

Admissions 2025-26

Institution: University of Central Florida (132903)

User ID: P132903A

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

- 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 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 type="radio"/>	<input checked="" 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 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 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 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 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 checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" 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 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 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 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).

For Transfer students: High school academic credentials may be required if student has below 60 hours of transferrable post-secondary credit.

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>	1,181	279	70	9	79	28
<u>Hispanic/Latino</u>	6,852	2,787	1,026	229	1,255	45
<u>American Indian or Alaska Native</u>	26	8	4	0	4	50
<u>Asian</u>	1,819	1,153	364	68	432	37
<u>Black or African American</u>	2,522	423	173	51	224	53
<u>Native Hawaiian or Other Pacific Islander</u>	21	11	4	1	5	45
<u>White</u>	8,701	4,396	1,531	278	1,809	41
Two or more races	1,111	503	187	44	231	46
<u>Race and ethnicity unknown</u>	560	311	72	14	86	28
Total male	22,793	9,871	3,431	694	4,125	42
Total male prior year	26,263	11,176	3,312	876	4,188	37

Female

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	993	212	66	11	77	36
<u>Hispanic/Latino</u>	9,550	2,996	1,071	179	1,250	42
<u>American Indian or Alaska Native</u>	39	4	2	0	2	50
<u>Asian</u>	1,998	1,118	305	38	343	31
<u>Black or African American</u>	4,238	615	252	47	299	49
<u>Native Hawaiian or Other Pacific Islander</u>	18	1	0	0	0	0
<u>White</u>	11,003	4,765	1,554	171	1,725	36
Two or more races	1,602	585	175	43	218	37
<u>Race and ethnicity unknown</u>	535	264	58	8	66	25
Total female	29,976	10,560	3,483	497	3,980	38
Total female prior year	35,187	13,476	3,655	416	4,071	30

Total

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	2,174	491	136	20	156	32
<u>Hispanic/Latino</u>	16,402	5,783	2,097	408	2,505	43
<u>American Indian or Alaska Native</u>	65	12	6	0	6	50

<u>Asian</u>	3,817	2,271	669	106	775	34
<u>Black or African American</u>	6,760	1,038	425	98	523	50
<u>Native Hawaiian or Other Pacific Islander</u>	39	12	4	1	5	42
<u>White</u>	19,704	9,161	3,085	449	3,534	39
Two or more races	2,713	1,088	362	87	449	41
<u>Race and ethnicity unknown</u>	1,095	575	130	22	152	26
Total	52,769	20,431	6,914	1,191	8,105	40
Total prior year	61,456	24,653	6,967	1,292	8,259	34

Sex

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
Grand total	52,769	20,431	6,914	1,191	8,105	40
Sex unknown (i.e., sex information is not known or not collected)	<input type="text" value="7"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	1	50

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>	353	218	104	26	130	60
<u>Hispanic/Latino</u>	2,049	1,523	714	405	1,119	73
<u>American Indian or Alaska Native</u>	9	8	3	2	5	63
<u>Asian</u>	335	265	122	75	197	74
<u>Black or African American</u>	700	451	208	122	330	73
<u>Native Hawaiian or Other Pacific Islander</u>	13	9	5	2	7	78
<u>White</u>	2,298	1,679	834	355	1,189	71
Two or more races	310	217	81	62	143	66
<u>Race and ethnicity unknown</u>	52	34	15	8	23	68
Total male	6,119	4,404	2,086	1,057	3,143	71

Female

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	378	261	105	51	156	60
<u>Hispanic/Latino</u>	3,055	2,314	1,111	576	1,687	73
<u>American Indian or Alaska Native</u>	14	9	3	2	5	56
<u>Asian</u>	399	309	164	73	237	77
<u>Black or African American</u>	1,292	829	321	206	527	64
<u>Native Hawaiian or Other Pacific Islander</u>	11	8	5	1	6	75
<u>White</u>	2,905	2,119	942	475	1,417	67
Two or more races	433	303	150	67	217	72
<u>Race and ethnicity unknown</u>	70	51	19	9	28	55
Total female	8,557	6,203	2,820	1,460	4,280	69

Total

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	731	479	209	77	286	60
<u>Hispanic/Latino</u>	5,104	3,837	1,825	981	2,806	73
<u>American Indian or Alaska Native</u>	23	17	6	4	10	59

<u>Asian</u>	734	574	286	148	434	76
<u>Black or African American</u>	1,992	1,280	529	328	857	67
<u>Native Hawaiian or Other Pacific Islander</u>	24	17	10	3	13	76
<u>White</u>	5,203	3,798	1,776	830	2,606	69
Two or more races	743	520	231	129	360	69
<u>Race and ethnicity unknown</u>	122	85	34	17	51	60
Total	14,676	10,607	4,906	2,517	7,423	70

Sex

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
Grand total	14,676	10,607	4,906	2,517	7,423	70
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"/>	<input type="text" value="0"/>	

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	<input checked="" type="checkbox"/>	<input type="text" value="5,788"/>
	Percent of enrolled students for whom an <u>SAT</u> score was used in the admissions decision		<input type="text" value="74"/>
	Number of enrolled students for whom an <u>ACT</u> score was used in the admissions decision		<input type="text" value="2,026"/>
	Percent of enrolled students for whom an <u>ACT</u> score was used in the admissions decision		<input type="text" value="26"/>
Transfer-in students		Number of students	
	Number of enrolled students for whom an <u>SAT</u> score was used in the admissions decision	<input checked="" type="checkbox"/>	<input type="text" value="194"/>
	Percent of enrolled students for whom an <u>SAT</u> score was used in the admissions decision		<input type="text" value="64"/>
	Number of enrolled students for whom an <u>ACT</u> score was used in the admissions decision		<input type="text" value="61"/>
	Percent of enrolled students for whom an <u>ACT</u> score was used in the admissions decision		<input type="text" value="21"/>

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	<input type="text" value="620"/>	<input type="text" value="650"/>	<input type="text" value="690"/>
	SAT Math	<input type="text" value="590"/>	<input type="text" value="630"/>	<input type="text" value="680"/>
ACT				
	ACT Composite	<input type="text" value="25"/>	<input type="text" value="28"/>	<input type="text" value="30"/>
	ACT English	<input type="text" value="24"/>	<input type="text" value="26"/>	<input type="text" value="31"/>
	ACT Math	<input type="text" value="23"/>	<input type="text" value="26"/>	<input type="text" value="28"/>
Transfer-in students		25th Percentile	50th Percentile (median)	75th Percentile
SAT				
	SAT Evidence-Based Reading and Writing	<input type="text" value="530"/>	<input type="text" value="580"/>	<input type="text" value="620"/>
	SAT Math	<input type="text" value="510"/>	<input type="text" value="550"/>	<input type="text" value="590"/>
ACT				
	ACT Composite	<input type="text" value="21"/>	<input type="text" value="24"/>	<input type="text" value="25"/>
	ACT English	<input type="text" value="20"/>	<input type="text" value="22"/>	<input type="text" value="26"/>
	ACT Math	<input type="text" value="17"/>	<input type="text" value="21"/>	<input type="text" value="25"/>

 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

22,390

Number of applicants admitted for Early Action

13,583

Number of applicants admitted for Early Action that subsequently enrolled

4,853

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"/>	Finance Contact	<input checked="" type="radio"/>	Other
	Name: <input type="text" value="Christine McKeel"/>		
	Email: <input type="text" value="Christine.McKeel@ucf.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="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? <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" value="16.00"/> 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	52,769	22,793	29,976
	Percent admitted (%)	39	43	35
	Percent admitted who enrolled (%)	40	42	38
Transfer-in student				
	Number of applicants	14,676	6,119	8,557
	Percent admitted (%)	72	72	72
	Percent admitted who enrolled (%)	70	71	69
Admissions Considerations				
First-time student				
	Required	Secondary school GPA Secondary school record Completion of college-preparatory program SAT / ACT English Proficiency Test Secondary school rank		
	Not required, but Considered	Work experience Personal statement or essay Recommendations		
	Not Considered	Formal demonstration of competencies Legacy status Other Test		
Transfer-in student				
	Required	Secondary school GPA Secondary school record Completion of college-preparatory program College/other postsecondary GPA College/other postsecondary transcripts SAT / ACT English Proficiency Test Secondary school rank		
	Not required, but Considered	Work experience Personal statement or essay Recommendations		
	Not Considered	Formal demonstration of competencies Legacy status Other Test		
Test Scores				
		Number of Submitting Scores	Percent of Submitting Scores (%)	
First-time student				
	SAT	5,788	74	
	ACT	2,026	26	
Transfer-in student				
	SAT	194	64	
	ACT	61	21	
		25th Percentile	50th Percentile	75th Percentile

First-time student				
	SAT Evidence-Based Reading and Writing	620	650	690
	SAT Math	590	630	680
	ACT Composite	25	28	30
	ACT English	24	26	31
	ACT Math	23	26	28
		25th Percentile	50th Percentile	75th Percentile
Transfer-in student				
	SAT Evidence-Based Reading and Writing	530	580	620
	SAT Math	510	550	590
	ACT Composite	21	24	25
	ACT English	20	22	26
	ACT Math	17	21	25

Edit Report

Admissions

Source	Description	Severity	Resolved	Options
Global Edits				
Perform Edits	The total number of first-time undergraduate students (8,104) in the Fall Enrollment component is different from the reported total number of first-time undergraduate students in the Admissions component (8,105). Please correct your data or explain the discrepancy. (Error #14511)	Explanation	Yes	
Reason	Per KH this may be due to data improvements between EF and ADM. PS			
Screen: Part D - Test Scores				
Perform Edits	The number (7,814) of enrolled first-time students that submitted test scores (SAT + ACT) reported on the Test Scores screen should be greater than or equal to the total number (8,105) that enrolled first-time full-time and part-time reported on the A/A/E screen. Please correct your data or explain. (Error #14232)	Explanation	Yes	
Reason	Not all students have ACT or SAT test scores to report based upon the State of Florida admissions regulations for FTIC students. The FTIC students who were required to submit scores for admissions have been included in IPEDS reporting.			
Related Screens	Part B - Admissions Considerations, Part D - Test Scores			
Perform Edits	The number of enrolled transfer-in students that submitted test scores (SAT + ACT) reported on the Test Scores screen should be greater than or equal to the total number that enrolled transfer-in full-time and part-time reported on the A/A/E screen. Please correct your data or explain. (Error #14253)	Explanation	Yes	
Reason	Not all students have ACT or SAT test scores to report based upon the State of Florida admissions regulations for Transfer-In students. The Transfer-In students who were required to submit scores for admissions have been included in IPEDS reporting.			
Related Screens	Part B - Admissions Considerations, Part D - Test Scores			