

Admissions 2025-26

Institution: University of Georgia (139959)

User ID: P1399599

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**.

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**.

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

30

Clock hours
 Credit hours

No

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 checked="" 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 checked="" type="radio"/>	<input 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 checked="" 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 type="radio"/>	<input checked="" 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 checked="" 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 checked="" type="radio"/>
English Proficiency Test (for applicable students)	<input type="radio"/>	<input checked="" 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 checked="" 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 checked="" type="radio"/>	<input checked="" type="radio"/>
Work experience	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Personal statement or essay	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Legacy status	N/A	<input type="radio"/>	<input checked="" 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 checked="" 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).

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>U.S. Nonresident</u>	941	246	43	0	43	17
<u>Hispanic/Latino</u>	2,092	542	190	4	194	36
<u>American Indian or Alaska Native</u>	34	3	2	0	2	67
<u>Asian</u>	2,705	1,312	451	1	452	34
<u>Black or African American</u>	2,153	335	134	1	135	40
<u>Native Hawaiian or Other Pacific Islander</u>	12	2	2	0	2	100
<u>White</u>	10,683	3,571	1,427	5	1,432	40
Two or more races	875	267	87	0	87	33
<u>Race and ethnicity unknown</u>	446	165	33	0	33	20
Total male	19,941	6,443	2,369	11	2,380	37
Total male prior year	17,793	6,275	2,353	11	2,364	38

Female

	First-time students					
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	798	262	75	0	75	29
<u>Hispanic/Latino</u>	3,049	882	353	2	355	40
<u>American Indian or Alaska Native</u>	50	10	6	0	6	60
<u>Asian</u>	2,984	1,579	555	1	556	35
<u>Black or African American</u>	3,528	700	297	2	299	43
<u>Native Hawaiian or Other Pacific Islander</u>	21	2	1	0	1	50
<u>White</u>	15,194	5,752	2,328	3	2,331	41
Two or more races	1,401	451	160	1	161	36
<u>Race and ethnicity unknown</u>	485	174	31	0	31	18
Total female	27,510	9,812	3,806	9	3,815	39
Total female prior year	24,933	9,833	3,796	9	3,805	39

Total

	First-time students					
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	1,739	508	118	0	118	23
<u>Hispanic/Latino</u>	5,141	1,424	543	6	549	39
<u>American Indian or Alaska Native</u>	84	13	8	0	8	62

<u>Asian</u>	5,689	2,891	1,006	2	1,008	35
<u>Black or African American</u>	5,681	1,035	431	3	434	42
<u>Native Hawaiian or Other Pacific Islander</u>	33	4	3	0	3	75
<u>White</u>	25,877	9,323	3,755	8	3,763	40
Two or more races	2,276	718	247	1	248	35
<u>Race and ethnicity unknown</u>	931	339	64	0	64	19
Total	47,451	16,255	6,175	20	6,195	38
Total prior year	42,732	16,108	6,149	20	6,169	38

Sex

	First-time students					
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
Grand total	47,451	16,255	6,175	20	6,195	38
Sex unknown (i.e., sex information is not known or not collected)	7	0	0	0	0	

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>U.S. Nonresident</u>	90	67	23	0	23	34
<u>Hispanic/Latino</u>	262	174	140	4	144	83
<u>American Indian or Alaska Native</u>	5	1		1	1	100
<u>Asian</u>	303	212	158	4	162	76
<u>Black or African American</u>	135	77	67	2	69	90
<u>Native Hawaiian or Other Pacific Islander</u>	0	0			0	
<u>White</u>	1,161	799	633	23	656	82
Two or more races	83	59	49	1	50	85
<u>Race and ethnicity unknown</u>	30	21	9	1	10	48
Total male	2,069	1,410	1,079	36	1,115	79

Female

	Transfer-in students					
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	60	45	14	1	15	33
<u>Hispanic/Latino</u>	236	141	103	5	108	77
<u>American Indian or Alaska Native</u>	2	0		0	0	
<u>Asian</u>	254	185	141	5	146	79
<u>Black or African American</u>	158	98	80	2	82	84
<u>Native Hawaiian or Other Pacific Islander</u>	3	2	1		1	50
<u>White</u>	929	665	490	28	518	78
Two or more races	94	72	58	2	60	83
<u>Race and ethnicity unknown</u>	34	23	9	2	11	48
Total female	1,770	1,231	896	45	941	76

Total

	Transfer-in students					
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	150	112	37	1	38	34
<u>Hispanic/Latino</u>	498	315	243	9	252	80
<u>American Indian or Alaska Native</u>	7	1	0	1	1	100

<u>Asian</u>	557	397	299	9	308	78
<u>Black or African American</u>	293	175	147	4	151	86
<u>Native Hawaiian or Other Pacific Islander</u>	3	2	1	0	1	50
<u>White</u>	2,090	1,464	1,123	51	1,174	80
Two or more races	177	131	107	3	110	84
<u>Race and ethnicity unknown</u>	64	44	18	3	21	48
Total	3,839	2,641	1,975	81	2,056	78

Sex

	Transfer-in students					
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
Grand total	3,839	2,641	1,975	81	2,056	78
Sex unknown (i.e., sex information is not known or not collected)	17	10	7	1	8	80

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 <u>SAT</u> score was used in the admissions decision	3,919
	Percent of enrolled students for whom an <u>SAT</u> score was used in the admissions decision	64
	Number of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	2,298
	Percent of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	36

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	660	700	<input checked="" type="checkbox"/> 740
	SAT Math	650	710	<input checked="" type="checkbox"/> 760
ACT				
	ACT Composite	30	33	<input checked="" type="checkbox"/> 34
	ACT English	31	34	<input checked="" type="checkbox"/> 35
	ACT Math	27	31	<input checked="" type="checkbox"/> 33

 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).

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

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 checked="" type="radio"/> Other	
Name: <input type="text" value="Charles Carabello"/>		
Email: <input type="text" value="ccarabel@uga.edu"/>		

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

 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	<input type="text" value="2.00"/> hours	<input type="text"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="1.00"/> hours
Other offices	<input type="text" value="2.00"/> 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		47,451	19,941	27,510
Percent admitted (%)		34	32	36
Percent admitted who enrolled (%)		38	37	39
Transfer-in student				
Number of applicants		3,839	2,069	1,770
Percent admitted (%)		69	68	70
Percent admitted who enrolled (%)		78	79	76
Admissions Considerations				
First-time student		Secondary school GPA Secondary school record Completion of college-preparatory program Recommendations Personal statement or essay SAT / ACT Work experience		
Required		English Proficiency Test Secondary school rank		
Not required, but Considered		Formal demonstration of competencies Legacy status Other Test		
Transfer-in student		College/other postsecondary GPA College/other postsecondary transcripts English Proficiency Test Secondary school GPA		
Required		Secondary school record Completion of college-preparatory program Recommendations Secondary school rank		
Not required, but Considered		Formal demonstration of competencies Work experience Personal statement or essay Legacy status SAT / ACT Other Test		
Test Scores				
		Number of Submitting Scores		Percent of Submitting Scores (%)
First-time student				
SAT		3,919		64
ACT		2,298		36
		25th Percentile	50th Percentile	75th Percentile
First-time student				
SAT Evidence-Based Reading and Writing		660	700	740
SAT Math		650	710	760

	ACT Composite	30	33	34
	ACT English	31	34	35
	ACT Math	27	31	33

Edit Report

Admissions

Source	Description	Severity	Resolved	Options
Screen: Part D - Test Scores				
Screen Entry	The 75th percentile for a majority of institutions is less than 700. Please correct your data or explain. (Error #14313)	Explanation	Yes	
Reason	The reported number is correct.			
Screen Entry	The 75th percentile for a majority of institutions is less than 700. Please correct your data or explain. (Error #14313)	Explanation	Yes	
Reason	The reported number is correct.			
Screen Entry	The 75th percentile for a majority of institutions is less than 32. Please correct your data or explain. (Error #14315)	Explanation	Yes	
Reason	The reported number is correct.			
Screen Entry	The 75th percentile for a majority of institutions is less than 32. Please correct your data or explain. (Error #14315)	Explanation	Yes	
Reason	The reported number is correct.			