

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: 88G6681

Admissions 2025-26

Institution: University of Oklahoma-Norman Campus (207500)

User ID: 88G6681

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**.

Institution: University of Oklahoma-Norman Campus (207500)

User ID: 88G6681

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?

- First-time students
 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
 Students may transfer credits earned from coursework completed at another postsecondary institution (e.g., college, university).
 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

- 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	<input checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legacy status	N/A	<input checked="" type="radio"/>	<input type="radio"/>
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)
<input type="checkbox"/> SAT / ACT	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 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"/>
<input type="checkbox"/> English Proficiency Test (for applicable students)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Secondary school rank	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Secondary school record	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Completion of college-preparatory program	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
College/other postsecondary GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/other postsecondary transcripts	<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 type="radio"/>	<input checked="" type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Personal statement or essay	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Legacy status	N/A	<input type="radio"/>	<input checked="" type="radio"/>
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)
<input type="checkbox"/> SAT / ACT	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="checkbox"/> 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"/>
<input type="checkbox"/> 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).

A transfer applicant with 24 earned credit hours at a 2.50 cumulative grade point average or higher is assured admission.

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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	848	388	69	0	69	18
Hispanic/Latino	2,227	1,635	432	1	433	26
American Indian or Alaska Native	249	179	67	2	69	39
Asian	823	723	198	2	200	28
Black or African American	1,084	626	136	1	137	22
Native Hawaiian or Other Pacific Islander	20	15	5	0	5	33
White	5,915	4,950	1,444	6	1,450	29
Two or more races	919	717	267	2	269	38
Race and ethnicity unknown	379	322	57	0	57	18
Total male	12,464	9,555	2,675	14	2,689	28
Total male prior year	10,811	8,017	2,055	326	2,381	30

Female

	First-time students					
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
U.S. Nonresident	705	361	70	0	70	19
Hispanic/Latino	3,427	2,502	602	2	604	24
American Indian or Alaska Native	379	246	115	0	115	47
Asian	981	901	241	3	244	27
Black or African American	1,484	887	188	0	188	21
Native Hawaiian or Other Pacific Islander	16	9	4	0	4	44
White	8,066	6,837	1,897	12	1,909	28
Two or more races	1,310	1,030	341	6	347	34
Race and ethnicity unknown	363	334	58	1	59	18
Total female	16,731	13,107	3,516	24	3,540	27
Total female prior year	14,082	11,052	2,675	537	3,212	29

Total

	First-time students					
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
U.S. Nonresident	1,553	749	139	0	139	19
Hispanic/Latino	5,654	4,137	1,034	3	1,037	25
American Indian or Alaska Native	628	425	182	2	184	43
Asian	1,804	1,624	439	5	444	27
Black or African American	2,568	1,513	324	1	325	21
Native Hawaiian or Other Pacific Islander	36	24	9	0	9	38
White	13,981	11,787	3,341	18	3,359	28
Two or more races	2,229	1,747	608	8	616	35
Race and ethnicity unknown	742	656	115	1	116	18
Total	29,195	22,662	6,191	38	6,229	27
Total prior year	24,893	19,069	4,730	863	5,593	29

Sex

First-time students

	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
Grand total	29,195	22,662	6,191	38	6,229	27
Sex unknown (i.e., sex information is not known or not collected)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="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	76	31	7	2	9	29
Hispanic/Latino	333	221	109	17	126	57
American Indian or Alaska Native	58	39	27	4	31	79
Asian	95	62	31	4	35	56
Black or African American	148	82	38	8	46	56
Native Hawaiian or Other Pacific Islander	3	3	2	0	2	67
White	951	627	297	58	355	57
Two or more races	174	120	69	8	77	64
Race and ethnicity unknown	326	113	41	38	79	70
Total male	2,164	1,298	621	139	760	59

Female

	Transfer-in students					
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
U.S. Nonresident	63	35	15	1	16	46
Hispanic/Latino	316	206	87	24	111	54
American Indian or Alaska Native	97	60	29	6	35	58
Asian	83	60	22	10	32	53
Black or African American	159	79	26	16	42	53
Native Hawaiian or Other Pacific Islander	2	1	1	0	1	100
White	936	551	246	56	302	55
Two or more races	191	122	62	12	74	61
Race and ethnicity unknown	323	97	39	26	65	67
Total female	2,170	1,211	527	151	678	56

Total

	Transfer-in students					
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
U.S. Nonresident	139	66	22	3	25	38
Hispanic/Latino	649	427	196	41	237	56
American Indian or Alaska Native	155	99	56	10	66	67
Asian	178	122	53	14	67	55
Black or African American	307	161	64	24	88	55
Native Hawaiian or Other Pacific Islander	5	4	3	0	3	75
White	1,887	1,178	543	114	657	56
Two or more races	365	242	131	20	151	62
Race and ethnicity unknown	649	210	80	64	144	69
Total	4,334	2,509	1,148	290	1,438	57

Sex

Transfer-in students

	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
Grand total	4,334	2,509	1,148	290	1,438	57
Sex unknown (i.e., sex information is not known or not collected)	<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	2	100

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Part D - Test Scores

Provide data for all students for whom a test score was used in the admissions decision for Fall 2025. Include new students admitted the summer prior to Fall 2025. If you report less than 5 students for any of the scores, do not report percentiles.

Institutions that use test scores for some students report the number of students for whom test scores were used.

First-time students	Number of students
Number of enrolled students for whom an SAT score was used in the admissions decision	1,349
Percent of enrolled students for whom an SAT score was used in the admissions decision	22
Number of enrolled students for whom an ACT score was used in the admissions decision	2,706
Percent of enrolled students for whom an ACT score was used in the admissions decision	43

Report the scores used in the admission decision, whether test scores are required or are only considered for admission.

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

Institutions that use test scores for some students report the percentile scores for the students for whom test scores were used.

First-time students	25th Percentile	50th Percentile (median)	75th Percentile
SAT			
SAT Evidence-Based Reading and Writing	570	620	660
SAT Math	570	612	650
ACT			
ACT Composite	23	26	28
ACT English	22	26	29
ACT Math	21	24	27

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 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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User ID: 88G6681

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"/>	Finance Contact	<input type="radio"/>	Other
	Name:	<input type="text" value="Susannah Livingood"/>	
	Email:	<input type="text" value="slivingood@ou.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)

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" value="1.00"/> hours	<input type="text"/> hours	<input type="text" value="1.00"/> hours	<input type="text"/> hours
Other offices	<input type="text" value="1.00"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

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	29,195	12,464	16,731
	Percent admitted (%)	78	77	78
	Percent admitted who enrolled (%)	27	28	27
Transfer-in student				
	Number of applicants	4,334	2,164	2,170
	Percent admitted (%)	58	60	56
	Percent admitted who enrolled (%)	57	59	56
Admissions Considerations				
First-time student				
	Required	Secondary school GPA Secondary school record Personal statement or essay English Proficiency Test Secondary school rank		
	Not required, but Considered	Completion of college-preparatory program Recommendations Formal demonstration of competencies Work experience Legacy status SAT / ACT		
	Not Considered	Other Test		
Transfer-in student				
	Required	College/other postsecondary GPA College/other postsecondary transcripts English Proficiency Test Secondary school GPA		
	Not required, but Considered	Secondary school record Completion of college-preparatory program Recommendations Personal statement or essay Secondary school rank		
	Not Considered	Formal demonstration of competencies Work experience Legacy status SAT / ACT Other Test		
Test Scores				
		Number of Submitting Scores	Percent of Submitting Scores (%)	
First-time student				
	SAT	1,349	22	
	ACT	2,706	43	
		25th Percentile	50th Percentile	75th Percentile
First-time student				
	SAT Evidence-Based Reading and Writing	570	620	660
	SAT Math	570	612	650
	ACT Composite	23	26	28
	ACT English	22	26	29
	ACT Math	21	24	27

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Edit Report

Admissions

There are no errors for the selected survey and institution.