

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
User ID: 29C0011

Admissions 2022-23

Institution: University of Missouri-Columbia (178396)

User ID: 29C0011

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

Resources:

- To download the survey materials for this component: [Survey Materials](#)
- To access your prior year data submission for this component: [Reported Data](#)

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


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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 checked="" type="radio"/>	<input type="radio"/>
Secondary school rank	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Secondary school record	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completion of college-preparatory program	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Personal statement or essay	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Legacy status	N/A	<input checked="" 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 checked="" 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 checked="" type="radio"/>
English Proficiency Test (for applicable students)	<input checked="" 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).

To facilitate a holistic determination of admissibility, test-optional students are generally required to submit essays, high school transcript, and a resume.

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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>	8,547	11,756		20,303
Number of <u>admissions</u>	6,583	9,482		16,065
Number (of admitted) that enrolled <u>full-time</u>	2,121	2,807		4,928
Number (of admitted) that enrolled <u>part-time</u>	30	25		55
Total enrolled full-time and part-time	2,151	2,832	0	4,983
Percent of admissions enrolled full-time and part-time	33	30		31

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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	453
Percent of enrolled students for whom an <u>SAT</u> score was used in the admissions decision	9
Number of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	3,427
Percent of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	69

	25th Percentile	50th Percentile (median)	75th Percentile
SAT Evidence-Based Reading and Writing	580	620	670
SAT Math	560	620	670
ACT Composite	23	26	30
ACT English	23	26	31
ACT Math	22	25	28

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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 checked="" 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" value="Randy Sade"/>					
Email: <input type="text" value="SadeR@umsystem.edu"/>					

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

<input type="text" value="3.00"/>	Number of Staff (including yourself)
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How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component?

Exclude the hours spent collecting data for state and other reporting purposes.

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	<input type="text" value="0.50"/> hours	<input type="text" value="0.00"/> hours	<input type="text" value="0.50"/> hours	<input type="text" value="1.00"/> hours
Other offices	<input type="text" value="1.00"/> hours	<input type="text" value="0.50"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="0.00"/> hours

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Summary

Admissions Component Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2023.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

ADMISSIONS INFORMATION					
Undergraduate Admissions		Total	Male		Female
	Number of applicants	20,303	8,547		11,756
	Percent admitted	79%	77%		81%
	Percent admitted who enrolled	31%	33%		30%
Admissions Considerations		Required		Recommended	
		Secondary school record Completion of college-preparatory program TOEFL (Test of English as a Foreign language)		N/A	
Test Scores			# Submitting Scores		% Submitting Scores
	SAT		453		9%
	ACT		3,427		69%
			25 th Percentile		75 th Percentile
	SAT Evidence-Based Reading and Writing		580		670
	SAT Math		560		670
	ACT Composite		23		30
	ACT English		23		31
	ACT Math		22		28

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[Edit Report](#)

Admissions

There are no errors for the selected survey and institution.