IPEDS 2025-26 Data Collection System

IPEDS HELP DESK (877) 225-2568 | ipedshelp@rti.org
OMB NO. 1850-0582 v.33 : Approval Expires 8/31/2027
User ID: P1399681

Admissions 2025-26

Institution: Gordon State College (139968) User ID: P1399681

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).

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 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.

Changes to reporting:

The following changes have been made for 2025-26 collection:

- Added Part A – Screening Questions
- Expanded Part B to collect admissions considerations information for transfer-in degree/certificate-seeking students at institutions that do not have an open admission policy and for students in program(s) with admissions requirements at institutions that are primarily open admission but have at least one program that is not open admission (if applicable).
- Added two admissions considerations for transfer-in students in Part B (if applicable).
- Expanded Part C to collect applicants, admits, and enrolled counts for transfer-in degree/certificate-seeking students at institutions that do not have an open admission policy and for students in program(s) with admissions requirements at institutions that are primarily open admission but have at least one program that is not open admission (if applicable).
- Expanded Part C to disaggregate applicants, admits, and enrolled counts by race/ethnicity and full-time/part-time enrollment status.
- Expanded Part D to collect test score information for transfer-in degree/certificate-seeking students at institutions that do not have an open admission policy (if applicable).
- Added Part E – Waitlist, Early Decision, and Early Action (if applicable).
- Revised "gender" to "sex" where applicable. Revised "men" to "male" and "women" to "female" where applicable.
- Removed question collecting student headcounts of Another Gender.

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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Part A - Screening Questions 1

1. For the Fall 2025 admission cycle, did your institution have an open admission policy under which virtually all students that completed a high school diploma (or received a GED/other equivalent) were admitted for all or most entering undergraduate-level programs?

Institutions that require only an Ability to Benefit (ATB) or similar test beyond the high school diploma/equivalent, and only reject a very small number of students based on the test, are also considered open admission.

If your institution has one or more programs with admissions requirements, you should select 'no' to this question.

Data reported to the Admissions survey component will vary based on response to this question.

- ○ Yes, all undergraduate-level programs at the institution are open admission.
  - This response will result in no admissions data, other than the ATB question, being collected.
- ◉ No, all or nearly all undergraduate-level programs at the institution have admission requirements.
  (i.e., all or nearly all entering students are evaluated against admission criteria to be granted admission to the institution)
  - This response will result in admissions data being collected for **all entering students**.
- ○ No, only one or a few undergraduate-level programs at the institution have admission requirements.
  (i.e., all or nearly all programs are open admission; only students applying to a limited number of programs are evaluated against admission criteria to be granted admission to the institution)
  - This response will result in admissions data being collected **ONLY for entering students in those programs with admissions criteria**.

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Part A - Screening Questions 2

3. For which entering degree/certificate-seeking undergraduate student type(s) does your institution have admissions requirements?

- [x] First-time students
- [x] Transfer-in students

4. If your institution has admission requirements for both first-time students and transfer-in students, are these requirements the same?

- ○ Yes
- ◉ No

5. Did your institution enroll first-time degree/certificate-seeking undergraduate students in Fall 2025? If no, you will not report admissions data for first-time students.

- ◉ Yes
- ○ No

6. Did your institution enroll transfer-in degree/certificate-seeking undergraduate students in Fall 2025? If no, you will not report admissions data for transfer-in students.

- ◉ Yes
  - [x] Students may transfer credits earned from coursework completed at another postsecondary institution (e.g., college, university).
  - [x] Students must complete a minimum number of credit or clock hours to enter as a transfer-in student.

    Report the minimum number of credit or clock hours: 30
    - ○ Clock hours
    - ◉ Credit hours
- ○ No

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Part B - Admissions Considerations

1. Select the option that best describes how your institution used any of the following data in its undergraduate selection process for the fall 2025 student cohort.
The options are:

- Required to be considered for admission (not applicable for legacy status)
- Not required for admission, but considered if submitted
- Not considered for admission, even if submitted

Considered means that an institution includes an item in the package that is reviewed by admissions officers during the review process and the item may factor into a decision for admission.

First-time student			
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	◉	○	○
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	N/A	○	◉
Admission test scores 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)
SAT / ACT	○	○	◉
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.	○	○	◉
English Proficiency Test (for applicable students)	◉	○	○

Transfer-in student			
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	○	○	◉
Secondary school rank	○	○	◉
Secondary school record	○	○	◉
Completion of college-preparatory program	○	○	◉
College/other postsecondary GPA	◉	○	○
College/other postsecondary transcripts	◉	○	○
Recommendations	○	○	◉
Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	○	○	◉
Work experience	○	◉	○
Personal statement or essay	○	○	◉
Legacy status	N/A	○	◉
Admission test scores 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)
SAT / ACT	○	○	◉

	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.	○	○	◉
	English Proficiency Test (for applicable students)	◉	○	○

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).

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Part C - Applicants, Admits, and Enrolled - First-time students

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 2025. Include early decision, early action, and students who began studies during the summer prior to Fall 2025.

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 survey component. If you made an error in IC, please remember to fix the error next year.

Note that "sex unknown" students must be allocated into the 'Male' and 'Female' categories.

Male

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
U.S. Nonresident	6	4	2	0	**2**	**50**
Hispanic/Latino	45	36	15	3	**18**	**50**
American Indian or Alaska Native	4	2	0	0	**0**	**0**
Asian	6	4	3	0	**3**	**75**
Black or African American	527	350	129	34	**163**	**47**
Native Hawaiian or Other Pacific Islander	1	0	0	0	**0**	
White	181	136	80	6	**86**	**63**
Two or more races	33	24	10	2	**12**	**50**
Race and ethnicity unknown	8	5	0	0	**0**	**0**
Total male	**811**	**561**	**239**	**45**	**284**	**51**
Total male prior year	692	598	194	58	252	42

Female

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
U.S. Nonresident	11	8	2	0	**2**	**25**
Hispanic/Latino	82	49	19	2	**21**	**43**
American Indian or Alaska Native	5	1	1	0	**1**	**100**
Asian	8	3	1	0	**1**	**33**
Black or African American	701	380	103	19	**122**	**32**
Native Hawaiian or Other Pacific Islander	3	2	1	0	**1**	**50**
White	360	234	124	15	**139**	**59**
Two or more races	63	40	16	3	**19**	**48**
Race and ethnicity unknown	6	2	1	0	**1**	**50**
Total female	**1,239**	**719**	**268**	**39**	**307**	**43**
Total female prior year	1,266	1,084	305	50	355	33

Total

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
U.S. Nonresident	**17**	**12**	**4**	**0**	**4**	**33**
Hispanic/Latino	**127**	**85**	**34**	**5**	**39**	**46**
American Indian or Alaska Native	**9**	**3**	**1**	**0**	**1**	**33**

Asian	**14**	**7**	**4**	**0**	**4**	**57**
Black or African American	**1,228**	**730**	**232**	**53**	**285**	**39**
Native Hawaiian or Other Pacific Islander	**4**	**2**	**1**	**0**	**1**	**50**
White	**541**	**370**	**204**	**21**	**225**	**61**
Two or more races	**96**	**64**	**26**	**5**	**31**	**48**
Race and ethnicity unknown	**14**	**7**	**1**	**0**	**1**	**14**
Total	**2,050**	**1,280**	**507**	**84**	**591**	**46**
Total prior year	1,958	1,682	499	108	607	36

Sex

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
Grand total	**2,050**	**1,280**	**507**	**84**	**591**	**46**
Sex unknown (i.e., sex information is not known or not collected)	17	5			**0**	**0**

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Part C - Applicants, Admits, and Enrolled - Transfer-in students

Provide the number of Transfer-in students, degree/certificate-seeking undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2025. Include early decision, early action, and students who began studies during the summer prior to Fall 2025.

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 survey component. If you made an error in IC, please remember to fix the error next year.

Note that "sex unknown" students must be allocated into the 'Male' and 'Female' categories.

Male

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
U.S. Nonresident	4	4	2	0	**2**	**50**
Hispanic/Latino	4	4	3	1	**4**	**100**
American Indian or Alaska Native	0	0	0	0	**0**	
Asian	1	1	1	0	**1**	**100**
Black or African American	68	59	31	9	**40**	**68**
Native Hawaiian or Other Pacific Islander	1	1	0	0	**0**	**0**
White	43	41	23	9	**32**	**78**
Two or more races	4	3	2	0	**2**	**67**
Race and ethnicity unknown	1	1	1	0	**1**	**100**
Total male	**126**	**114**	**63**	**19**	**82**	**72**

Female

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
U.S. Nonresident	3	1	0	0	**0**	**0**
Hispanic/Latino	22	16	6	2	**8**	**50**
American Indian or Alaska Native	1	0	0	0	**0**	
Asian	7	6	2	2	**4**	**67**
Black or African American	251	193	59	37	**96**	**50**
Native Hawaiian or Other Pacific Islander	0	0	0	0	**0**	
White	143	119	39	22	**61**	**51**
Two or more races	11	11	4	4	**8**	**73**
Race and ethnicity unknown	5	2	1	0	**1**	**50**
Total female	**443**	**348**	**111**	**67**	**178**	**51**

Total

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
U.S. Nonresident	**7**	**5**	**2**	**0**	**2**	**40**
Hispanic/Latino	**26**	**20**	**9**	**3**	**12**	**60**
American Indian or Alaska Native	**1**	**0**	**0**	**0**	**0**	

Asian	**8**	**7**	**3**	**2**	**5**	**71**
Black or African American	**319**	**252**	**90**	**46**	**136**	**54**
Native Hawaiian or Other Pacific Islander	**1**	**1**	**0**	**0**	**0**	**0**
White	**186**	**160**	**62**	**31**	**93**	**58**
Two or more races	**15**	**14**	**6**	**4**	**10**	**71**
Race and ethnicity unknown	**6**	**3**	**2**	**0**	**2**	**67**
Total	**569**	**462**	**174**	**86**	**260**	**56**

Sex

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
Grand total	**569**	**462**	**174**	**86**	**260**	**56**
Sex unknown (i.e., sex information is not known or not collected)	1	1	0	0	**0**	**0**

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Part E - Waitlist, Early Decision, and Early Action

Waitlist

For Fall 2025, did your institution maintain a waitlist for first-time students? A waitlist is a list of applicants who met admission requirements but were only to be admitted if space became available.

- ○ Yes. If so, check below if your waitlist is ranked.
  - ☐ Waitlist is ranked.

  Indicate the number of applicants placed on the waitlist and the number admitted.

  Number of applicants placed on waiting list
  Number of applicants from waiting list admitted
- ◉ No

Early Decision

For Fall 2025, did your institution permit first-time students to apply and be notified of an admission decision in advance of the regular notification date if the student commits to attending if accepted (Early Decision)?

- ○ Yes

  Number of applicants received for Early Decision
  Number of applicants admitted for Early Decision
  Number of applicants admitted for Early Decision that subsequently enrolled
- ◉ No

Early Action

For Fall 2025, did your institution permit first-time students to apply and be notified of an admission decision in advance of the regular notification date that did not require the student to commit to attending if accepted (Early Action)?

- ○ Yes

  Number of applicants received for Early Action
  Number of applicants admitted for Early Action
  Number of applicants admitted for Early Action that subsequently enrolled
- ◉ No

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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:

◉	Keyholder	○	SFA Contact	○	HR Contact
○	Finance Contact	○	Other		

Name: Amanda Maynard

Email: amandam@gordonstate.edu

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

1.00 Number of Staff (including yourself)

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component?
Exclude the hours spent collecting data for state and other reporting purposes.

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	hours	5.00 hours	0.50 hours	hours
Other offices	hours	hours	hours	hours

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Summary

Admissions Component Summary

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 institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the IPEDS Use the Data and appear as aggregated statistics in various Department of Education reports. College Navigator is updated approximately three months after the data collection period closes and DFRs will be available through the IPEDS Use the Data.

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

ADMISSION INFORMATION				
Undergraduate Admissions		Total	Male	Female
First-time student				
	Number of applicants	2,050	811	1,239
	Percent admitted (%)	62	69	58
	Percent admitted who enrolled (%)	46	51	43
Transfer-in student				
	Number of applicants	569	126	443
	Percent admitted (%)	81	90	79
	Percent admitted who enrolled (%)	56	72	51
Admissions Considerations				
First-time student				
	Required	Secondary school GPA Secondary school record English Proficiency Test		
	Not required, but Considered	Work experience Secondary school rank		
	Not Considered	Completion of college-preparatory program Recommendations Formal demonstration of competencies Personal statement or essay Legacy status SAT / ACT Other Test		
Transfer-in student				
	Required	College/other postsecondary GPA College/other postsecondary transcripts English Proficiency Test		
	Not required, but Considered	Work experience Secondary school GPA		
	Not Considered	Secondary school rank Secondary school record Completion of college-preparatory program Recommendations Formal demonstration of competencies Personal statement or essay Legacy status SAT / ACT Other Test		

Test Scores		
	Number of Submitting Scores	Percent of Submitting Scores (%)

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Edit Report

Admissions

Source	Description	Severity	Resolved	Options
Global Edits				
Perform Edits	The number of Black or African American in first-time, degree/certificate seeking undergraduate applicants reported in the ACTS(1,225) 2025-26 component is not the same as the number of Black or African American first-time, degree/certificate seeking undergraduate applicants reported in the IPEDS 2025-26 ADM(1,228) component. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #14713)	Fatal	Yes	
Reason	Overridden by administrator. KH confirms correct. Difference is due to student(s) who deferred. -BVS			
Perform Edits	The number of Black or African American in first-time, degree/certificate seeking undergraduate admits reported in the ACTS(727) 2025-26 component is not the same as the number of Black or African American first-time, degree/certificate seeking undergraduate admits reported in the IPEDS 2025-26 ADM(730) component. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #14731)	Fatal	Yes	
Reason	Overridden by administrator. KH confirms correct. Difference is due to student(s) who deferred. -BVS			
Perform Edits	The number of Black or African American in first-time, full-time, degree/certificate seeking undergraduate enrolled students reported in the ACTS(233) 2025-26 component is not the same as the number of Black or African American first-time, degree/certificate seeking undergraduate enrolled students reported in the IPEDS 2025-26 ADM(235) component. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #14749)	Fatal	Yes	
Reason	Overridden by administrator. KH confirms correct. Difference is due to student(s) who deferred. -BVS			