

IPEDS

2022-23

Data Collection System

IPEDS HELP DESK
(877) 225-2568 | ipedshelp@rti.org
OMB NO. 1850-0582 v.30 : Approval Expires 8/31/2025

2022-23 Survey Materials > Package

Admissions

Overview

Admissions Overview

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

Data Reporting Reminders:

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.
- Institutions that have scores based on the old (2015) SAT score range should convert scores using the [College Board concordance tables](#).
- Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report admissions as of the institution's official fall reporting date or October 15. Institutions operating on an "other academic calendar", a calendar that differs by program, or that enrolls students on a continuous basis (referred to as program reporters) report admissions as students who enroll any time during the period of August 1 through October 31.
- ADM is only applicable to [first-time students](#); DO NOT include other students (i.e., [transfer-in students](#)) in the number of applicants, number of admits, and number (of admitted) that enrolled. Only include levels (full-time, part-time) that you indicated were offered in the IC Header. If you made an error in the IC Header, please call the IPEDS Help Desk.

Changes to reporting

The following changes were implemented for the 2022-23 data collection period:


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

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

Admissions Considerations

1. Please select the option that best describes how your institution used any of the following data in its undergraduate selection process for the fall 2022 first-time student cohort. (If your institution has changed its admissions considerations for the fall 2023 first-time student cohort, you may indicate such changes in the context box immediately following this section).

Admission Considerations	Required to be considered for admission	Not required for admission, but considered if submitted	Not considered for admission, even if submitted
Secondary school GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completion of college-preparatory program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal statement or essay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legacy status	N/A	<input type="radio"/>	<input type="radio"/>
<u>Admission test scores</u> Select options based on whether scores are required for admissions, not placement once admitted.	Required to be considered for admission	Not required for admission, but considered if submitted (Test Optional)	Not considered for admission, even if submitted (Test Blind)
<u>SAT / ACT</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Test (ATB, Wonderlic, WISC-III, etc.) Note: If this is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, your institution is open enrollment. Please contact the Help Desk to correct your response to this question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Proficiency Test (for applicable students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Selection Process - A/A/E

2. Provide the number of **first-time, degree/certificate-seeking** undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2022. Include **early decision, early action, and students who began studies during the summer prior to Fall 2022.**

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

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

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

- The number of Gender Unknown students will be determined by subtracting (men + women + another gender) from the Total.

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

Yes

No

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


Selection Process - Test Scores

3. Provide data for Fall 2022. Include new students admitted the summer prior to Fall 2022.

If you report less than 5 students for any of the scores, do not report percentiles.

Number of enrolled students for whom an <u>SAT</u> score was used in the admissions decision	<input type="text"/>
Percent of enrolled students for whom an <u>SAT</u> score was used in the admissions decision	<input type="text"/>
Number of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	<input type="text"/>
Percent of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	<input type="text"/>

	<u>25th Percentile</u>	<u>50th Percentile (median)</u>	<u>75th Percentile</u>
SAT Evidence-Based Reading and Writing	<input type="text"/>	<input type="text"/>	<input type="text"/>
SAT Math	<input type="text"/>	<input type="text"/>	<input type="text"/>
ACT Composite	<input type="text"/>	<input type="text"/>	<input type="text"/>
ACT English	<input type="text"/>	<input type="text"/>	<input type="text"/>
ACT Math	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Prepared by

Prepared by

Reporting Reminders:

- The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data.
- The Keyholder will be copied on all email correspondence to other preparers.
- The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS.
- Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.
- Thank you for your assistance.

This survey component was prepared by:		
<input type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other
Name:	<input type="text"/>	
Email:	<input type="text"/>	

How many staff from your institution only were involved in the data collection and reporting process of this survey component?
<input type="text"/> Number of Staff (including yourself)

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component? <i>Exclude the hours spent collecting data for state and other reporting purposes.</i>				
Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours
Other offices	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

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Purpose of Survey

The primary purpose of the IPEDS Admissions (ADM) component is to collect basic information about the undergraduate selection process for entering first-time, degree/certificate-seeking students in the fall term. This includes information about admissions considerations, admissions yields, and SAT and ACT test scores (if test scores are used in admissions decisions). The ADM survey component is collected only from institutions that do not have an open admissions policy for all or most entering first-time students, which is captured on the IC Header survey component.

Changes in reporting

The following changes were implemented for the 2022-23 data collection period:

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

General Instructions

Reporting period covered

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

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

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

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

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Context Boxes

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

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Coverage

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

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

For example, exclude:

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

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

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Where to Get Help with Reporting

IPEDS Help Desk

Phone: (877) 225-2568

E-mail: ipedshelp@rti.org

Web Tutorials

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

IPEDS Resource Page

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

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Where the Reported Data Will Appear

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

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

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

At the aggregate-level, data will appear in:

- [IPEDS Data Explorer](#)
- [IPEDS Data Feedback Reports](#)
- [The Digest of Education Statistics](#)
- [The Condition of Education](#)

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Reporting Directions

Admission considerations

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

Admission Considerations:

- Secondary school GPA
- Secondary school rank
- Secondary school record
- Completion of college-preparatory program
- Recommendations
- Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)
- Work experience
- Personal statement or Essay
- Legacy status
- Admission test scores
 - SAT/ACT
 - Other test (ATB, Wonderlic, WISC-III, etc.)

- English Proficiency Test (for applicable students)

Options for how Considerations are used in admissions decisions:

- Required to be considered for admission
- Not required for admission, but considered if submitted
 - For test scores, **test optional** institutions should select this option
- Not considered for admission, even if submitted
 - For test scores, **test blind** institutions should select this option

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

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Selection Process

Applicants/admitted/enrolled students

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

Since the total may include students who did not provide gender data, the detail need not sum to the total.

You should not report admissions data for any level that you did not report as an offering on the Enrollment levels question in IC-Header. For example, if you indicated that you do not enroll part-time, first-time students leave those boxes blank.

Number of applicants

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

Number of admissions

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

- early decision students who were notified of an admissions decision prior to the regular notification date and who agreed to accept;
- early action students who were notified of an admission decision prior to the regular notification date with no commitment to accept; and
- admitted students who began studies during the summer prior to Fall 2022.

Number (of admitted) that enrolled

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

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Selection process

Test scores

If test scores are required for admission for first-time, degree/certificate-seeking undergraduate students, provide the number and percentage of enrolled students submitting SAT and/or ACT scores, as well as the 25th, 50th (median), and 75th percentile scores for each test. If you report less than 5 students for any of the scores, do not report percentiles.

Number and percent of enrolled students that submitted test scores

Provide data for Fall 2022. Include information for ALL enrolled, degree/certificate-seeking, first-time (freshman) students for whom test scores were required. Include new students admitted the summer prior to Fall 2022.

Test Scores

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

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

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

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

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

Do not report scores if you cannot convert from old score to new score using the concordance tables.

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Glossary

Term	Definition
25th percentile	The score at or below which 25 percent of students submitting test scores to an institution scored.
50th percentile (median)	The score at which 50 percent of students submitting test scores to an institution scored above and 50 percent scored below (i.e., midpoint of the test score distribution).
75th percentile	The score above which 25 percent of students submitting test scores to an institution scored.
ACT	ACT, previously known as the American College Testing program, measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. Student performance does not reflect innate ability and is influenced by a student's educational preparedness.
Admissions	This annual component is required of all currently operating Title IV postsecondary institutions in the United States and other areas that do not have an open admissions policy. Eligibility for Admissions is determined using a screening question in the Institutional Characteristics Header component and open admissions institutions will not see the component. Admissions data are collected for the current fall reporting period. Data are collected on admissions requirements, the number of applicants, admitted students, the number of admitted students that subsequently enrolled, and percentiles for ACT and SAT test scores. The number of applicants, admitted, and enrolled students is disaggregated by gender; enrolled students are further disaggregated by part-time and full-time status. Prior to the 2014-15 data collection cycle, Admissions was part of the Institutional Characteristics components. In 2014-15, it became part of the Winter data collection.
Admissions test scores	Scores on standardized admissions tests or <u>special admissions tests</u> .
Admitted students	Applicants that have been granted an official offer to enroll in a postsecondary institution.
Applicant	An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the <u>application fee</u> , if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn by applicant or institution.
Cambridge Certificate of Advanced English (CAE)	A standardized test designed to determine an applicant's ability to benefit from instruction in English.
Duolingo	A standardized test designed to determine an applicant's ability to benefit from instruction in English.
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 <u>early decision</u>). Students may reply to the offer under the college's regular reply policy.
Early admission	A policy under which students who have not completed high school are admitted to and enrolled full-time in college, usually after completion of their junior year.
English Proficiency Test	A test of English language abilities required for admission from incoming international students that are not from an English proficiency exempt country (as defined by the institution). Examples include but are not limited to: the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), The Cambridge Certificate of Advanced English (CAE), and Duolingo.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the <u>undergraduate level</u> . This includes students enrolled in <u>academic</u> or <u>occupational programs</u> . It also includes students enrolled in the <u>fall term</u> who attended college for the first time in the prior summer session, and students who entered with advanced standing (college <u>credits</u> or recognized postsecondary credential earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more <u>semester credits</u> , or 12 or more <u>quarter credits</u> , or 24 or more <u>clock hours</u> a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. <u>Doctor's degree - Professional practice</u> - full-time as defined by the institution.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCEES, began in 1986 and involves annual institution-level data collections. All <u>postsecondary institutions</u> that have a <u>Program Participation Agreement</u> with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based <u>data collection system</u> . IPEDS currently consists of the following components: <u>Institutional Characteristics (IC)</u> ; <u>12-month Enrollment (E12)</u> ; <u>Completions (C)</u> ; <u>Admissions (ADM)</u> ; <u>Student Financial Aid (SFA)</u> ; <u>Human Resources (HR)</u> , composed of Employees by Assigned Position, Fall Staff, and Salaries; <u>Fall Enrollment (EF)</u> ; <u>Graduation Rates (GR)</u> ; <u>Outcome Measures (OM)</u> ; <u>Finance (F)</u> ; and <u>Academic Libraries (AL)</u> .

International English Language Testing System (IELTS)	A standardized test designed to determine an applicant's ability to benefit from instruction in English.
Legacy status	Students who have a familial tie to an institution including parents or relatives who are alumni or a sibling who currently attends.
Part-time student	Undergraduate: A student enrolled for either less than 12 <u>semester</u> or <u>quarter credits</u> , or less than 24 <u>clock hours</u> a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits.
SAT	Previously known as the Scholastic Aptitude Test, this is an examination administered by the Educational Testing Service (ETS) and used to predict the facility with which an individual will progress in learning college-level academic subjects.
Test of English as a Foreign Language (TOEFL)	A standardized test designed to determine an applicant's ability to benefit from instruction in English.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).

Admissions

Click one of the following questions to view the answer.

General

- 1) [When reporting admitted students, do I include early admits?](#)
- 2) [Why can't I report Admissions data for transfer students?](#)
- 3) [What do I do about students that were considered for admission, even though they did not submit all application materials?](#)
- 4) [Some students send us both ACT and SAT scores. How should we report the data for these students?](#)
- 5) [My institution does not use ACT scores for admission, so if a student submits an ACT score we convert it to an SAT score. Can I report that converted score to IPEDS so that it doesn't look like we accept ACT scores?](#)
- 6) [How do I report to IPEDS when my institution uses the highest of multiple test scores to evaluate students for admission?](#)
- 7) [How do I report to IPEDS when my institution averages multiple test scores to evaluate students for admission?](#)
- 8) [How do I report English Proficiency Test or other standardized test scores \(other than ACT and SAT\)?](#)
- 9) [Should my institution, which is participating as an experimental site, report high school students or incarcerated students who have received a Pell Grant while taking college coursework?](#)
- 10) [How do I treat students who enrolled in the summer prior to fall enrollment?](#)
- 11) [How should I report admissions considerations if my institution has a "test-optional" or "test-blind" admission policy?](#)
- 12) [How should I report for the 'legacy status' admissions consideration?](#)
- 13) [Which students should be included in 'another gender'?](#)
- 14) [Which students should be included in 'gender unknown'?](#)
- 15) [Should our institution resurvey students if we previously only collected binary gender categories?](#)
- 16) [Our institution uses the Common App to identify student gender, and the Common App only collected male and female. How should we report gender?](#)

General

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

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

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

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

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

Institutions should report applicants based on the IPEDS glossary definition. If an institution's formal application review process considers students for admission, even in the event when not all application materials are submitted, and a formal admission decision is made based on the information provided (e.g., admitted, not admitted, waitlisted), students can be included in the reported applicant count. If a student is automatically not admitted because they do not submit all application materials (i.e., an incomplete application file does not allow a student to be considered for admission), the student should **not be included** in the applicant count.

Institutions are reminded that reporting data accurately to IPEDS is statutorily mandated. Artificially inflating the number of applicants by counting students who are not given full consideration for admission because they do not submit all application materials is an example of not reporting accurately to IPEDS.

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

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

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

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

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

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

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

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

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How do I report English Proficiency Test or other standardized test scores (other than ACT and SAT)?

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

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

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

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

The ADM survey component collects enrollment counts for first-time students in the fall term, which consists mostly of recent high school graduates. Report first-time students, even if they have prior summer session enrollment preceding the fall term or prior dual enrollment while in high school, in the ADM survey component as they are considered first-time for IPEDS reporting purposes. Note that ADM enrollment counts should closely mirror the first-time enrollment counts captured in the Fall Enrollment (EF) survey component.

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

If your institution has a test-optional admission policy (i.e., applicants for admission may decide whether to submit standardized test scores and they may be admitted with or without submitting such scores), select the "Not required for admission, but considered if submitted" option for the "SAT/ACT" consideration in Section 1 (Admissions Considerations).

If your institution has a test-blind admission policy (i.e., test scores are not considered in admissions decisions, even if an applicant submits test scores), select the "Not considered for admission, even if submitted" option for the "SAT/ACT" consideration in Section 1 (Admissions Considerations).

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How should I report for the 'legacy status' admissions consideration?

If your institution considers legacy status in making admissions decisions, select "Not required for admission, but considered if submitted." If your institution does not consider legacy status (or it is not applicable to your institution), select "Not considered for admission, even if submitted."

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Which students should be included in 'another gender'?

Students who self-identify as having a single binary gender identity (i.e., men or woman) should be reported in the appropriate binary gender category. Students who self-identify as having a gender identity that does not fall into either of the mutually exclusive binary categories provided (i.e., men or women) should be reported in the "another gender" category. Institutions are not limited to the options available for IPEDS reporting purposes and should determine the best way for their institution to collect and aggregate this information.

For some students, it may be challenging to place them in either a binary category or another gender. For example, for students that indicate they are transgender

and provide a binary gender, institutions may ask the student whether they identify as transgender or as the binary gender they selected. If they identify as transgender, they would be reported in another gender. If they identify as a binary gender, they should be placed in the appropriate binary gender category.

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14)

Which students should be included in 'gender unknown'?

Institutions should report all students who do not self-report a gender (i.e., missing data) as 'gender unknown'.

Students that selected a binary gender or another gender than the binary 'men' and 'women' category should not be included in gender unknown.

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15)

Should our institution resurvey students if we previously only collected binary gender categories?

Institutions can resurvey students so that they can report an accurate number of students in the 'another gender' category. Institutions that cannot report the 'another gender' category can indicate they are not able to report these students using the radio buttons at the top of the screen. It is expected that institutions should be able to provide a count of 'gender unknown'.

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16)

Our institution uses the Common App to identify student gender, and the Common App only collected male and female. How should we report gender?

Currently, the Common App only allows students to select male or female. Starting with the 2023-24 application cycle, the Common App will also allow 'Gender X or another legal sex' (more information can be found at <https://www.commonapp.org/blog/common-app-update-gender-identity-questions-college-application>).

Institutions can resurvey students or indicate that they cannot currently report 'another gender'.

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