the institution and/or individual departments within the institution, (i.e., instruction, research, public service) that may contribute indirectly to the enhancement of these programs. Includes scholarships targeted to certain individuals (e.g., based on state of residence, major field of study, athletic team participation) for which the institution designates the recipient. Aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student. For example, a student may accept aid that was awarded by the	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.

					institution but then leave the institution prior to the aid being disbursed. In this case, because the student accepted the aid, the aid would be reported to IPEDS, even though it was NOT actually disbursed to the student.	
28	Amount of local, state, or federal grant aid AWARDED	Financial Aid	Numeric value, expressed in US Dollars (\$) OR -1 Unknown -3: Not Applicable	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time = 1).	The sum of state and local grants and federal grants awarded to the student. State and local grants are defined as: Grant monies provided by the state such as Leveraging Educational Assistance Partnerships (LEAP) program (formerly State Student Incentive Grant program or SSIG); merit scholarships provided by the state; and tuition and fee waivers for which the institution was reimbursed by a state agency. Local government grants include scholarships or gift-aid awarded directly to the student. Federal grants are defined as: Grants provided by federal agencies such as the U.S. Department of Education, including Title IV Pell Grants and Supplemental Educational Opportunity Grants (SEOG). Also	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.

					includes need-based and merit-based educational assistance funds and training vouchers provided from other federal agencies and/or federally sponsored educational benefits programs. Awarded aid may be different from the amount actually disbursed to students. For example, a student may be awarded grant or scholarship aid at the beginning of the academic year but then leave the institution before the entire amount is disbursed. In this case, institutions should report the original amount of grant or scholarship aid that was awarded.	
29	Amount of local, state, or federal grant aid RECEIVED	Financial Aid	Numeric value, expressed in US Dollars (\$) OR -1: Unknown -3: Not Applicable	All enrolled first-time degree/credential-seeking students who are also full-time (students where Full-time = 1).	The sum of state and local grants and federal grants received by the student. State and local grants are defined as: Grant monies provided by the state such as Leveraging Educational Assistance Partnerships (LEAP) program (formerly State Student Incentive Grant program or SSIG); merit scholarships provided by the state; and tuition and fee waivers for which the institution was	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants who were not admitted,

					reimbursed by a state agency. Local government grants include scholarships or gift-aid awarded directly to the student. Federal grants are defined as: Grants provided by federal agencies such as the U.S. Department of Education, including Title IV Pell Grants and Supplemental Educational Opportunity Grants (SEOG). Also includes need-based and merit-based educational assistance funds and training vouchers provided from other federal agencies and/or federally sponsored educational benefits programs. Aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student. For example, a student may accept aid that was awarded by the institution but then leave the institution prior to the aid being disbursed. In this case, because the student accepted the aid, the aid would be reported to IPEDS, even though it	admitted students who did not enroll, and enrolled students who are not full-time.
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					was NOT actually disbursed to the student.	
30	Completion Date	Bachelor's Degree Completers	Date value, divided into three fields: Month (MM) Day (DD) Year (YYYY) OR -3: Not Applicable	Bachelor's or equivalent degree-seeking subcohort , which is defined as the cohort of students who were seeking a bachelor's or equivalent degree upon entry (students where Bachelor's or equivalent-seeking subcohort = 1).	Date on which the Bachelor's degree was conferred.	Enter a date across the three fields: MM, DD, and YYYY. Enter a value of -3 for Not Applicable in each of the three fields for (1) any students not in the bachelor's or equivalent degree-seeking subcohort OR (2) for students in the bachelor's or equivalent degree-seeking subcohort who did not complete.
31	Completed within 100% of normal time	Bachelor's Degree Completers	0: Did not complete within 100% of normal time to completion 1: Completed within 100% of normal time to completion -1: Unknown -3: Not Applicable -5: Eligible Exclusion	Bachelor's or equivalent degree-seeking subcohort , which is defined as the cohort of students who were seeking a bachelor's or equivalent degree upon entry (students where Bachelor's or equivalent-seeking subcohort = 1).	Students who completed their program within 100% of the normal (or expected) time for completion. Normal time to completion is the amount of time necessary to complete all requirements for a program according to the institution's catalog. Eligible exclusions are students who do not complete and who fall into one of the following categories: • Students who died or became totally and permanently disabled • Students who left school to serve in the armed forces (or have been called up to active duty) • Students who left school to serve with a	Enter a value from the list of valid values. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for any students not in the bachelor's or equivalent degree-seeking subcohort. Enter -5 for students in the bachelor's or equivalent degree-seeking subcohort who meet one of the eligible exclusion criteria.

					foreign aid service of the Federal Government •Students who left school to serve on an official church mission	
32	Completed within 150% of normal time	Bachelor's Degree Completers	0: Did not complete within 150% of normal time to completion 1: Completed within 150% of normal time to completion -1: Unknown -3: Not Applicable -5: Eligible Exclusion	Bachelor's or equivalent degree-seeking subcohort , which is defined as the cohort of students how were seeking a bachelor's or equivalent degree upon entry (students where Bachelor's or equivalent-seeking subcohort = 1).	Students who completed their program within 150% of the normal (or expected) time for completion. Normal time to completion is the amount of time necessary to complete all requirements for a program according to the institution's catalog. Eligible exclusions are students who do not complete and who fall into one of the following categories: • Students who died or became totally and permanently disabled • Students who left school to serve in the armed forces (or have been called up to active duty) • Students who left school to serve with a foreign aid service of the Federal Government •Students who left school to serve on an official church mission	Enter a value from the list of valid values. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for any students not in the bachelor's or equivalent degree-seeking subcohort. Enter -5 for students in the bachelor's or equivalent degree-seeking subcohort who meet one of the eligible exclusion criteria.

Undergraduate Completers Codebook

ACTS Data Codebook: 2019-2020 Undergraduate Completers

Include all individuals who were conferred a recognized undergraduate postsecondary degree/certificate during the 2019-20 Academic Year as defined by your institution and used for other IPEDS reporting, regardless of when they initially enrolled.

Item	Data Element	Section	Valid Values	Applies to	Variable definition	Instructions
1	Student ID	ID	Numeric value	All undergraduate completers , where a completer is an individual who was conferred a recognized undergraduate postsecondary degree/certificate during the 2019-20 Academic Year as defined by your institution and used for other IPEDS reporting, regardless of when they initially enrolled.	A unique numeric identifier value for each student in the data.	These data MUST be deidentified. Assign a unique numeric ID to each student and maintain a crosswalk in your documentation files. Do not submit the crosswalk. If you are submitting data for Graduate students, ensure that there are no duplicate values across the Undergraduate AND Graduate data. The Student ID must comply to the following requirements: •Each Student ID number must be unique within this Academic Year file (i.e., the same ID cannot appear twice in the same cohort OR twice across different cohorts in this file). •Use numeric characters (0-9) only. No alphabetic or special characters allowed. •Student ID numbers should be no longer than 10 digits. •Student ID numbers cannot begin with zero (0). •It is permissible for a student to have a different ID if they appear in the Admissions file for one year and Completions file for another year. IDs are not used for linking an

						individual student across years.
2	Race/ethnicity	Demographics	1: U.S. Nonresident 2: Hispanic/Latino 3: American Indian or Alaska Native 4: Asian 5: Black or African American 6: Native Hawaiian or Other Pacific Islander 7: White 8: Two or more races -1: Race and ethnicity unknown	All undergraduate completers , where a completer is an individual who was conferred a recognized undergraduate postsecondary degree/certificate during the 2019-20 Academic Year as defined by your institution and used for other IPEDS reporting, regardless of when they initially enrolled.	Racial/ethnic designations as used in this survey do not denote scientific definitions of anthropological origins. The categories are as follows: <u>U.S. Nonresident</u> : A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category. NOTE: Where applicable, U.S. Nonresidents are to be reported separately rather than included in any of the seven racial/ethnic categories.	Enter a value from the list of valid values. Report Hispanic/Latino individuals of any race as Hispanic/Latino. Report race for non-Hispanic/Latino individuals only. Reminders About Reporting Persons by Racial/Ethnic Category (1997 OMB) This information is being collected in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and Sec. 421(a)(1) of the Carl D. Perkins Vocational Education Act. These instructions correspond with the Final Guidance on Maintaining, Collecting, and

					<u>Hispanic/Latino</u>: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. <u>American Indian or Alaska Native</u>: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. <u>Asian</u>: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. <u>Black or African American</u>: A person having origins in any of the black racial groups of Africa <u>Native Hawaiian or Other Pacific Islander</u>: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. <u>White</u>: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. <u>Race and ethnicity unknown</u>: This category is used only if the person did not select EITHER a racial or ethnic designation.	Reporting Racial and Ethnic Data to the U.S. Department of Education, published in the Federal Register on October 19, 2007. Method of collection: Institutions must collect race and ethnicity information using a 2-question format. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Institutions should allow students and staff to self-identify their race and ethnicity. For further details on the guidance for collecting these data, please see the full Federal Register notice. Method of reporting aggregate data: Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens. Eligible noncitizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not
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						on an F-1 non-immigrant student visa at the time of high school graduation. More information about other eligible (for financial aid purposes) non-citizens is available at https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens. • Hispanic or Latino, regardless of race For Non-Hispanic/Latino individuals:
3	Sex	Demographics	0: Male 1: Female	All undergraduate completers, where a completer is an individual who was conferred a recognized undergraduate postsecondary degree/certificate during the 2019-20 Academic Year as defined by your institution and used for other IPEDS reporting, regardless of when they initially enrolled.	Student sex.	Enter a value from the list of valid values. All students must be allocated to male or female, even those whose sex is unknown. Institutions should not ask students that do not select a binary sex to allocate themselves to a binary sex; it is up to the institution to allocate unknown students into the binary categories throughout IPEDS where required. One method commonly used by institutions is to allocate these students to the binary categories using the proportion of male to female reported elsewhere.

4	Unweighted cumulative GPA	Degree Completers	0.00-4.00 -1: Unknown	All undergraduate completers , where a completer is an individual who was conferred a recognized undergraduate postsecondary degree/certificate during the 2019-20 Academic Year as defined by your institution and used for other IPEDS reporting, regardless of when they initially enrolled.	A student's grade point average on a standard 4.00 scale (where A=4, B=3, C=2, D=1, and F=0) without giving extra grade points for course difficulty, cumulative for all courses taken throughout a student's degree or certificate program.	Enter a numeric value between 0.00 and 4.00. Enter -1 if the GPA is unknown.
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Graduate Admissions Codebook

ACTS Data Codebook: 2019-2020 Graduate Admissions

Include all degree/certificate-seeking graduate applicants who fulfilled all requirements for consideration for Fall 2019 admission into a graduate program of study (including payment or waiving of the application fee, if any) 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).

- Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) should include all students who applied for enrollment if they would have been considered degree/certificate-seeking graduate 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) should include all students who applied for enrollment if they would have been considered degree/certificate-seeking graduate students any time during the period of August 1 through October 31.

INCLUDE applicants who applied for Fall 2019 admission but deferred enrollment to a later academic year.

DO NOT INCLUDE transfer-in students or any applicants who would not be considered degree/certificate-seeking graduate students if enrolled.

See the Cohort Definitions section on the Instructions tab for the definition of degree/certificate-seeking.

Item	Data Element	Section	Valid Values	Applies to	Variable definition	Instructions
1	Student ID	ID	Numeric value	All degree/certificate-seeking graduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	A unique numeric identifier value for each student in the data.	These data MUST be deidentified. Assign a unique numeric ID to each student and maintain a crosswalk in your documentation files. Do not submit the crosswalk. If you are submitting data for Graduate students, ensure that there are no duplicate values across the Undergraduate AND Graduate data. The Student ID must comply to the following requirements: • Each Student ID number must be unique within this Academic Year file (i.e., the same ID cannot appear twice in the same cohort OR twice across different cohorts in this file). • Use numeric

						characters (0-9) only. No alphabetic or special characters allowed. •Student ID numbers should be no longer than 10 digits. •Student ID numbers cannot begin with zero (0). •It is permissible for a student to have a different ID if they appear in the Admissions file for one year and Completions file for another year. IDs are not used for linking an individual student across years.
2	Race/ethnicity	Demographics	1: U.S. Nonresident 2: Hispanic/Latino 3: American Indian or Alaska Native 4: Asian 5: Black or African American 6: Native Hawaiian or Other Pacific Islander 7: White 8: Two or more races -1: Race and ethnicity unknown	All degree/certificate-seeking graduate applicants, where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	Racial/ethnic designations as used in this survey do not denote scientific definitions of anthropological origins. The categories are as follows: <u>U.S. Nonresident:</u> A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category. NOTE: Where applicable, U.S. Nonresidents are to be	Enter a value from the list of valid values. Report Hispanic/Latino individuals of any race as Hispanic/Latino. Report race for non-Hispanic/Latino individuals only. Reminders About Reporting Persons by Racial/Ethnic Category (1997 OMB) This information is being collected in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and Sec. 421(a)(1) of the Carl D. Perkins Vocational Education Act. These

					reported separately rather than included in any of the seven racial/ethnic categories. <u>Hispanic/Latino:</u> A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. <u>American Indian or Alaska Native :</u> A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. <u>Asian:</u> A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. <u>Black or African American:</u> A person having origins in any of the black racial groups of Africa <u>Native Hawaiian or Other Pacific Islander:</u> A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	instructions correspond with the Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, published in the Federal Register on October 19, 2007. Method of collection: Institutions must collect race and ethnicity information using a 2-question format. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Institutions should allow students and staff to self-identify their race and ethnicity. For further details on the guidance for collecting these data, please see the full Federal Register notice. Method of reporting aggregate data: Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are
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					<u>White:</u> A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. <u>Race and ethnicity unknown:</u> This category is used only if the person did not select EITHER a racial or ethnic designation.	requested only for United States citizens, residents, and other eligible non-citizens. Eligible noncitizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation. More information about other eligible (for financial aid purposes) non-citizens is available at https://studentaid.gov/understand-aid/eligibility/re
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3	Sex	Demographics	0: Male 1: Female	All degree/certificate-seeking graduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	Student sex.	Enter a value from the list of valid values. All students must be allocated to male or female, even those whose sex is unknown. Institutions should not ask students that do not select a binary sex to allocate themselves to a binary sex; it is up to the institution to allocate unknown students into the binary categories throughout IPEDS where required. One method commonly used by institutions is to allocate these students to the binary categories using the proportion of male to female reported elsewhere.
4	Admission status	Admissions	0: Not Admitted 1: Admitted	All degree/certificate-seeking graduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	An indication of whether an applicant has been granted an official offer to enroll in a postsecondary institution.	Enter a value from the list of valid values.
5	Enrollment status	Admissions	0: Not Enrolled 1: Enrolled -3: Not Applicable	Admitted students , where admitted students are graduate degree/certificate-seeking applicants that have been granted an official offer to enroll in a postsecondary institution.	An indication of whether an admitted student enrolled in the postsecondary institution.	Enter a value from the list of valid values. Enter -3 for applicants who were not admitted.

6	Full-time	Enrolled Students	0: Not Full-time 1: Full-time -3: Not Applicable	All enrolled graduate degree/certificate-seeking students (students where Enrollment Status = 1).	An indication of whether the student is full-time as of the Fall 2019 term. A full-time graduate student is 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. For Doctor's degree - Professional practice programs: as defined by the institution.	Enter a value from the list of valid values. Enter -3 for applicants who were not admitted and admitted students who did not enroll.
7	Degree/certificate program	Enrolled Students	6: Postbaccalaureate certificate 7: Master's degree 8: Post-Master's certificate 17: Doctor's degree - research/scholarship 18: Doctor's degree - professional practice 19: Doctor's degree - other -1: Unknown -3: Not Applicable	All degree/certificate-seeking graduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	The graduate degree or certificate program in which the student was enrolled upon entry.	Enter a value from the list of valid values. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. If students applied for more than one graduate program, enter the highest degree program (e.g. a student who applied for a JD program and an MBA program should be reported based on the JD, since a JD is a higher-level credential than an MBA). If the student applied for a dual degree program in which both degrees are the same level (such as a dual MD/PhD or dual

						MA/MBA), select the student's primary degree program.
8	Field of Study CIP (4-digit)	Enrolled Students	4-digit CIP Code (##.##) OR -1: Unknown -3: Not Applicable	All degree/certificate-seeking graduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab.	The Classification of Instructional Programs (CIP) is a taxonomic coding scheme for secondary and postsecondary instructional programs. It is intended to facilitate the organization, collection, and reporting of program data using classifications that capture the majority of reportable data. The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases.	Enter a value from the list of valid values. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. If students applied for more than one graduate program, enter the highest degree program (e.g. a student who applied for a JD program and an MBA program should be reported based on the JD, since a JD is a higher-level credential than an MBA). If the student applied for a dual degree program in which both degrees are the same level (such as a dual MD/PhD or dual MA/MBA), select the student's primary degree program.
9	GRE score	Entrance Exams	260-340 OR -1: Unknown/Not Submitted	All degree/certificate-seeking graduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort	The GRE, or Graduate Record Examination, is a standardized exam measuring qualifications and preparedness for graduate-level academic work.	Enter a numeric value between 260 and 340. If the applicant did not submit a GRE score, or if your institution does not use the GRE score in the admissions decision, enter a -1.

				definition at the top of this tab.		
10	LSAT score	Entrance Exams	120-180 OR -1: Unknown/Not Submitted -3: Not Applicable	All degree/certificate-seeking graduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab and who applied for a program in the following field of study: Law (CIP Code: 22.xx)	The LSAT, or Law School Admission Test, is a standardized exam measuring the critical reasoning, reading comprehension, and persuasive writing skills needed for law school.	Enter a numeric value between 120 and 180. If a student did not apply for a Law program (CIP Code: 22.xx), assign a -3 for not applicable. If a student applied for a Law program, but LSAT score is unknown/not submitted, or if your institution does not use the LSAT score in the admissions decision, assign a -1.
11	MCAT score	Entrance Exams	472-528 OR -1: Unknown/Not Submitted -3: Not Applicable	All degree/certificate-seeking graduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of this tab and who applied for a program in the following field of study: Health (CIP Code: 51.xx)	The MCAT, or Medical College Admission Test, is a standardized exam measuring knowledge of natural and social science concepts and critical thinking and scientific problem-solving skills needed for medical school.	Enter a numeric value between 472 and 528. If a student did not apply for a Health program (CIP Code: 51.xx), assign a -3 for not applicable. If a student applied for a Health program, but MCAT score is unknown/not submitted, or if your institution does not use the MCAT score in the admissions decision, assign a -1.
12	Family Income	Family Characteristics	Numeric value, expressed in US Dollars (\$) OR -1: Unknown	All degree/certificate-seeking graduate applicants , where an applicant is an individual who has fulfilled the institution's requirements to be considered for Fall 2019 admission as described in the cohort definition at the top of	The income that was used by your financial aid office to determine the student's Student Aid Index (SAI). For dependent students this will include the parents' adjusted gross income and the student's adjusted gross income.	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. Enter -1 if the student's family income is unknown.

				this tab.	For independent students this will include the student's adjusted gross income. For unaided students, include family income if it is known from a different source.	
13	Financial aid status	Family Characteristics	0: Unaided Student 1: Aided Student -1: Unknown -3: Not Applicable	All enrolled degree/certificate-seeking graduate students who are also full-time (students where Full-time = 1).	Whether or not a student receives any sort of financial aid, defined as: Federal Work Study, grants, loans to students (government and/or private), assistantships, scholarships, fellowships, tuition waivers, tuition discounts, employer aid (tuition reimbursement) and other monies (other than from relatives/friends) provided to students to meet expenses. This excludes loans to parents.	Enter a value from the list of valid values. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
14	Unweighted cumulative GPA after first academic year	First Year Academics	0.00-4.00 OR -1: Unknown -3: Not Applicable	All enrolled degree/certificate-seeking graduate students who are also full-time (students where Full-time = 1).	A student's grade point average on a standard 4.0 scale (where A=4, B=3, C=2, D=1, and F=0) without giving extra grade points for course difficulty, cumulative after the student's first academic year at the postsecondary institution.	Enter a numeric value between 0.00 and 4.00. Enter -1 if the GPA is unknown. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants

						who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
15	Tuition and fees	Cost	Numeric value, expressed in US Dollars (\$) OR -3: Not Applicable	All enrolled degree/certificate-seeking graduate students who are also full-time (students where Full-time = 1).	The amount of tuition and required fees covering a full academic year charged to this student. These values may not be the same for all students at an institution. Required fees include all fixed sum charges that are required of such a large proportion of all students that the student who does not pay the charges is an exception.	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. If the specific tuition and fees value unique to a particular student is unknown, report the tuition and fees total reported to IPEDS on the Cost survey component. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.
16	Amount of institutional grant aid AWARDED	Financial Aid	Numeric value, expressed in US Dollars (\$) OR -1: Unknown -3: Not Applicable	All enrolled degree/certificate-seeking graduate students who are also full-time (students where Full-time = 1).	Scholarships and fellowships granted and funded by the institution and/or individual departments within the institution, (i.e., instruction, research, public service) that may contribute indirectly to the enhancement of these programs. Includes scholarships targeted to certain individuals (e.g., based on state of residence, major field of study, athletic team participation) for which the institution designates the recipient.	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants who were not admitted, admitted students who

					Awarded aid may be different from the amount actually disbursed to students. For example, a student may be awarded grant or scholarship aid at the beginning of the academic year but then leave the institution before the entire amount is disbursed. In this case, institutions should report the original amount of grant or scholarship aid that was awarded.	did not enroll, and enrolled students who are not full-time.
17	Amount of institutional grant aid RECEIVED	Financial Aid	Numeric value, expressed in US Dollars (\$) OR -1: Unknown -3: Not Applicable	All enrolled degree/certificate-seeking graduate students who are also full-time (students where Full-time = 1).	Scholarships and fellowships granted and funded by the institution and/or individual departments within the institution, (i.e., instruction, research, public service) that may contribute indirectly to the enhancement of these programs. Includes scholarships targeted to certain individuals (e.g., based on state of residence, major field of study, athletic team participation) for which the institution designates the recipient. Aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.

					For example, a student may accept aid that was awarded by the institution but then leave the institution prior to the aid being disbursed. In this case, because the student accepted the aid, the aid would be reported to IPEDS, even though it was NOT actually disbursed to the student.	
18	Amount of local, state, or federal grant aid AWARDED	Financial Aid	Numeric value, expressed in US Dollars (\$) OR -1: Unknown -3: Not Applicable	All enrolled degree/certificate-seeking graduate students who are also full-time (students where Full-time = 1).	Grant monies provided by the state such as Leveraging Educational Assistance Partnerships (LEAP) program (formerly State Student Incentive Grant program or SSIG); merit scholarships provided by the state; and tuition and fee waivers for which the institution was reimbursed by a state agency. Local government grants include scholarships or gift-aid awarded directly to the student. (Used for reporting for private for-profit institutions on the Finance component) Awarded aid may be different from the amount actually disbursed to students. For example, a student may be awarded grant or scholarship aid at the beginning of the academic year but then leave the institution	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.

					before the entire amount is disbursed. In this case, institutions should report the original amount of grant or scholarship aid that was awarded.	
19	Amount of local, state, or federal grant aid RECEIVED	Financial Aid	Numeric value, expressed in US Dollars (\$) OR -1: Unknown -3: Not Applicable	All enrolled degree/certificate-seeking graduate students who are also full-time (students where Full-time = 1).	Grant monies provided by the state such as Leveraging Educational Assistance Partnerships (LEAP) program (formerly State Student Incentive Grant program or SSIG); merit scholarships provided by the state; and tuition and fee waivers for which the institution was reimbursed by a state agency. Local government grants include scholarships or gift-aid awarded directly to the student. (Used for reporting for private for-profit institutions on the Finance component) Aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student. For example, a student may accept aid that was awarded by the institution but then leave the institution prior to the aid being disbursed. In this case, because the student accepted the aid, the aid would be reported	Enter a numeric value with no decimals, commas, or dollar signs. Round values with decimals to the nearest whole number. Enter -1 Unknown if the data are not available after all reasonable efforts have been made to obtain and report it for this student. If you have students with -1 for this item, provide an explanation on the Instructions tab. Enter -3 for applicants who were not admitted, admitted students who did not enroll, and enrolled students who are not full-time.

					to IPEDS, even though it was NOT actually disbursed to the student.	
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Graduate Completers Codebook

ACTS Data Codebook: 2019-2020 Graduate Completers

Include all individuals who completed a degree/certificate-bearing graduate academic program and received a graduate degree or certificate during the 2019-20 Academic Year as defined by your institution and used for other IPEDS reporting, regardless of when they initially enrolled.

Item	Data Element	Section	Valid Values	Applies to	Variable definition	Instructions
1	Student ID	ID	Numeric value	All graduate completers , where a completer is an individual who was conferred a recognized graduate postsecondary degree/certificate during the 2019-20 Academic Year as defined by your institution and used for other IPEDS reporting, regardless of when they initially enrolled.	A unique numeric identifier value for each student in the data.	These data MUST be deidentified. Assign a unique numeric ID to each student and maintain a crosswalk in your documentation files. Do not submit the crosswalk. If you are submitting data for Graduate students, ensure that there are no duplicate values across the Undergraduate AND Graduate data. The Student ID must comply to the following requirements: •Each Student ID number must be unique within this Academic Year file (i.e., the same ID cannot appear twice in the same cohort OR twice across different cohorts in this file). •Use numeric characters (0-9) only. No alphabetic or special characters allowed. •Student ID numbers should be no longer than 10 digits. •Student ID numbers cannot begin with zero (0). •It is permissible for a student to have a different ID if they appear in the

						Admissions file for one year and Completions file for another year. IDs are not used for linking an individual student across years.
2	Race/ethnicity	Demographics	1: U.S. Nonresident 2: Hispanic/Latino 3: American Indian or Alaska Native 4: Asian 5: Black or African American 6: Native Hawaiian or Other Pacific Islander 7: White 8: Two or more races	All graduate completers , where a completer is an individual who was conferred a recognized graduate postsecondary degree/certificate during the 2019-20 Academic Year as defined by your institution and used for other IPEDS reporting, regardless of when they initially enrolled.	Racial/ethnic designations as used in this survey do not denote scientific definitions of anthropological origins. The categories are as follows: <u>U.S. Nonresident</u> : A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category. NOTE: Where applicable, U.S. Nonresidents are to be reported separately rather than included in any of the	Enter a value from the list of valid values. Report Hispanic/Latino individuals of any race as Hispanic/Latino. Report race for non-Hispanic/Latino individuals only. Reminders About Reporting Persons by Racial/Ethnic Category (1997 OMB) This information is being collected in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and Sec. 421(a)(1) of the Carl D. Perkins Vocational Education Act. These instructions

			-1: Race and ethnicity unknown		seven racial/ethnic categories. <u>Hispanic/Latino:</u> A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. <u>American Indian or Alaska Native :</u> A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. <u>Asian:</u> A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. <u>Black or African American:</u> A person having origins in any of the black racial groups of Africa <u>Native Hawaiian or Other Pacific Islander:</u> A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. <u>White:</u> A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. <u>Race and ethnicity unknown:</u> This category is	correspond with the Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, published in the Federal Register on October 19, 2007. Method of collection: Institutions must collect race and ethnicity information using a 2-question format. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Institutions should allow students and staff to self-identify their race and ethnicity. For further details on the guidance for collecting these data, please see the full Federal Register notice. Method of reporting aggregate data: Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens. Eligible noncitizens include
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					used only if the person did not select EITHER a racial or ethnic designation.	all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation. More information about other eligible (for financial aid purposes) non-citizens is available at https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens . • Hispanic or Latino, regardless of race For Non-Hispanic/Latino
3	Sex	Demographics	0: Male 1: Female	All graduate completers , where a completer is an individual who was conferred a recognized graduate postsecondary degree/certificate during the	Student sex.	Enter a value from the list of valid values. All students must be allocated to male or female, even those whose sex is unknown. Institutions should

				2019-20 Academic Year as defined by your institution and used for other IPEDS reporting, regardless of when they initially enrolled.		not ask students that do not select a binary sex to allocate themselves to a binary sex; it is up to the institution to allocate unknown students into the binary categories throughout IPEDS where required. One method commonly used by institutions is to allocate these students to the binary categories using the proportion of male to female reported elsewhere.
4	Cumulative GPA	Degree Completers	0.00-4.00 -1: Unknown	All graduate completers, where a completer is an individual who was conferred a recognized graduate postsecondary degree/certificate during the 2019-20 Academic Year as defined by your institution and used for other IPEDS reporting, regardless of when they initially enrolled.	A student's grade point average on a standard 4.0 scale (where A=4, B=3, C=2, D=1, and F=0) without giving extra grade points for course difficulty, cumulative for all courses taken throughout a student's degree or certificate program.	Enter a numeric value between 0.00 and 4.00 or a -1 if the GPA is unknown.

D. Data Review Report

Description: A “first look” data review report will be available after institutions submit a file that successfully completes processing. The report will list one-way frequencies for each data element provided as well as some high-level tabulations. This will provide institutions with a “gut check” that their data processed and calculated correctly.

Sample tabulation from Data Review Report:

[year]	Male			Female			Total		
[race_eth]	Applica nts	Admitt ed	Enroll ed	Applica nts	Admitt ed	Enrolle d	Applican ts	Admitte d	Enrolle d
Overall									
U.S. Nonresident									
Hispanic/Latino									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White									
Two or more races									
Race and ethnicity unknown									

E. Aggregate Data File

Description: The aggregate data file will be available after institutions submit a student-level file that is successfully processed. It will include all data provided by institutions on the student-level file but will be aggregated so that individual students cannot be identified. There will be one .csv file for each academic year. Institutions will download this file from the ACTS Aggregator Tool and return to the IPEDS DCS to proceed with the next submission steps.

Below is a sample section of what the aggregate data file will look like. It will have additional rows for each race/ethnicity-sex pair at the undergraduate and graduate levels for each disaggregation variable and additional columns for each count or average.

Sample section of the aggregate data file:

Year	Undergraduate/Graduate	Sex	Race/Ethnicity	Subgroup variable	Subgroup value	Count Applied	Count Admitted	Count Enrolled
2025-26	Undergraduate	Male	Overall	National household income	quintile 1	#	#	#
2025-26	Undergraduate	Male	Overall	National household income	quintile 2	#	#	#
2025-26	Undergraduate	Male	Overall	National household income	quintile 3	#	#	#
2025-26	Undergraduate	Male	Overall	National household income	quintile 4	#	#	#
2025-26	Undergraduate	Male	Overall	National household income	quintile 5	#	#	#
2025-26	Undergraduate	Male	Overall	National household income	unknown	#	#	#
2025-26	Undergraduate	Male	US Nonresident	National household income	quintile 1	#	#	#
2025-26	Undergraduate	Male	US Nonresident	National household income	quintile 2	#	#	#
2025-26	Undergraduate	Male	US Nonresident	National household income	quintile 3	#	#	#
2025-26	Undergraduate	Male	US Nonresident	National household income	quintile 4	#	#	#
2025-26	Undergraduate	Male	US Nonresident	National household income	quintile 5	#	#	#
2025-26	Undergraduate	Male	US Nonresident	National household income	unknown	#	#	#
2025-26	Undergraduate	Male	Hispanic/Latino	National household income	quintile 1	#	#	#
2025-26	Undergraduate	Male	Hispanic/Latino	National household income	quintile 2	#	#	#
2025-26	Undergraduate	Male	Hispanic/Latino	National household income	quintile 3	#	#	#
2025-26	Undergraduate	Male	Hispanic/Latino	National household income	quintile 4	#	#	#

2025-26	Undergraduate	Male	Hispanic/Latino	National household income	quintile 5	#	#	#
2025-26	Undergraduate	Male	Hispanic/Latino	National household income	unknown	#	#	#

F. Sample Error Report

Description: After an institution submits the aggregate files to the IPEDS DCS, RTI will carry out further validation and data quality checks, similar to the current practice for all IPEDS survey components. Data inconsistencies, outliers, or large amounts of missing data may require further explanation. After data are checked, an error report will become available in the IPEDS DCS for institutions to review. The error report will contain comment boxes for institutions to provide further explanation for each data anomaly indicated.

G. ACTS FAQs

General

1) How were institutions selected to complete the ACTS survey component?

Institutional eligibility for the ACTS component was informed by President Donald J. Trump's Presidential Memorandum on August 7, 2025 entitled "Ensuring Transparency in Higher Education Admissions," available at <https://www.whitehouse.gov/presidential-actions/2025/08/ensuring-transparency-in-higher-education-admissions/> as well as Secretary Linda McMahon's subsequent directive to NCES to initiate a series of changes to IPEDS during the 2025-26 school year.

Consistent with the purposes outlined in those memoranda, only 4-year public, private for-profit, and private not-for-profit institutions that primarily award bachelor's degrees or above (inclusive of institutions that award graduate level degrees only) are potentially eligible to complete the ACTS component. Eligible institutions may be exempted from completing ACTS in a survey year if they (1) did not award non-need-based aid and (2) were open admission or admitted 100 percent of applicants in that year.

2) What should I do if I do not have the data for a whole cohort of students in a particular academic year?

Because the majority of the data elements needed to complete the ACTS survey component are also necessary to complete other IPEDS surveys (e.g., Admissions, Cost, Completions, Fall Enrollment, Graduation Rates), NCES expects missing data rates to be low.

Each student-level data collection file, for each cohort year, will allow respondents to indicate that the data for a particular cohort in a particular year cannot be provided. Entering this response for any section will also require an explanation for the missing data. Any such explanations will be retained and will accompany the aggregate data file when submitted to NCES.

3) What should I do if I have most of the data elements for a cohort of students in a particular academic year, but I do not have certain data elements?

Because the majority of the data elements needed to complete the ACTS survey component are also necessary to complete other IPEDS surveys (e.g., Admissions, Cost, Completions, Fall Enrollment, Graduation Rates), NCES expects missing data rates to be low.

In the case of individual data elements, a value of “-1” should be entered to indicate “unknown.” If there are large portions of missing data, (e.g., if your institution does not retain secondary school GPA data for undergraduate students who apply but are not admitted), there is space within the student-level data collection file to enter additional explanations. Please be as specific as possible. These explanations will also be retained with the file you submit to IPEDS.

Once the aggregate data are moved to the IPEDS Data Collection System, there will be additional edits performed that check for consistency with other IPEDS survey components and collection cycles, as is normally the case with IPEDS submissions.

4) What should I do if I’m not confident that the data are accurate?

Because the majority of the data elements needed to complete the ACTS survey component are also necessary to complete other IPEDS surveys (e.g., Admissions, Cost, Completions, Fall Enrollment, Graduation Rates), NCES expects missing data quality to be high.

All reasonable efforts should be made to verify the accuracy of the data. If the data are known to contain significant inaccuracies, please indicate that you do not have the data to report (either by indicating the section is unavailable for an entire cohort year or by using the “-1” unknown code for individual data elements, in the applicable sections) and provide a detailed explanation in the student-level data collection file. These explanations will also be retained with the file you submit to IPEDS.

Once the aggregate data are moved to the IPEDS Data Collection System, there will be additional edits performed that check for consistency with other IPEDS survey components and collection cycles, as is normally the case with IPEDS submissions.

5) Are my data expected to match values submitted to IPEDS in prior year(s), where applicable?

Yes, once the aggregate file is uploaded to the Data Collection System, quality review processes will be applied which will check against known values submitted to IPEDS in prior surveys. Therefore, it is expected that data reported are accurate and consistent. Inconsistencies with prior data (e.g. from a prior IPEDS reporting year) will require an explanation in the Edit Report.

6) Should non-matriculated students be accounted for in any sections of the survey component?

Students who are enrolled but have not gone through the admissions process (e.g., non-matriculated, non-credit, and/or auditing) should not be reported.

Entering Data in the Student-Level Data Collection File

1) If we do not use certain data in the applications process (e.g., test scores, GPA), are we expected to report those data even if we have them?

Data used in admissions decisions are expected to be reported (e.g., data that are required for admissions or data that are considered in admissions decisions but not required). Other data collected by the institution, but not used in the decision process, should not be reported in ACTS. In those cases, use the “-1” value to indicate that data are not being provided because they are not used in the decision process.

2) How should we determine family income?

For students who receive aid, family income should be available as it is considered when determining aid. For federally-aided students, this is part of the Federal Tax Information (FTI) which is permitted to be used for purposes of reporting to IPEDS.

Your financial aid office uses family income to determine the student’s Student Aid Index (SAI). For dependent students this will include the parents’ adjusted gross income and the student’s adjusted gross income. For independent students this will include the student’s adjusted gross income.

For students who did not receive aid or submit data for consideration, the family income should be reported as unknown.

3) What if we have processes other than “regular admissions,” where should those be reported? (For example, automatic admission to state institutions based on HS GPA).

Report as “regular admissions” any admissions processes other than early action or early decision.

4) Is Pell eligibility based only on their status at the time of enrollment? Or if a student became Pell-eligible part way through the year should they be reported as Pell-eligible?

Only use the student’s first enrolled term to determine Pell eligibility for ACTS reporting purposes.

5) Where do I find parental college attainment, and does parental college attainment apply to one parent or both parents?

In the student-level data collection file, indicate “yes” for parental college attainment if one or both parents completed college. This information can be found on the FAFSA, for those students who completed a FAFSA.

6) Are all GPAs unweighted in all sections?

Yes, for purposes of comparison across institutions please use unweighted GPA scores with a maximum of 4.0.

7) Should summer terms be included in any “academic year” calculations? (e.g., GPA calculations)?

The academic year as defined by the institution can include a summer term (preceding or succeeding the Fall/Winter/Spring).

8) What should we do if we are unable to parse financial aid data based on admissions data? (i.e., the data reside in two different systems which cannot be linked).

Please make all reasonable efforts to work across offices and information systems in order to provide the data as specified. If data cannot be provided as requested, a detailed explanation should be provided, as described above in the FAQs related to missing/unknown data.

9) What if our financial aid systems do not differentiate aid based on merit, or categorize aid as need-based and non-need-based?

Financial aid based on the qualifications, achievements or accomplishments irrespective of financial need (i.e. non-need-based) should be considered merit-based. Financial aid based on student need should be considered need-based aid. Other types of financial aid that do not meet either criterion are expected to be rare and should not be reported in the ACTS.

10) Should summer terms be included in any financial aid calculations? (e.g., accelerated/year-round Pell)?

For purposes of financial aid reporting, only one aid year should be included which may include a crossover term (e.g. summer term). Accelerated Pell (e.g., year-round Pell) or other grant aid awarded from a different aid year should not be included.

Using the ACTS Aggregator Tool

1) What is the ACTS Aggregator Tool used for?

This web application allows users to securely process student-level data into aggregate datasets required for ACTS submission. Each tab in the student-level data collection file contains the student-level variables needed to perform the necessary calculations to create the aggregations required by ACTS, and the ACTS Aggregator Tool will perform these calculations. It supports consistency, accuracy, and efficiency in data handling while reducing the need for manual processing.

2) What if my institution prefers not to submit student level data to the Aggregator Tool?

Please note that the aggregation will occur on a secure, RTI-hosted cloud-based web platform. Unit level data will never leave the platform and will be deleted once the data collection is completed. Only aggregated data files will be transferred to the IPEDS data collection system, hosted on Department of Education servers. Most users will find the web application easiest to use—it's ready to go, requires no installation, and securely processes data in a FIPS 199 Moderate environment. However, if there is need to discuss alternative means of submitting the ACTS data, please contact the IPEDS Help Desk.

3) What formats of data can I upload to the web application?

The application expects Excel (XLSX) templates as input. These templates can be downloaded from the ACTS Data Aggregator Tool. Output formats include comma separated values (CSV) files and Excel (XLSX) files.

4) What browsers and operating systems are supported?

The ACTS Aggregator Tool supports the latest versions of Chrome, Edge, Firefox, and Safari on both Windows and macOS platforms.

5) What should I do if I encounter an error while processing my data?

Check that your input data follows the required formats described in the student-level data collection file:

- Ensure that the file you are uploading matches the academic year selected;
- Ensure that all of the correct columns are present in the file, and you have not removed any columns;
- Ensure that you have not changed any of the column names present in row 4 of the student-level data collection file;
- Ensure that the values included in each column are of the proper type (e.g., integer, float) and fall within the allowable range for values in that column according to the codebook tab; and
- Ensure you do not have any empty cells. Missing or not applicable data should be coded as -1 for unknown or -3 for not applicable according to the directions in the codebook tab.

If the issue persists, contact the contact the IPEDS Help Desk at ipedshelp@rti.org or (877) 225-2568 with your error log and description of the issue.

Data Security and Privacy in the ACTS Aggregator Tool

1) How is my data protected when using the ACTS Aggregator Tool?

All data transmitted through the web application is encrypted in transit and at rest. The environment meets FIPS 199 Moderate security standards and adheres to NIST SP 800-53 controls for confidentiality, integrity, and availability.

2) Are the data stored after processing?

Yes, temporarily. For auditing and debugging purposes, submitted data is stored in a secure location on the contractor's network. The data is automatically deleted at the end of the data submission period. If files are submitted that require deletion prior to the end of the submission period, please contact the IPEDS Help Desk at ipedshelp@rti.org.

3) Are audit logs maintained?

Yes. All system activities—including logins, uploads, downloads, and administrative actions—are logged for auditing and compliance purposes. Audit records are protected from modification and retained in accordance with records management policies.

4) Who can access the data I upload to the web application?

Access is restricted to the authorized user who uploads the data. System administrators do not have access to user-submitted data unless required for troubleshooting under approved and logged support procedures.