

Admissions 2025-26

Institution: CUNY Brooklyn College (190549)

User ID: P1905491

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?

- 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 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Personal statement or essay	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Legacy status	N/A	<input 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)
<u>SAT / ACT</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other Test (ATB, Wonderlic, WISC-III, etc.) Note: If this is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, your institution is open enrollment. Please contact the Help Desk to correct your response to this question.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
English Proficiency Test (for applicable students)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 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"/>
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 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"/>
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)
<u>SAT / ACT</u>	<input type="radio"/>	<input 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).

First-year applicants can choose whether to submit SAT or ACT exam scores as part of their application through the spring 2027 semester. The admission decision will be based primarily on a student's academic preparation in high school, including overall grade-point-average, course grades and the academic rigor of their high school curriculum.

More information about this policy is posted here: <https://www.cuny.edu/admissions/undergraduate/apply/covid-19-standardized-tests/>

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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>U.S. Nonresident</u>	26	26	18	1	19	73
<u>Hispanic/Latino</u>	4,568	2,279	200	3	203	9
<u>American Indian or Alaska Native</u>	42	22	2	0	2	9
<u>Asian</u>	2,888	1,941	190	7	197	10
<u>Black or African American</u>	3,107	1,180	129	8	137	12
<u>Native Hawaiian or Other Pacific Islander</u>	16	7	1	0	1	14
<u>White</u>	2,049	1,322	202	11	213	16
Two or more races	449	260	23	1	24	9
<u>Race and ethnicity unknown</u>	746	392	0	0	0	0
Total male	13,891	7,429	765	31	796	11
Total male prior year	13,710	7,381	833	27	860	12

Female

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	38	38	33	1	34	89
<u>Hispanic/Latino</u>	5,526	3,211	206	7	213	7
<u>American Indian or Alaska Native</u>	36	15	0	0	0	0
<u>Asian</u>	3,220	2,437	193	2	195	8
<u>Black or African American</u>	3,553	1,746	173	7	180	10
<u>Native Hawaiian or Other Pacific Islander</u>	20	12	0	0	0	0
<u>White</u>	2,155	1,453	151	3	154	11
Two or more races	466	279	24	1	25	9
<u>Race and ethnicity unknown</u>	726	479	0	0	0	0
Total female	15,740	9,670	780	21	801	8
Total female prior year	15,943	9,910	863	20	883	9

Total

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	64	64	51	2	53	83
<u>Hispanic/Latino</u>	10,094	5,490	406	10	416	8
<u>American Indian or Alaska Native</u>	78	37	2	0	2	5

<u>Asian</u>	6,108	4,378	383	9	392	9
<u>Black or African American</u>	6,660	2,926	302	15	317	11
<u>Native Hawaiian or Other Pacific Islander</u>	36	19	1	0	1	5
<u>White</u>	4,204	2,775	353	14	367	13
Two or more races	915	539	47	2	49	9
<u>Race and ethnicity unknown</u>	1,472	871	0	0	0	0
Total	29,631	17,099	1,545	52	1,597	9
Total prior year	30,224	17,639	1,732	50	1,782	10

Sex

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
Grand total	29,631	17,099	1,545	52	1,597	9
Sex unknown (i.e., sex information is not known or not collected)	129	102	9	1	10	10

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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>U.S. Nonresident</u>	28	28	19	6	25	89
<u>Hispanic/Latino</u>	838	497	91	27	118	24
<u>American Indian or Alaska Native</u>	4	1	0	1	1	100
<u>Asian</u>	579	333	79	14	93	28
<u>Black or African American</u>	806	342	87	34	121	35
<u>Native Hawaiian or Other Pacific Islander</u>	2	1	0	1	1	100
<u>White</u>	683	398	105	30	135	34
Two or more races	150	75	23	4	27	36
<u>Race and ethnicity unknown</u>	57	23	0	0	0	0
Total male	3,147	1,698	404	117	521	31

Female

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	27	27	21	3	24	89
<u>Hispanic/Latino</u>	1,182	675	129	41	170	25
<u>American Indian or Alaska Native</u>	3	1	0	0	0	0
<u>Asian</u>	558	326	75	16	91	28
<u>Black or African American</u>	1,234	575	143	39	182	32
<u>Native Hawaiian or Other Pacific Islander</u>	1	0	0	0	0	
<u>White</u>	731	456	98	41	139	30
Two or more races	173	86	19	2	21	24
<u>Race and ethnicity unknown</u>	75	19	0	0	0	0
Total female	3,984	2,165	485	142	627	29

Total

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	55	55	40	9	49	89
<u>Hispanic/Latino</u>	2,020	1,172	220	68	288	25
<u>American Indian or Alaska Native</u>	7	2	0	1	1	50

<u>Asian</u>	1,137	659	154	30	184	28
<u>Black or African American</u>	2,040	917	230	73	303	33
<u>Native Hawaiian or Other Pacific Islander</u>	3	1	0	1	1	100
<u>White</u>	1,414	854	203	71	274	32
Two or more races	323	161	42	6	48	30
<u>Race and ethnicity unknown</u>	132	42	0	0	0	0
Total	7,131	3,863	889	259	1,148	30

Sex

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
Grand total	7,131	3,863	889	259	1,148	30
Sex unknown (i.e., sex information is not known or not collected)	19	7	2	1	3	43

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	42
	Percent of enrolled students for whom an <u>SAT</u> score was used in the admissions decision	3
	Number of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	
	Percent of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	

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	<u>25th Percentile</u>	<u>50th Percentile (median)</u>	<u>75th Percentile</u>
SAT			
	640	680	750
	690	720	760
ACT			

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

Institution: CUNY Brooklyn College (190549)

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Prepared by

Prepared by

Reporting Reminders:

- The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data.
- The Keyholder will be copied on all email correspondence to other preparers.
- The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS.
- Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.
- Thank you for your assistance.

This survey component was prepared by:			
<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Other
	Name: <input type="text"/>		
	Email: <input type="text"/>		

How many staff from your institution only were involved in the data collection and reporting process of this survey component?	
<input type="text"/>	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"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours
Other offices	<input type="text"/> 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	29,631	13,891	15,740
	Percent admitted (%)	58	53	61
	Percent admitted who enrolled (%)	9	11	8
Transfer-in student				
	Number of applicants	7,131	3,147	3,984
	Percent admitted (%)	54	54	54
	Percent admitted who enrolled (%)	30	31	29
Admissions Considerations				
First-time student				
	Required	Secondary school GPA Secondary school record Completion of college-preparatory program English Proficiency Test Recommendations		
	Not required, but Considered	Formal demonstration of competencies Work experience Personal statement or essay SAT / ACT Secondary school rank		
	Not Considered	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 English Proficiency Test Recommendations		
	Not required, but Considered	Formal demonstration of competencies Work experience Personal statement or essay Secondary school rank		
	Not Considered	Legacy status SAT / ACT Other Test		
Test Scores				
		Number of Submitting Scores	Percent of Submitting Scores (%)	
First-time student				
	SAT	42	3	
	ACT			
25th Percentile				
		50th Percentile	75th Percentile	
First-time student				
	SAT Evidence-Based Reading and Writing	640	680	750
	SAT Math	690	720	760

	ACT Composite			
	ACT English			
	ACT Math			

Edit Report

Admissions

Source	Description	Severity	Resolved	Options
Screen: Part D - Test Scores				
Upload File	The 75th percentile for a majority of institutions is less than 700. Please correct your data or explain. (Error #14313)	Explanation	Yes	
Reason	As CUNY is test optional, only applicants with higher SAT scores submit their test scores. Therefore, the highest scoring applicants already have high SAT scores, which understandably results in the 75th percentile having a score greater than 700.			
Upload File	The 75th percentile for a majority of institutions is less than 700. Please correct your data or explain. (Error #14313)	Explanation	Yes	
Reason	As CUNY is test optional, only applicants with higher SAT scores submit their test scores. Therefore, the highest scoring applicants already have high SAT scores, which understandably results in the 75th percentile having a score greater than 700.			