



HISTORY AND LEGISLATION

In 2000–01, the Integrated Postsecondary Education Data System (IPEDS) began collecting admissions data—as part of the Institutional Characteristics survey component—in order to satisfy recommendations from the Higher Education Act (HEA), as amended (1998). Data were collected in the fall.

HEA, as amended (2008), required admissions data be provided in the consumer college comparison tool College Navigator (<https://nces.ed.gov/collegenavigator>).

In 2014–15, Admissions became its own survey component and was moved to the winter collection to allow institutions sufficient time to gather data.

For more information on the history and origins of IPEDS items, see <http://go.usa.gov/xnScC>.

Introduction

Admissions data show the number of students that applied to a school, were admitted, and eventually enrolled. It provides prospective students with a range of factors used by selective institutions in their admissions process.

Admissions data are used by a number of decision makers, including:

- policymakers to determine student access;
- institutions to benchmark against peers;
- high school counselors to guide students in the admissions process;
- parents and students to make college decisions; and
- researchers and members of the media to assess the education landscape.

Who completes the Admissions (ADM) survey component?

IPEDS data are collected at the institution level, not the program or student level. Only institutions **without** open admissions policies complete the Admissions (ADM) survey component. Open admissions institutions (see figure below) do **not** complete ADM.

Open Admissions institutions accept **any** student who applies regardless of:

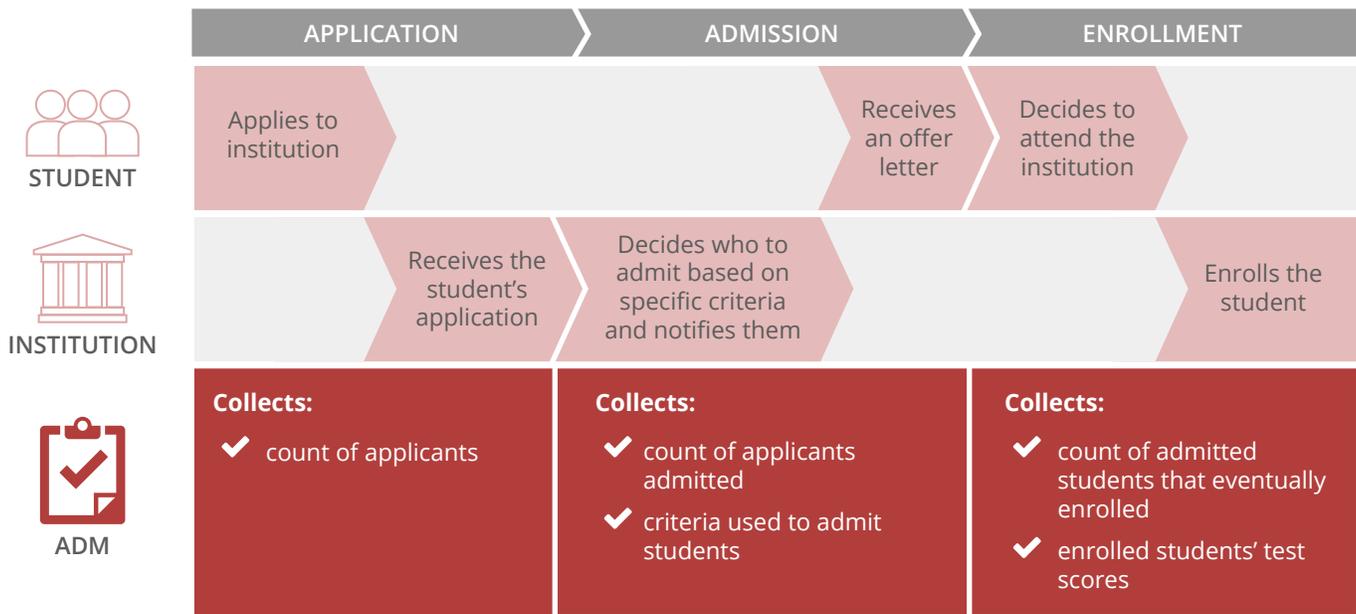


Because of their open admission status, it is important to note:

- Over 90 percent of two-year and less-than-two-year institutions do not complete ADM.
- Approximately 40 percent of four-year institutions do not complete ADM.

What data are collected?

A typical admission process begins with a student application and ends with a student enrollment. The figure below shows the data collected by ADM about this process.



More on...

STUDENT COUNTS

ADM collects data on **first-time degree/certificate-seeking** undergraduates only; transfer students are excluded.

All student counts are collected by gender. The count of enrolled students is further collected by full-/part-time status.

ADMISSIONS CRITERIA

ADM collects whether the institution uses any of the following criteria when admitting students:

- High school GPA,
- High school rank,
- Recommendations,
- Completion of a college-preparatory program,
- Completion of a formal demonstration of competencies (portfolios, certificates, etc.),
- SAT/ACT scores, and/or
- Other test scores, including English as a Foreign Language.

ENROLLED STUDENTS' TEST SCORES

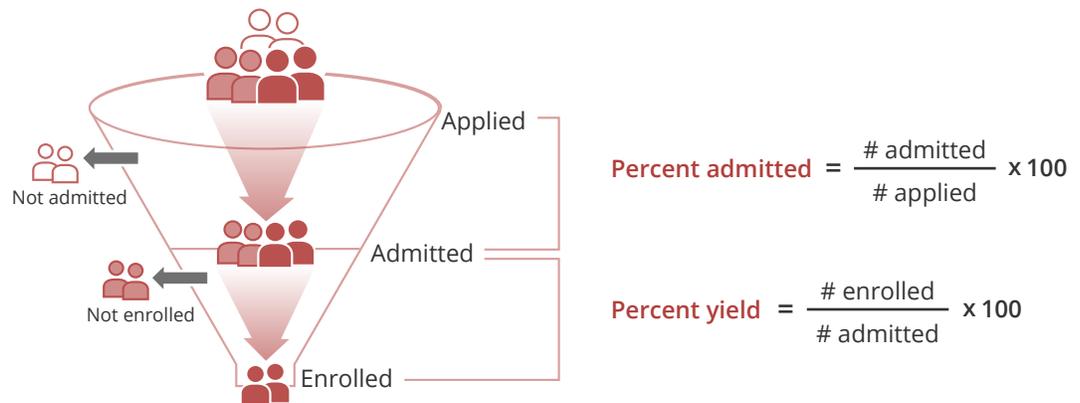
Of the students that applied, were admitted, and eventually enrolled, ADM collects scores at the 25th and 75th percentile for:

- The SAT evidence-based reading/writing and math sections and
- The ACT composite, English, and math sections.

Note that test scores are only collected from institutions that report using them as admissions criteria. Although students may submit multiple test scores or multiple tests, percentiles are **based on the score used to make admission decisions.**

What data are calculated?

To make the data more relevant for consumers in their college decision process, ADM calculates two additional metrics: percent admitted (acceptance rate) and percent yield (admissions yield). The figure below explains the difference.

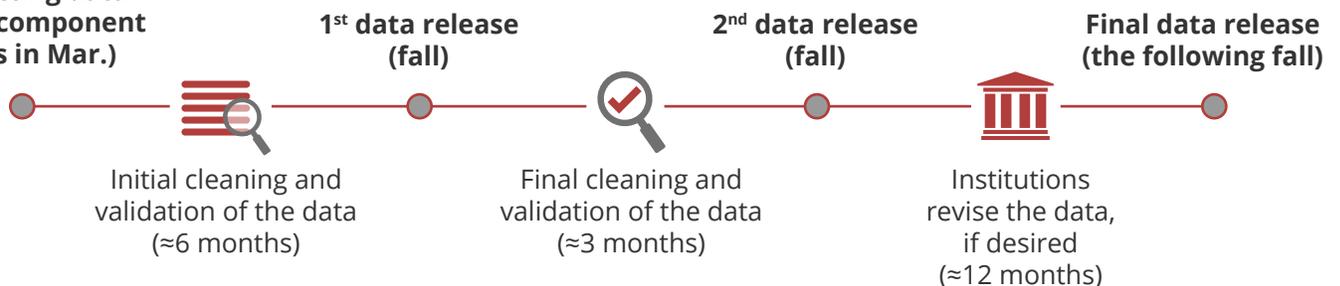


	PERCENT ADMITTED (Acceptance Rate)	PERCENT YIELD (Admissions Yield)
WHAT DOES IT SHOW?	Institution's selectivity in who it admits	Students' desire to attend the institution
WHAT DOES IT MEAN?	The lower the percentage, the more competitive it is for an applicant to be admitted	The higher the percentage, the more likely that the institution was the top choice for applicants

What is the data release process?

Data are released after the survey component closes and after completion of the review and validation processes.¹

Institution finishes submitting data (survey component closes in Mar.)



NOTE: Times are approximate (≈).

¹ For more detail about the data review, validation, and release process, read https://nces.ed.gov/ipeds/resource/download/IPEDS_DataReleaseProcedures.pdf.



Key terms

25th percentile The score at or below which 25 percent of students submitting test scores to an institution scored.

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.

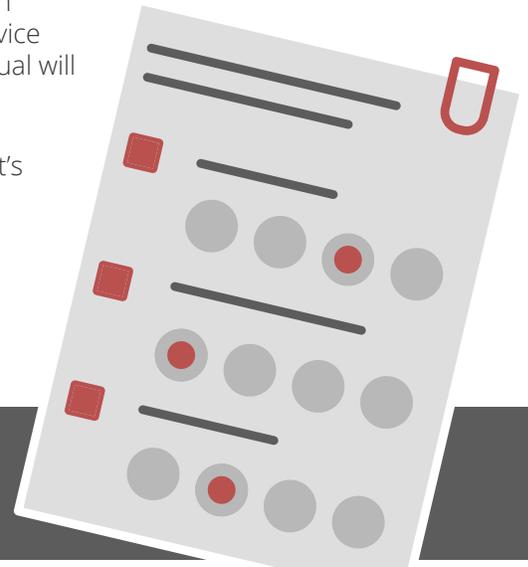
Admitted students Applicants that have been granted an official offer to enroll in a postsecondary institution.

Applicant An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the 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.

First-time student (undergraduate) A student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or postsecondary formal award earned before graduation from high school).

SAT Previously known as the Scholastic Aptitude Test, this is an examination administered by the Educational Testing Service (ETS) and used to predict the facility with which an individual will progress in learning college-level academic subjects.

Test of English as a Foreign Language (TOEFL) The standardized test designed to determine an applicant's ability to benefit from instruction in English.



Visit the **IPEDS Use the Data** page at <https://nces.ed.gov/ipeds/use-the-data> for more information.

Contacts



For help using or retrieving data:
IPEDS Data Use Help Desk
1-866-558-0658
ipedstools@rti.org



For press inquiries:
**U.S. Department of
Education Press Office**
202-401-1576
press@ed.gov



For survey component specific questions:
IPEDS Staff
[https://nces.ed.gov/ipeds/
staff-page](https://nces.ed.gov/ipeds/staff-page)