



Fall 2017 Undergraduate Enrollment Report

The following provide data and narrative highlights related to the University of Delaware's Fall 2017 undergraduate enrollment, including retention and graduation rates, as well as Newark and Associate of Arts freshman enrollment, and transfer enrollment.

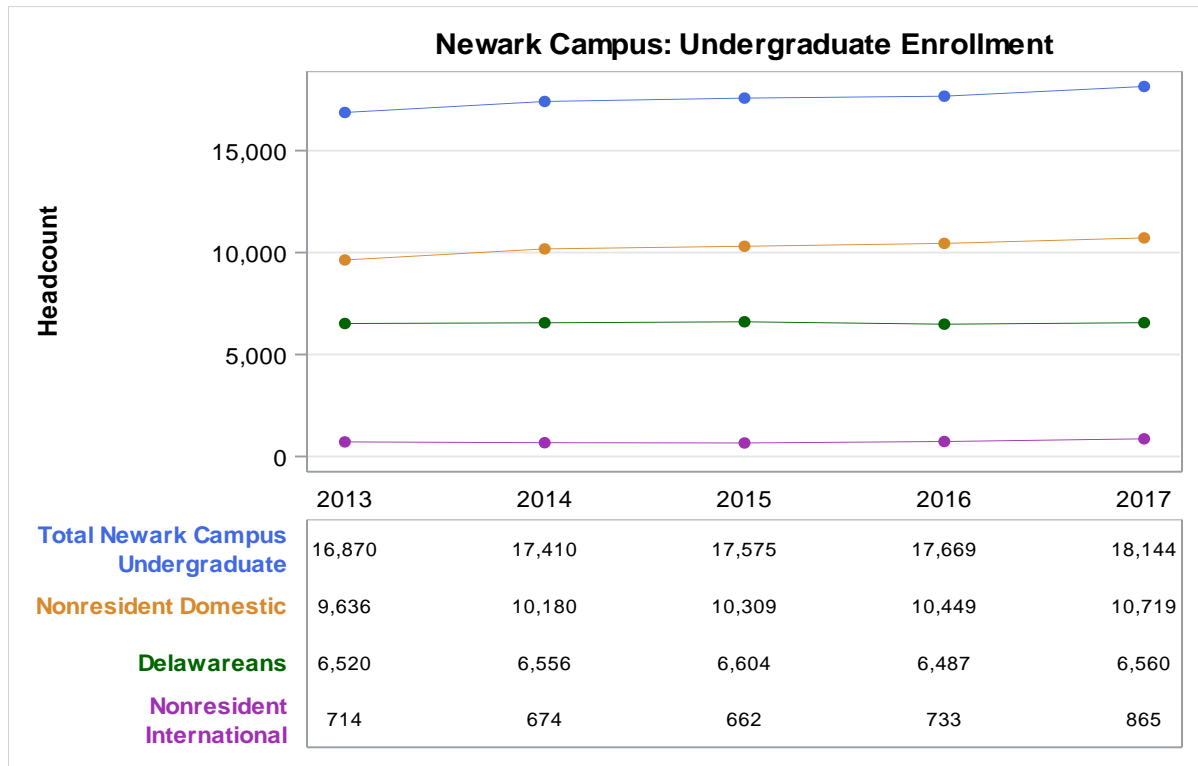
Prepared by:

Chris Lucier
Vice President for Enrollment Management

Douglas Zander
Executive Director of Admissions

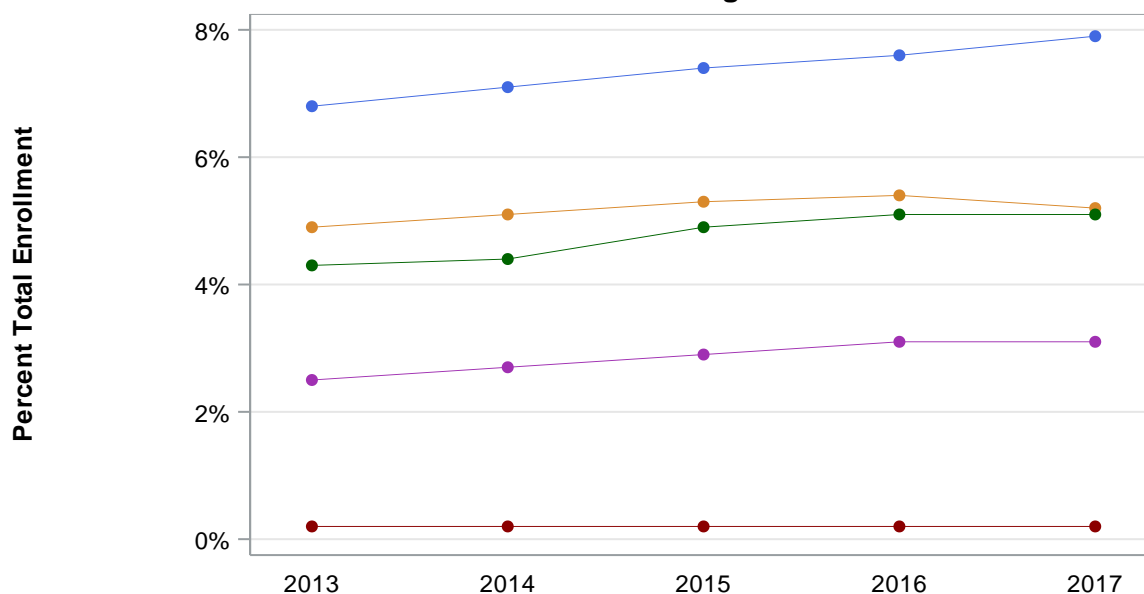
October 2017

Special thanks to Chuan Cai, Institutional Research and Effectiveness, for preparing the graphs and tables.



This fall, we enrolled the most undergraduate (UG) students in the history of the University of Delaware. We have seen an increase in UG enrollment of 7.6% from fall 2013 to fall 2017. The class is comprised of the most non-resident domestic students and international students in history. International students comprise 4.8% of all UG students, up from 4.1% in fall 2016.

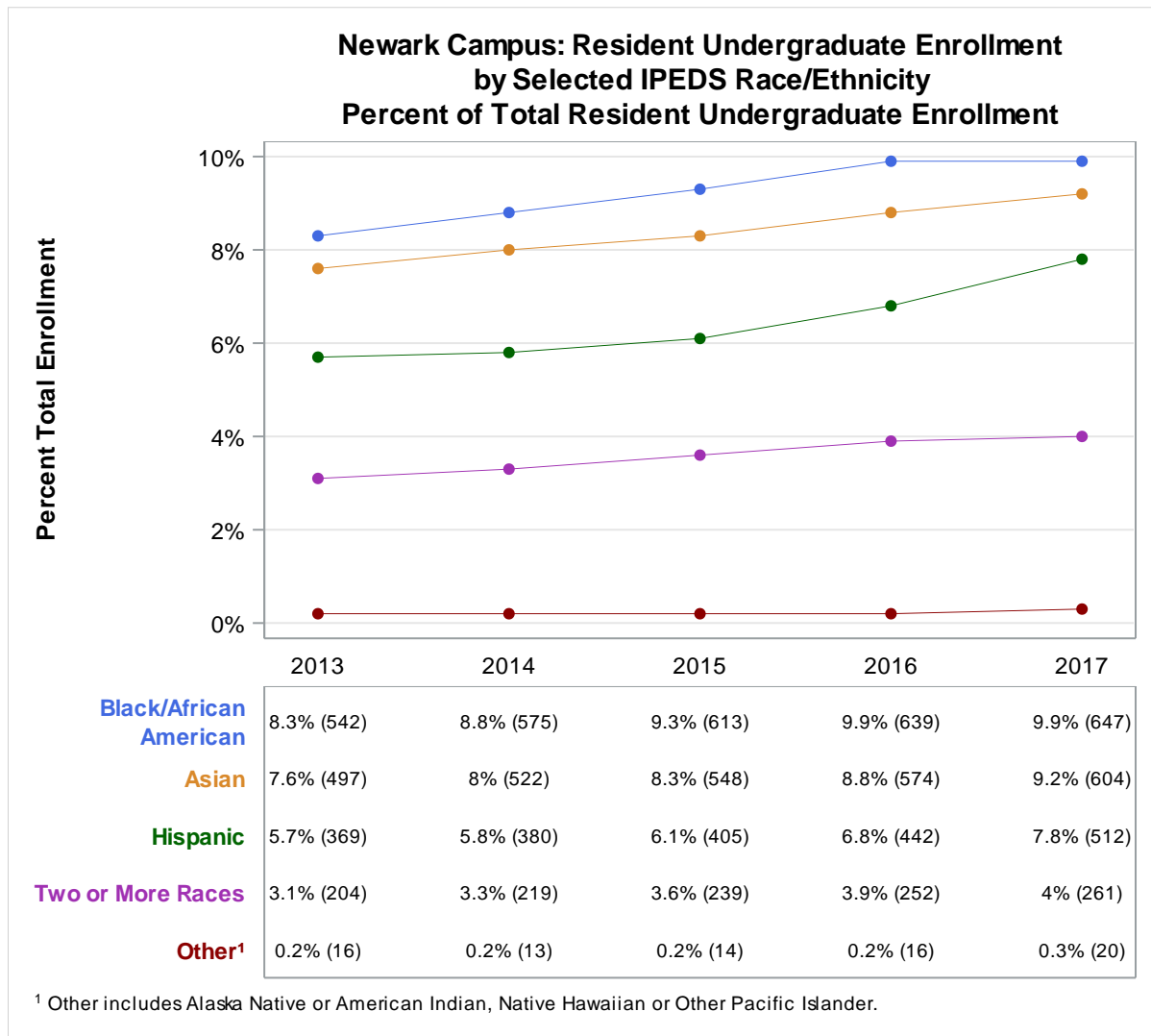
Newark Campus: Undergraduate Enrollment by Selected IPEDS Race/Ethnicity Percent of Total Undergraduate Enrollment



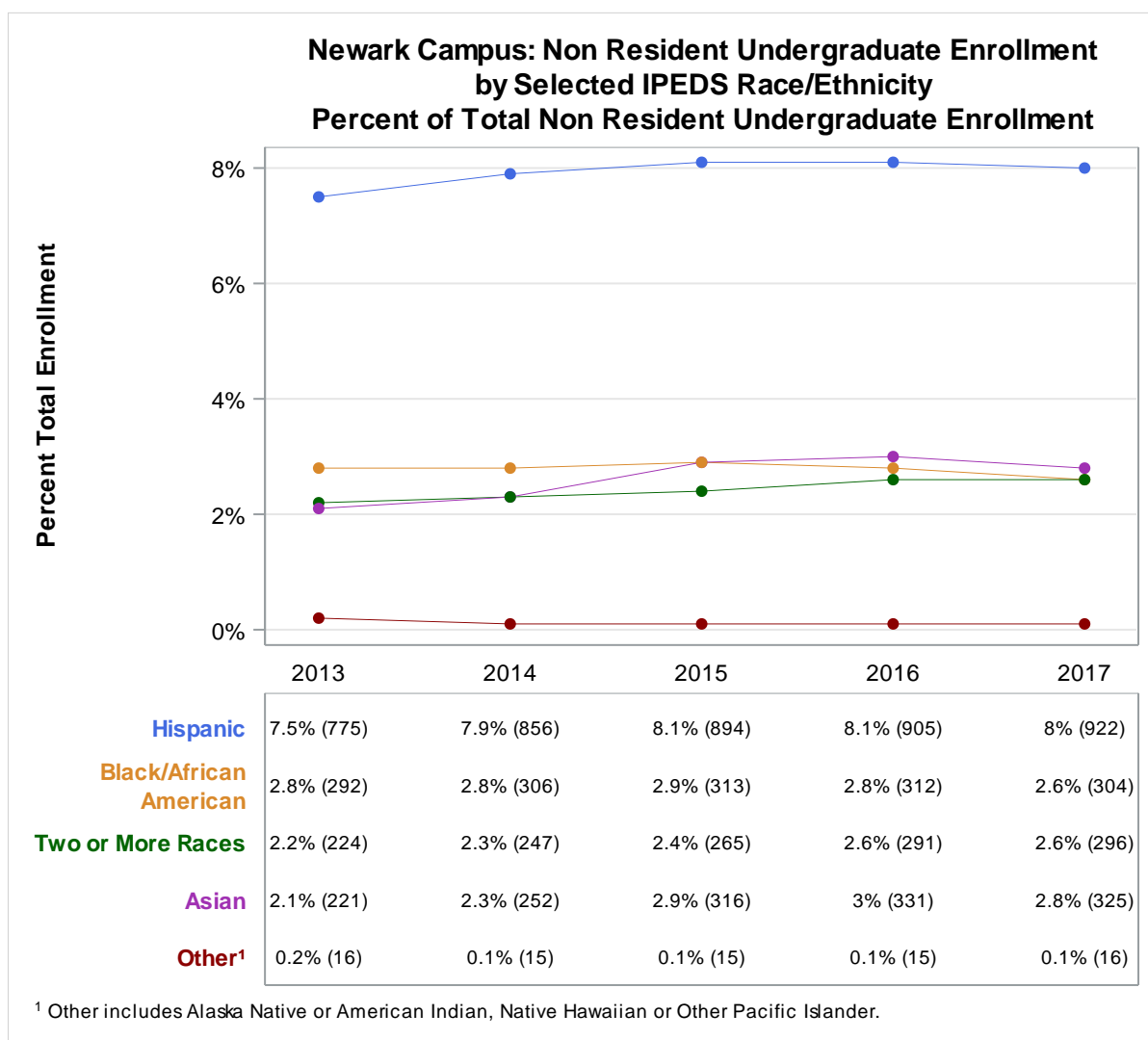
Hispanic	6.8% (1144)	7.1% (1236)	7.4% (1299)	7.6% (1347)	7.9% (1434)
Black/African American	4.9% (834)	5.1% (881)	5.3% (926)	5.4% (951)	5.2% (951)
Asian	4.3% (718)	4.4% (774)	4.9% (864)	5.1% (905)	5.1% (929)
Two or More Races	2.5% (428)	2.7% (466)	2.9% (504)	3.1% (543)	3.1% (557)
Other ¹	0.2% (32)	0.2% (28)	0.2% (29)	0.2% (31)	0.2% (36)

¹ Other includes Alaska Native or American Indian, Native Hawaiian or Other Pacific Islander.

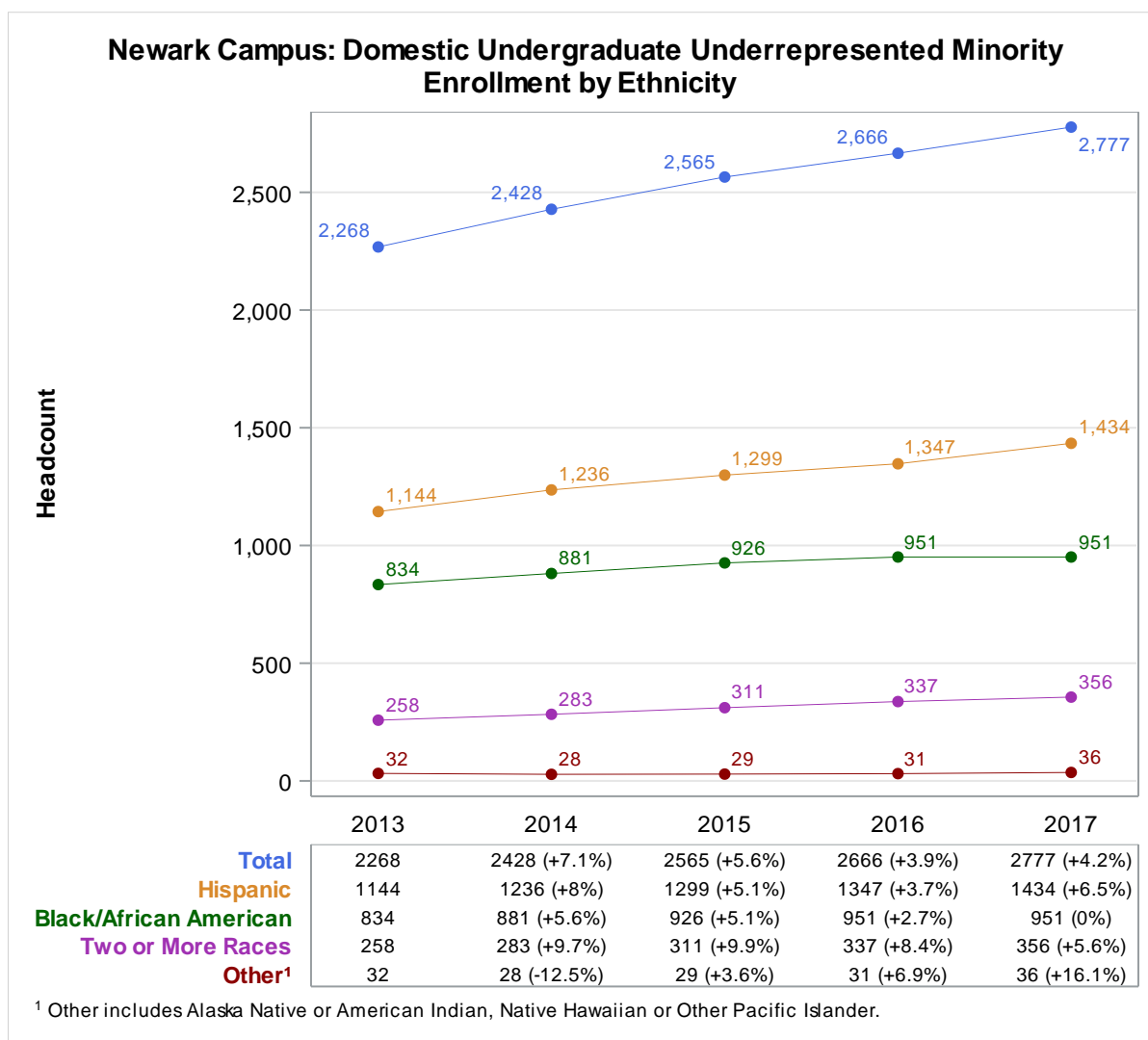
Our UG enrollment is the most diverse in terms of domestic students of color in the history of the university, supporting inclusive excellence and improving the academic experience and our ability to prepare students to make an impact in their communities.



UG enrollment of Delaware students of color is also at record levels. We have made significant progress over the past five years in enrollment of all residents students of color.

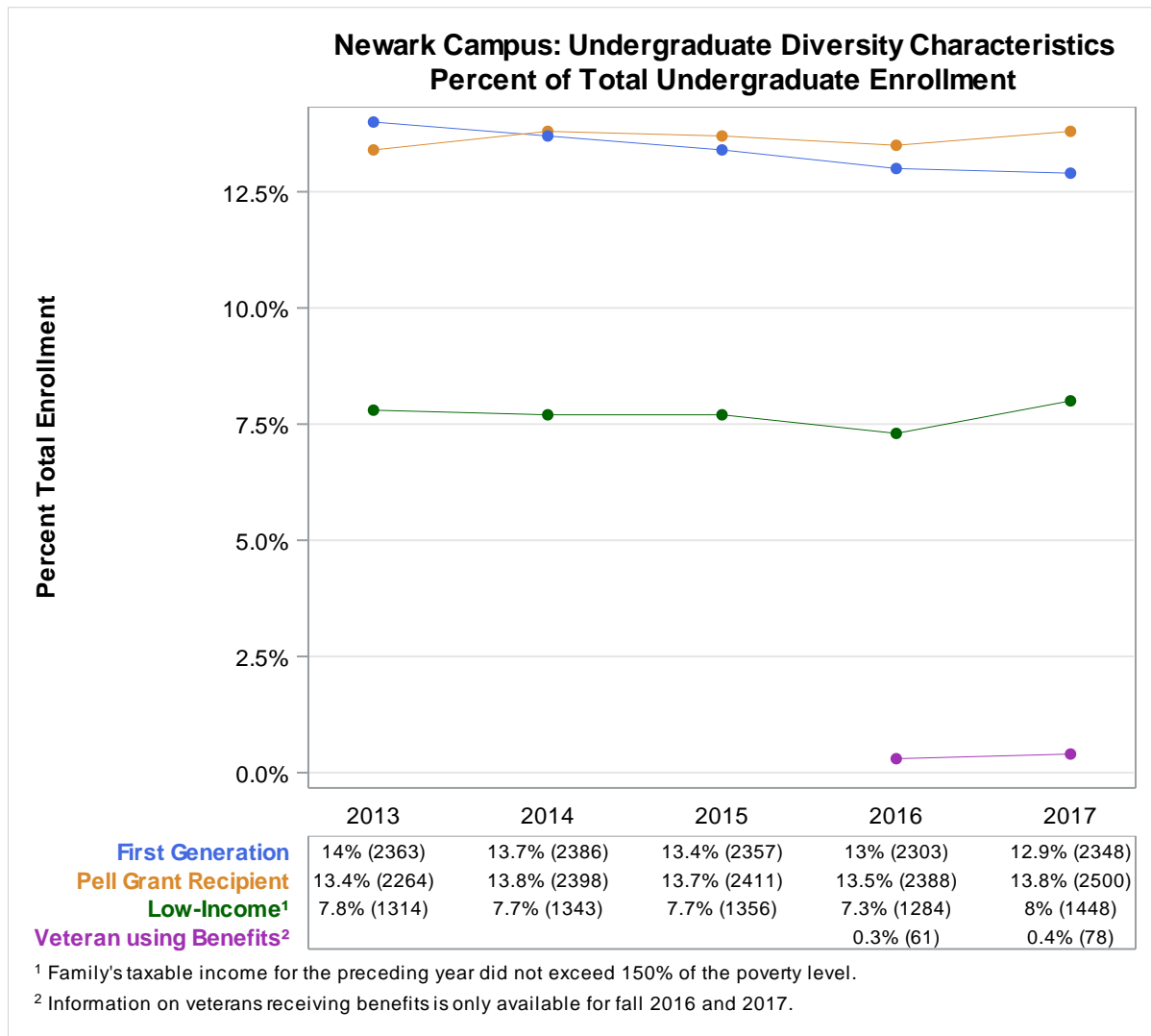


Likewise, UG enrollment of non-resident students of color is at a record level, with gains among all IPEDS race and ethnicity categories except Black/African American.

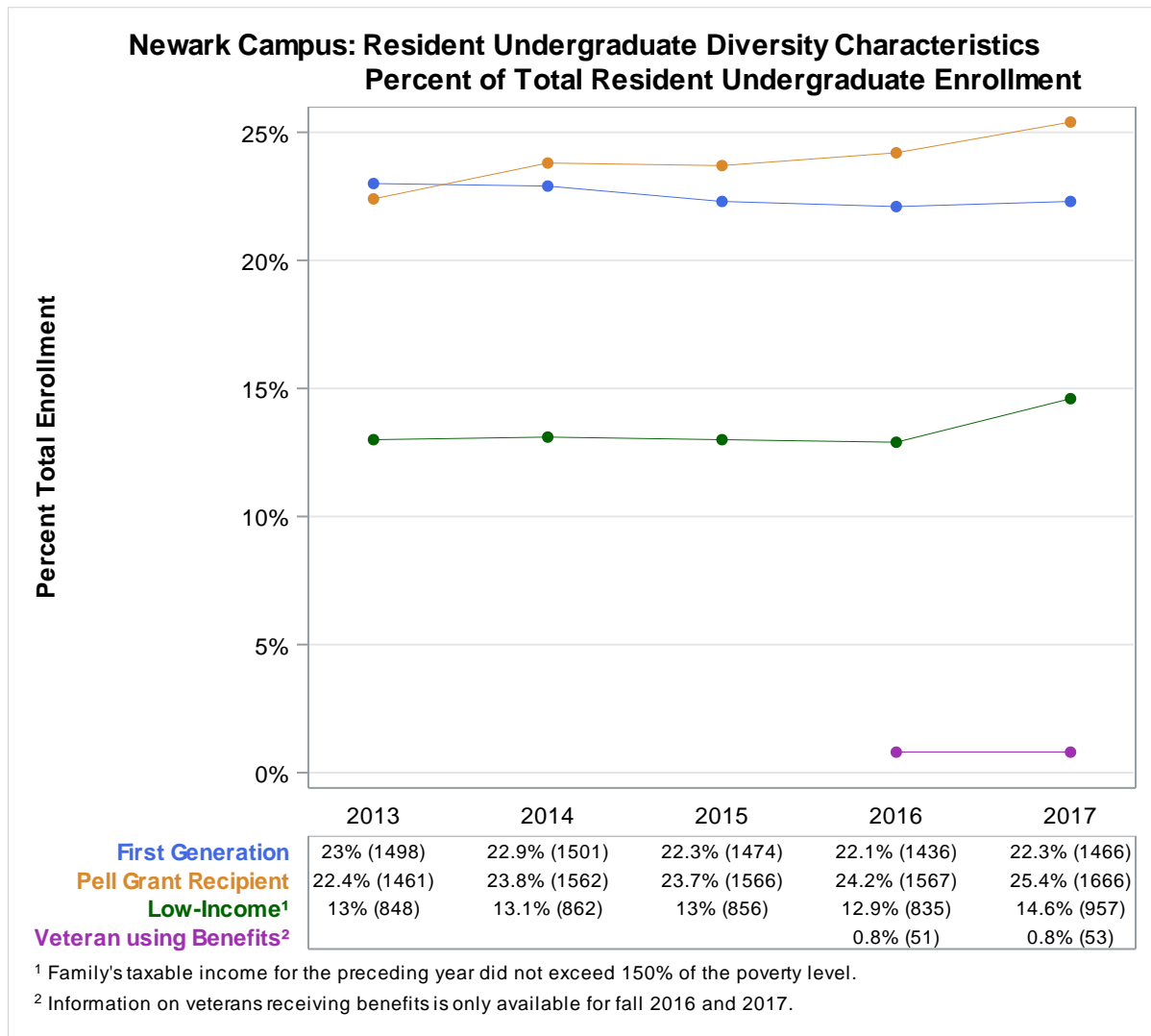


This graph illustrates the year to year improvement in enrolling underrepresented minority students over the past five years. Two or more races on this graph represents students who mark “two or more races” and one of the races is not White or Asian. The percent improvement from 2013 to 2017 is:

- Overall: 22.4%
- Hispanic: 25.3%
- Black/African American: 14%
- Two or more races: 38%

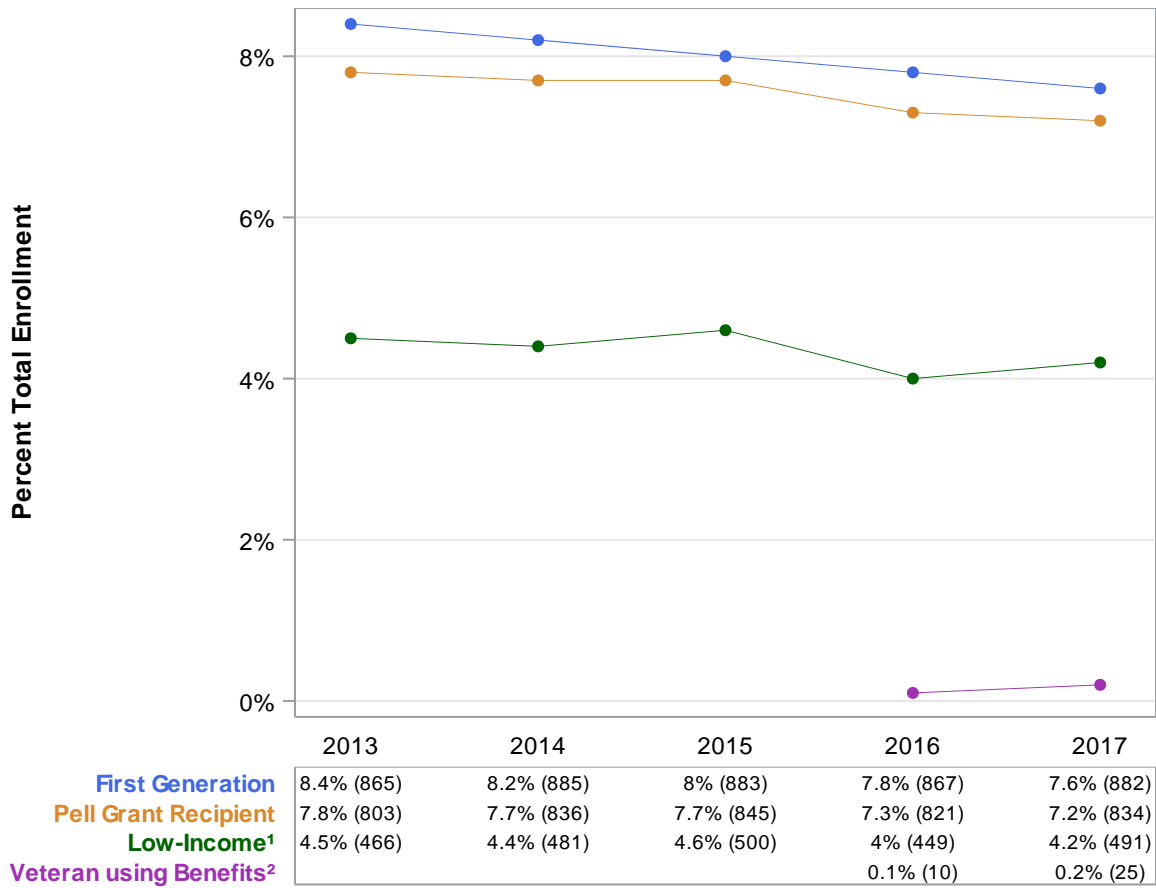


This graph provides data on other aspects of diversity, particularly UG enrollment of students from underserved populations. Creation of the Coordinator for Student Veteran Support position is beginning to make an impact on enrollment of Armed Forces veterans using their education benefits. These data do not represent family members of veterans using Post-9/11 GI Bill education benefits.



Thanks to the Commitment to Delawareans, we have made progress in promoting access to Pell Delaware UG students, which now comprise over 25% of our resident UG enrollment.

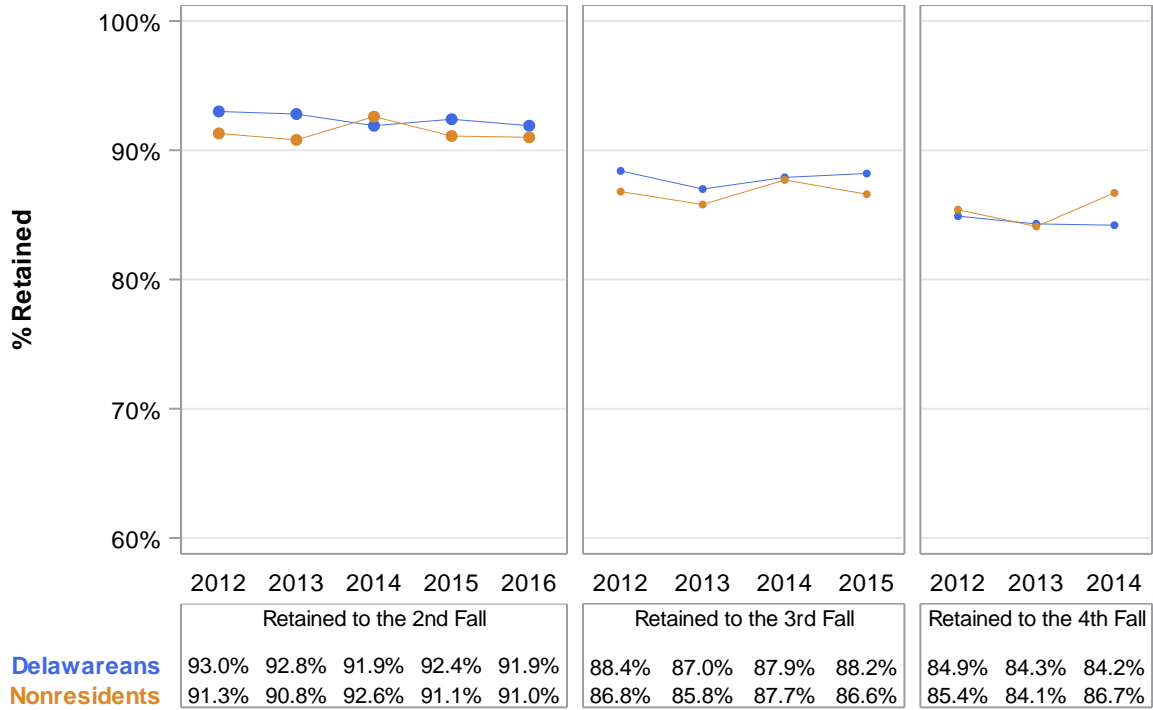
Newark Campus: Non Resident Undergraduate Diversity Characteristics Percent of Total Non Resident Undergraduate Enrollment



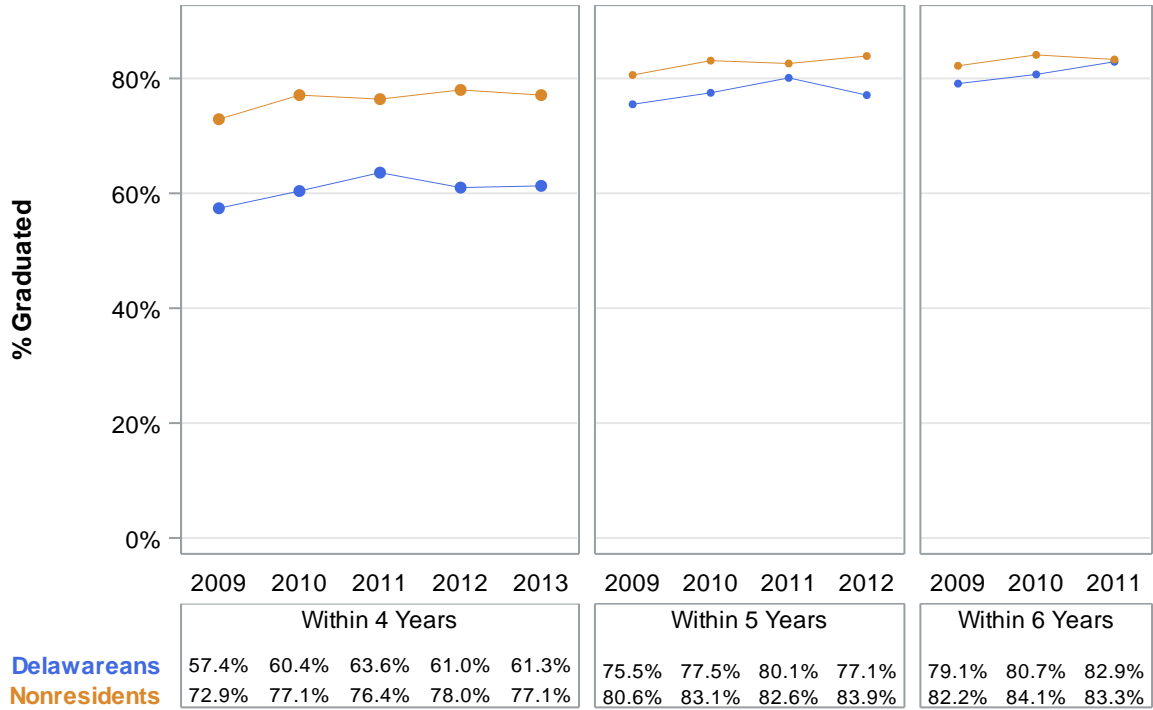
¹ Family's taxable income for the preceding year did not exceed 150% of the poverty level.

² Information on veterans receiving benefits is only available for fall 2016 and 2017.

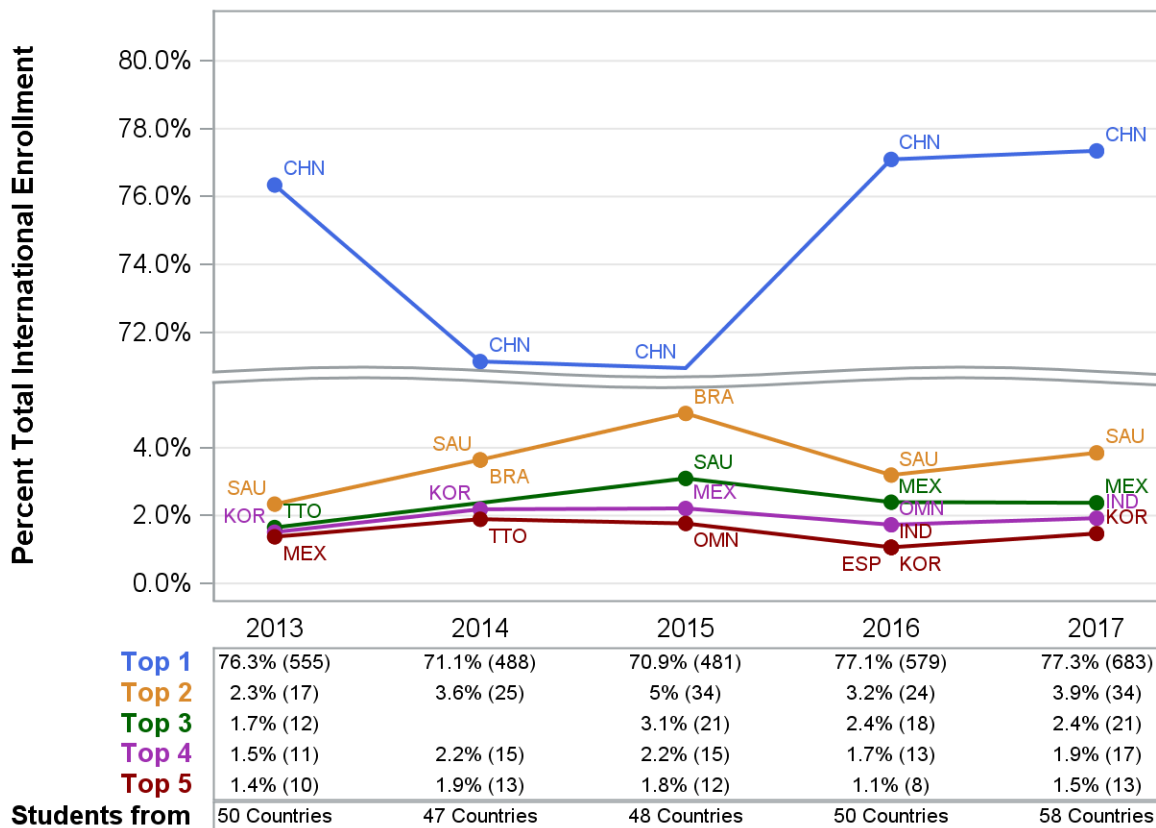
Newark Campus: Retention to 2nd, 3rd and 4th Fall by Cohort



Newark Campus: Graduated within 4, 5 and 6 years by Cohort



Newark Campus: Top 5 Countries as Percent of Total International Undergraduate Student Enrollment



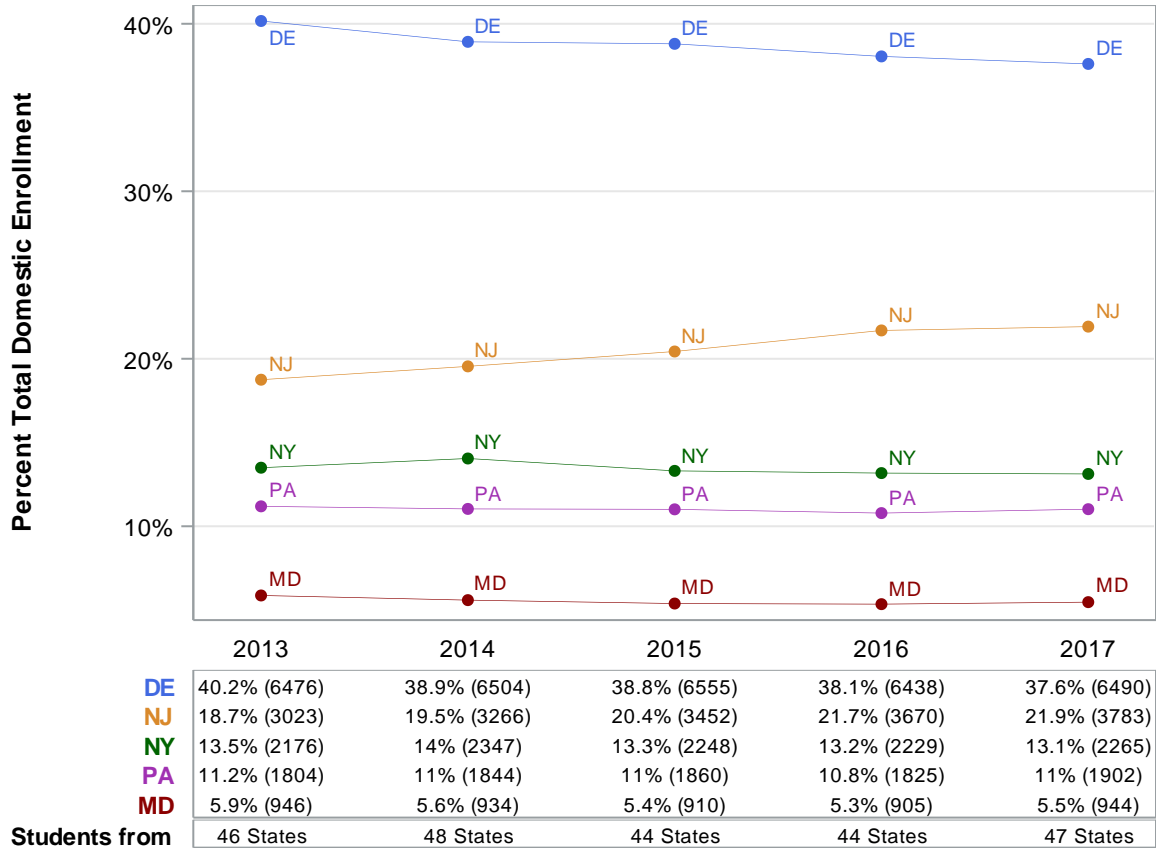
BRA=Brazil CHN=China ESP=Spain IND=India KOR=Korea

MEX=Mexico OMN=Oman SAU=Saudi Arabia TTO=Trinidad and Tobago

For example, Saudi Arabia has the second highest enrollment in 2013; Saudi Arabia and Brazil have the second highest enrollment in 2014; Brazil has the second highest enrollment in 2015; Saudi Arabia has the second highest enrollment in 2016; and Saudi Arabia has the second highest enrollment in 2017.

Our 865 international UGs are from 58 countries, the most countries over the past five years.

Newark Campus: Top 5 States as Percent of Total Domestic Undergraduate Student Enrollment

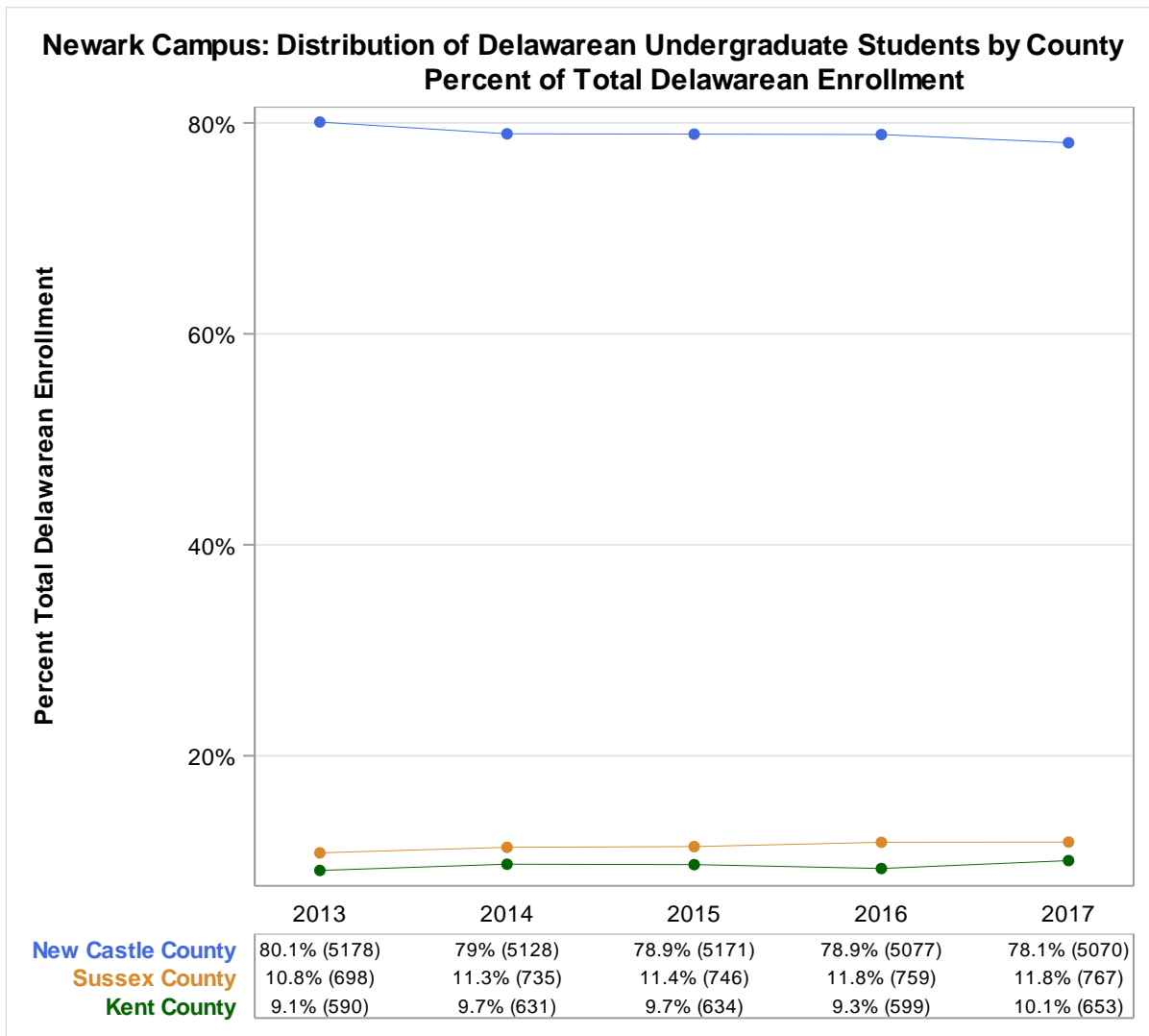


Home Address is self-reported.

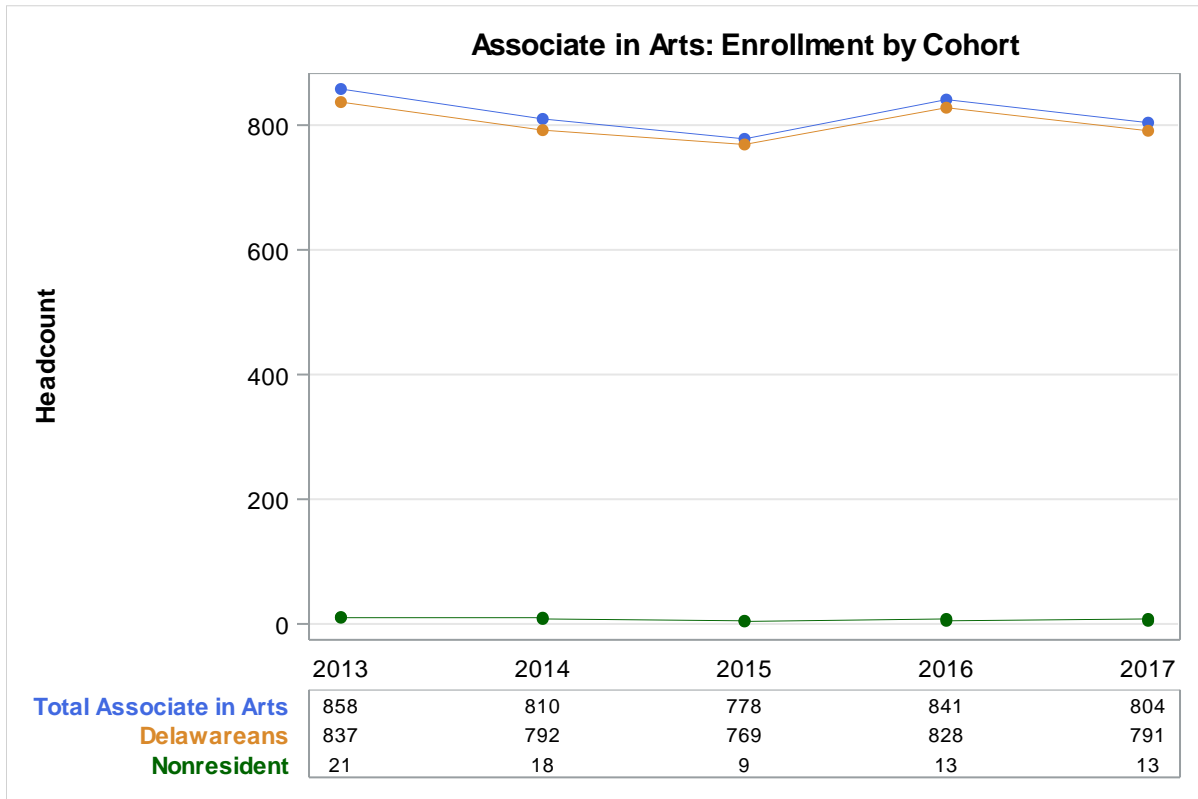
A nonresident student's home state is changed to blank if he/she reports home state being DE

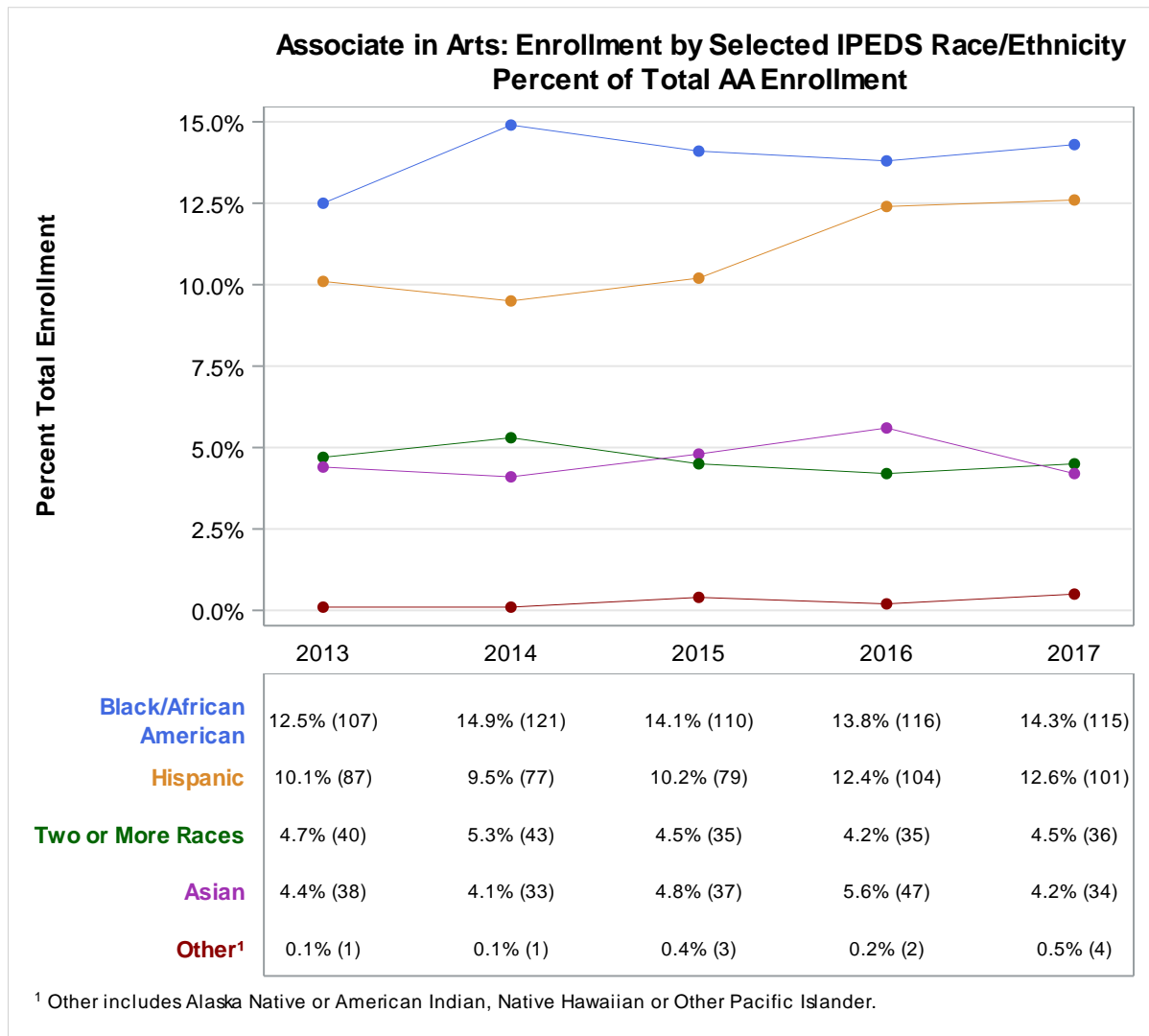
A resident student's home state is changed to blank if he/she reports home state not being DE

Five states, including Delaware, still provide the bulk of the UG enrollment. The proportions from NY, PA, and MD are fairly consistent, but over the past five years we have seen a significant increase in enrollment of students from NJ.



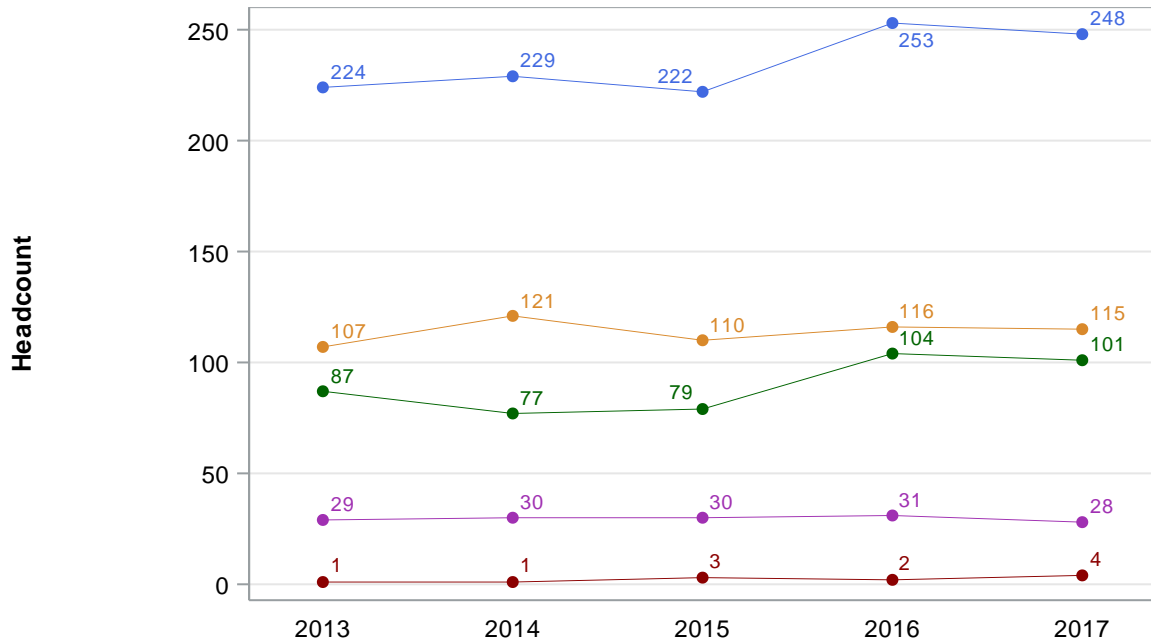
Students from Kent and Sussex counties represent larger proportions of resident UG enrollment.





Enrollment of students of color comprise over 35% of the Associate of Arts Program.

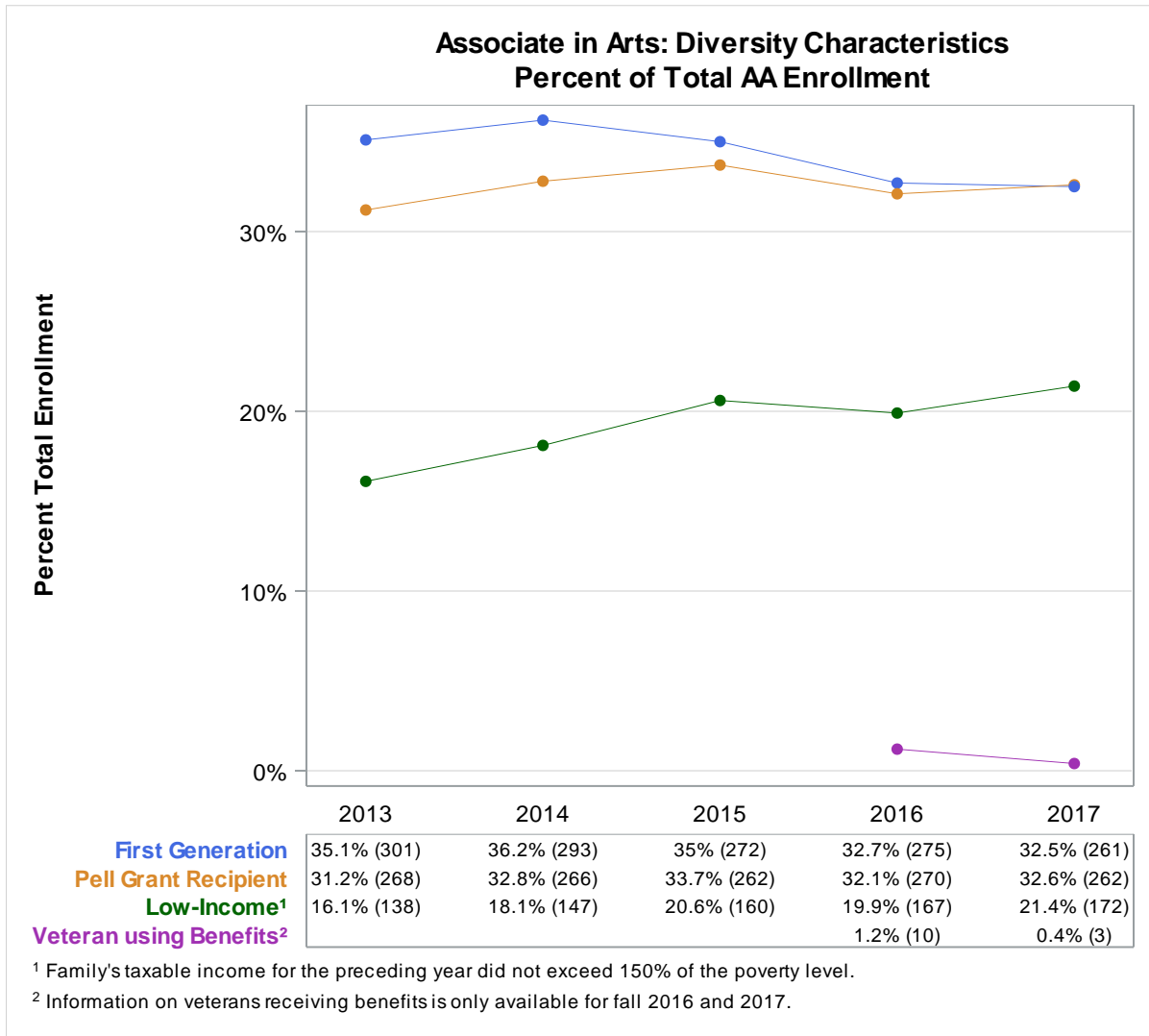
Associate in Arts: Domestic Underrepresented Minority Enrollment by Ethnicity



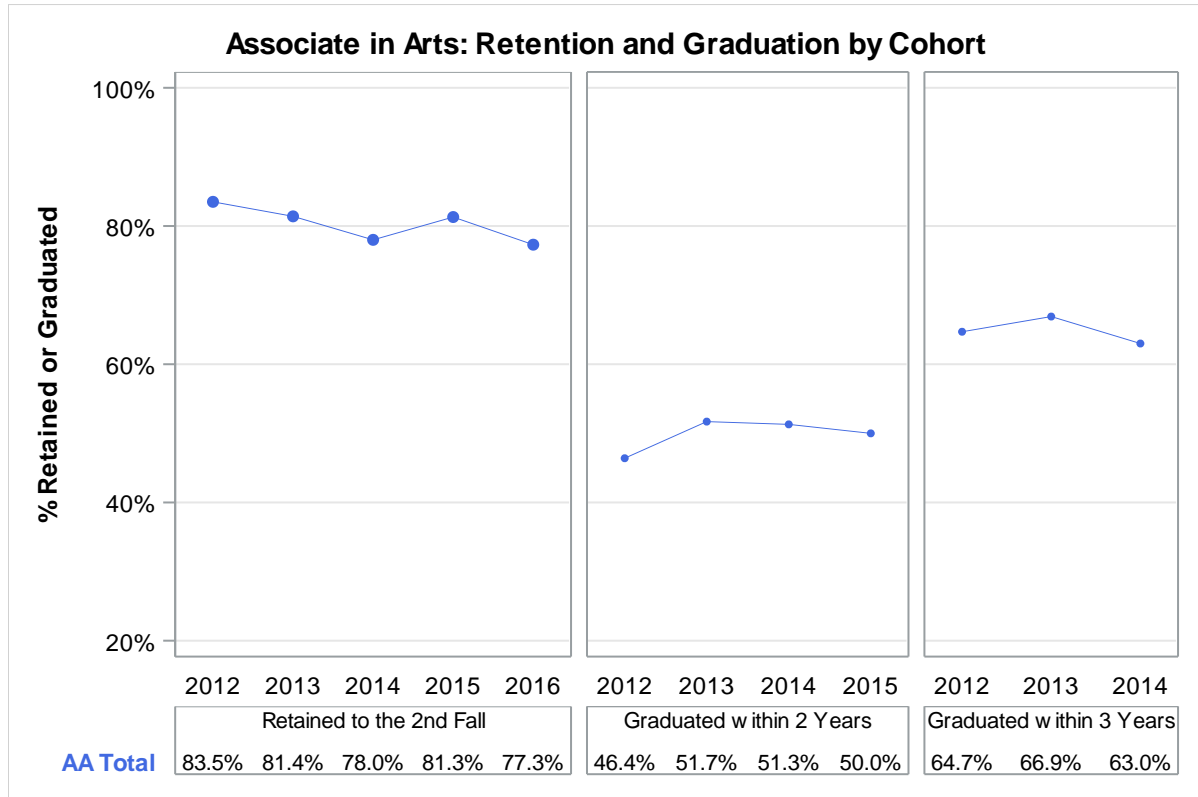
Total	224	229 (+2.2%)	222 (-3.1%)	253 (+14%)	248 (-2%)
Black/African American	107	121 (+13.1%)	110 (-9.1%)	116 (+5.5%)	115 (-0.9%)
Hispanic	87	77 (-11.5%)	79 (+2.6%)	104 (+31.6%)	101 (-2.9%)
Two or More Races	29	30 (+3.4%)	30 (+0%)	31 (+3.3%)	28 (-9.7%)
Other¹	1	1 (+0%)	3 (+200%)	2 (-33.3%)	4 (+100%)

¹ Other includes Alaska Native or American Indian, Native Hawaiian or Other Pacific Islander.

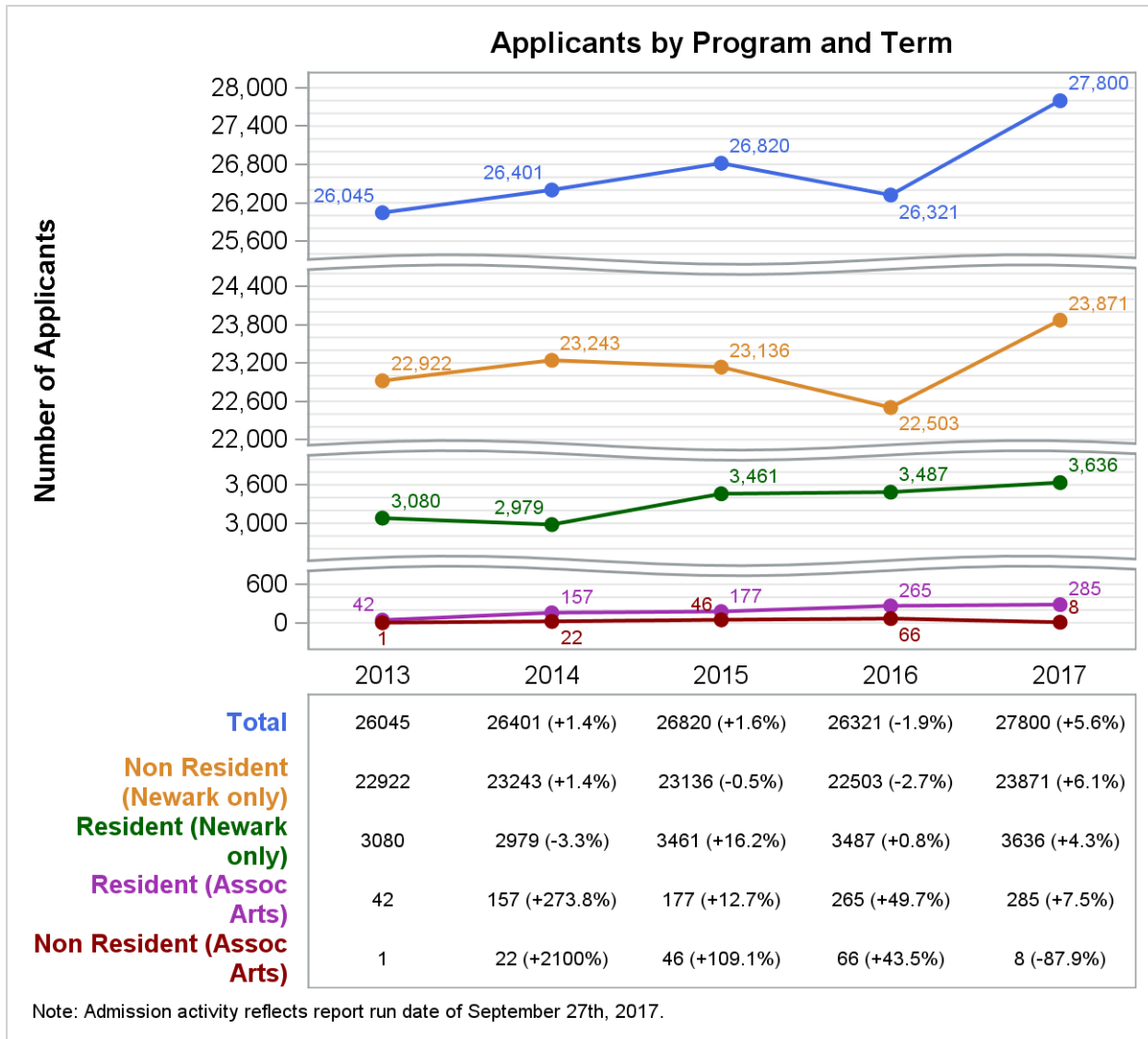
The Associate of Arts program provides access, opportunity, and affordability to Delaware students from underrepresented populations.



The Associate of Arts program also provides access, opportunity, and affordability to Delaware students from underserved populations.

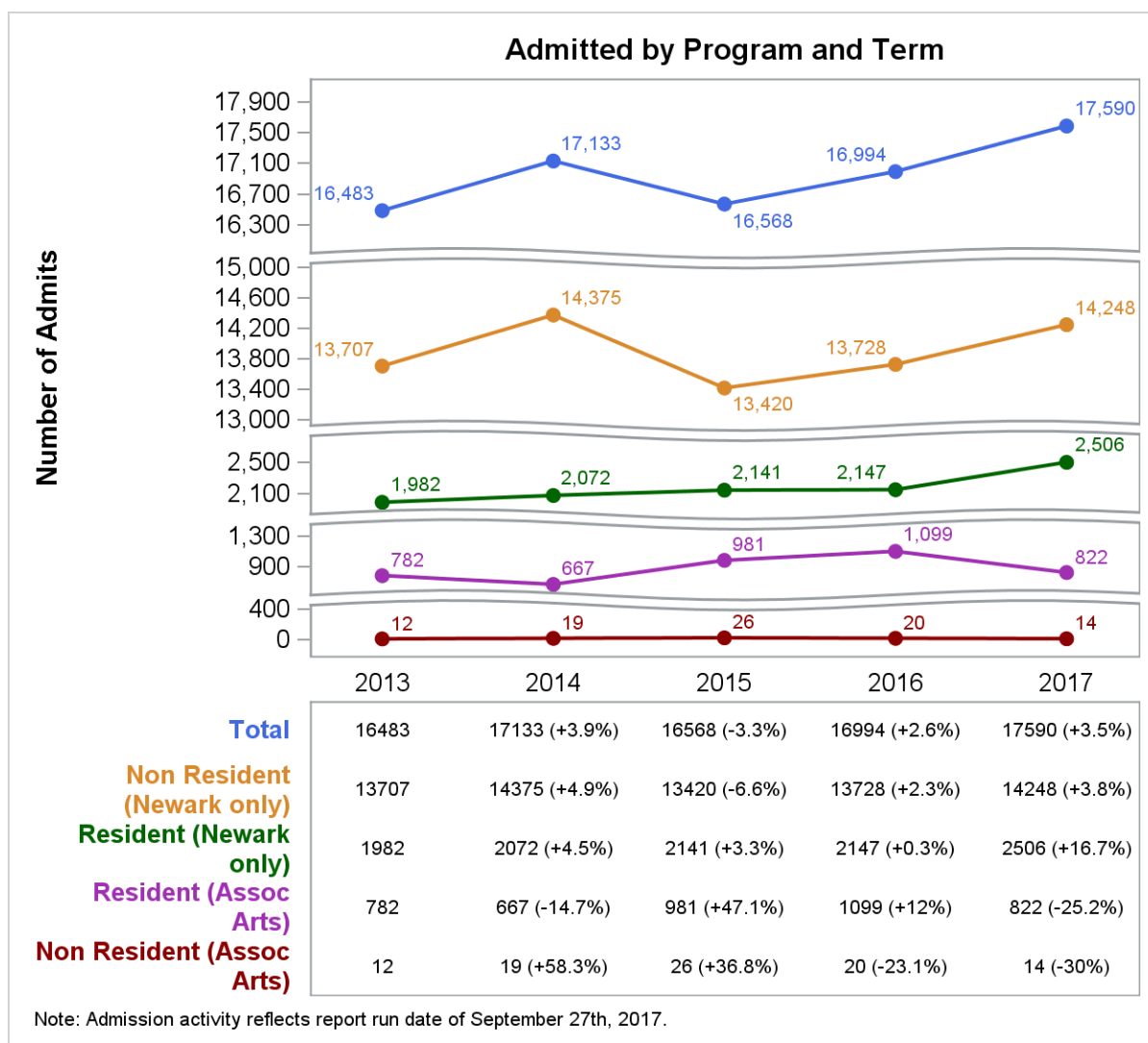


Our Associate of Arts Program continues to be a success story. Not only does it provide access, opportunity, and affordability to Delaware students from underrepresented and underserved populations, but it provides outcomes that far exceed national averages. Nationally, the three-year graduation rate for students in associate of arts programs, e.g. community colleges, ranges from 25-30% depending on the source of data. The AAP three year graduation rate consistently exceeds 60% and the AAP staff and faculty are some of the most active early users of the Blue Hen Success Collaborative in order to improve retention and graduation rates.

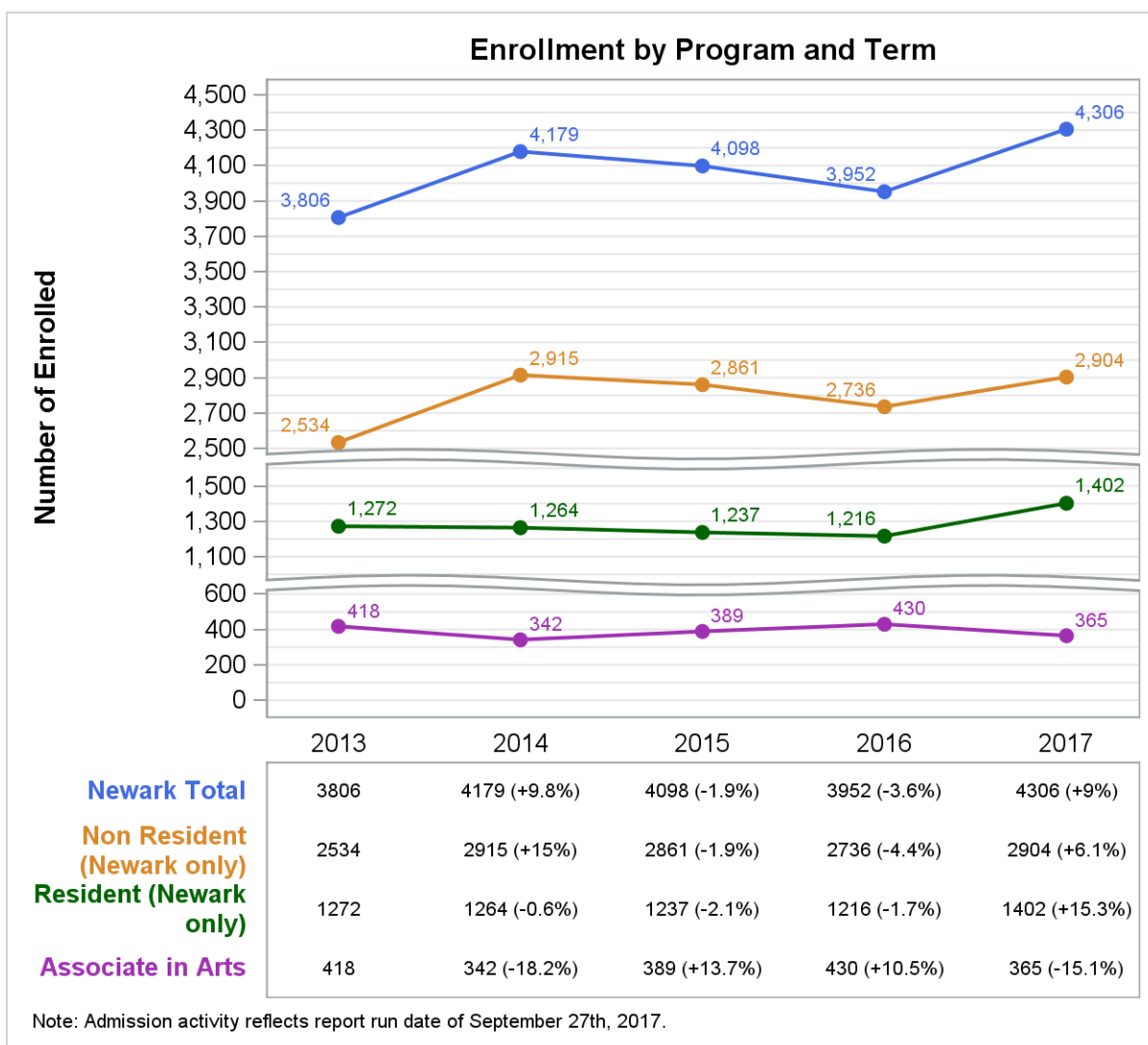


Admission – First Year Students

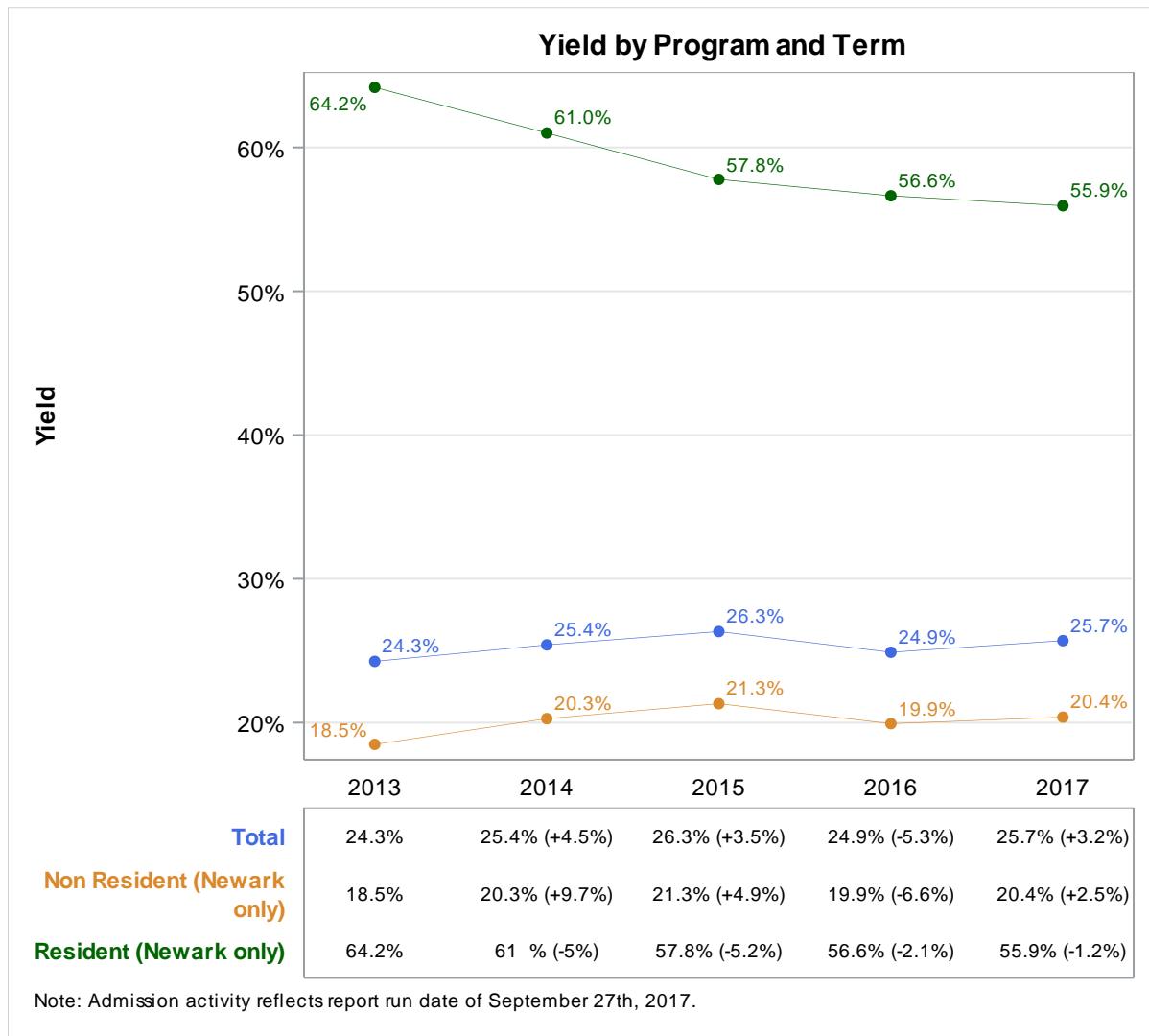
Application volume: total and by residency – This was a record-setting year. Applications increased across the board: applications from non-residents were especially strong, and increases among residents were also significant.



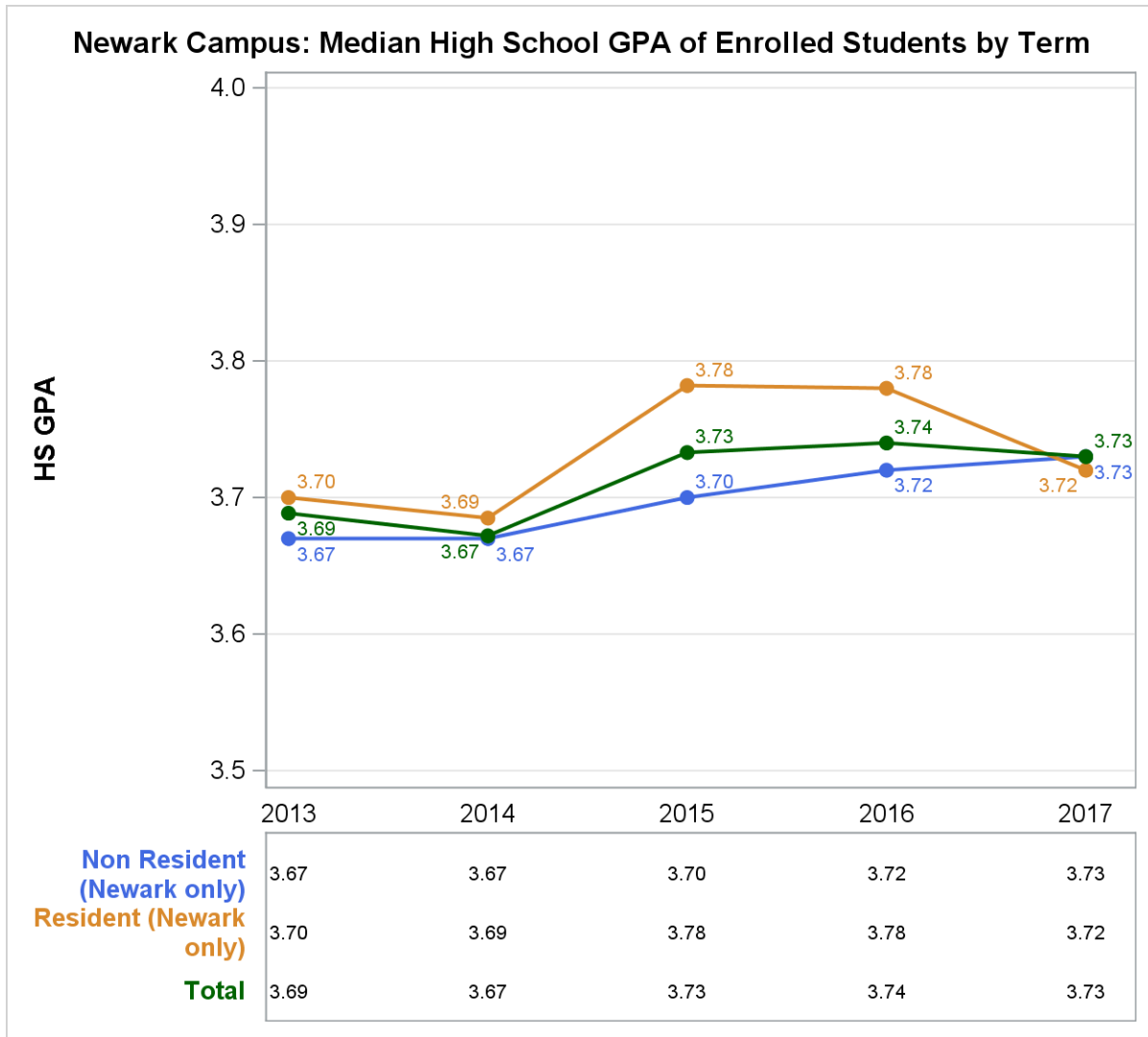
Offers of Admission: total and by residency – The total number of offers increased over previous years, reflecting the goal for an increased class size. The overall goal for fall 2016 was 3,950, while the goal this fall was 4,250. This greatest increase in offers went to Delaware residents due to an increased applicant pool. There were also more opportunities to admit Delaware residents as a result of our test optional pilot being implemented for the first time.



Enrollment: totals by residency – The enrollment goal of 4,250 was exceeded by a comfortable margin with a record-setting 4,306 first-year students beginning their studies in Newark this fall. The enrollment of Delaware residents on the Newark campus set a record. The enrollment of non-residents was also strong. Enrollment in the Associate in Arts Program was lighter than in the previous two years but stronger than in fall 2013.

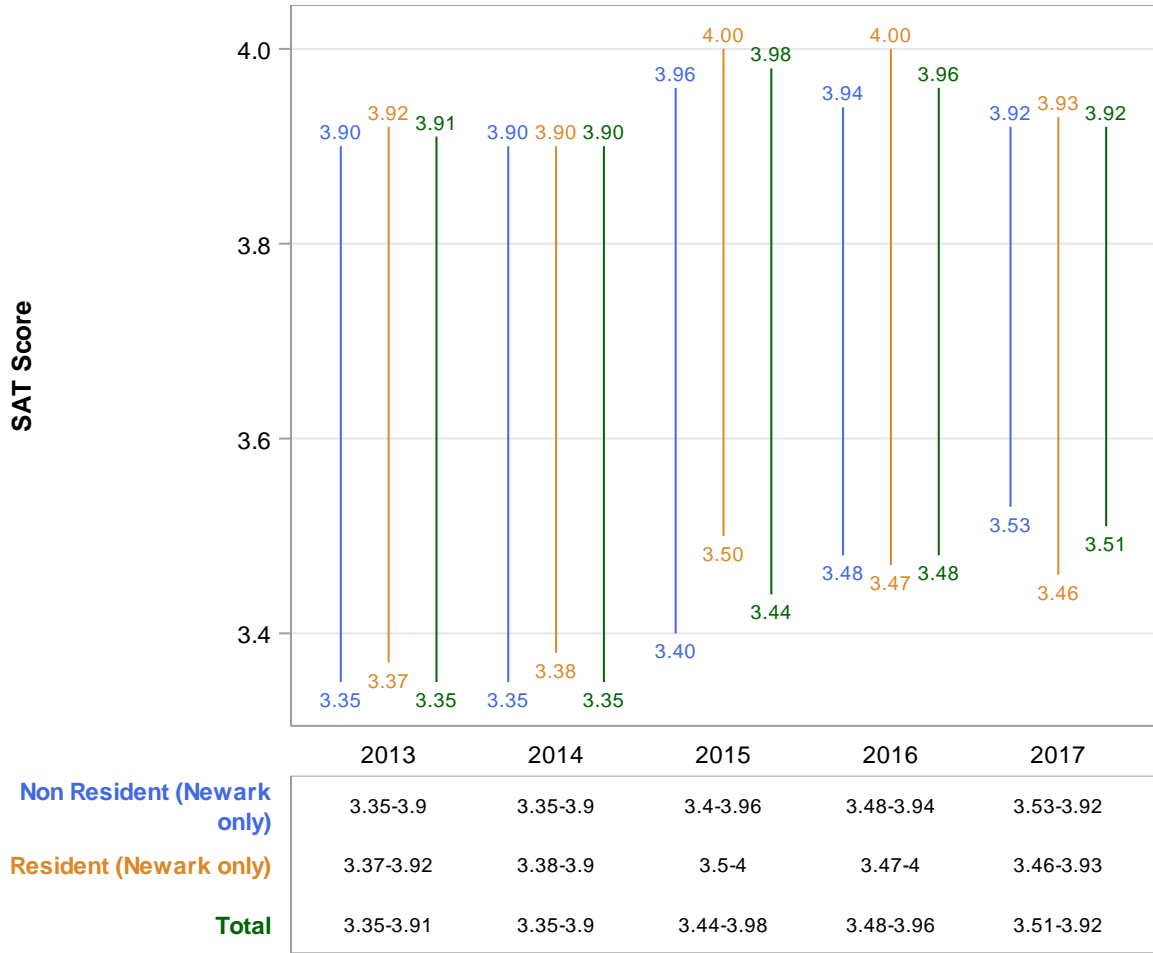


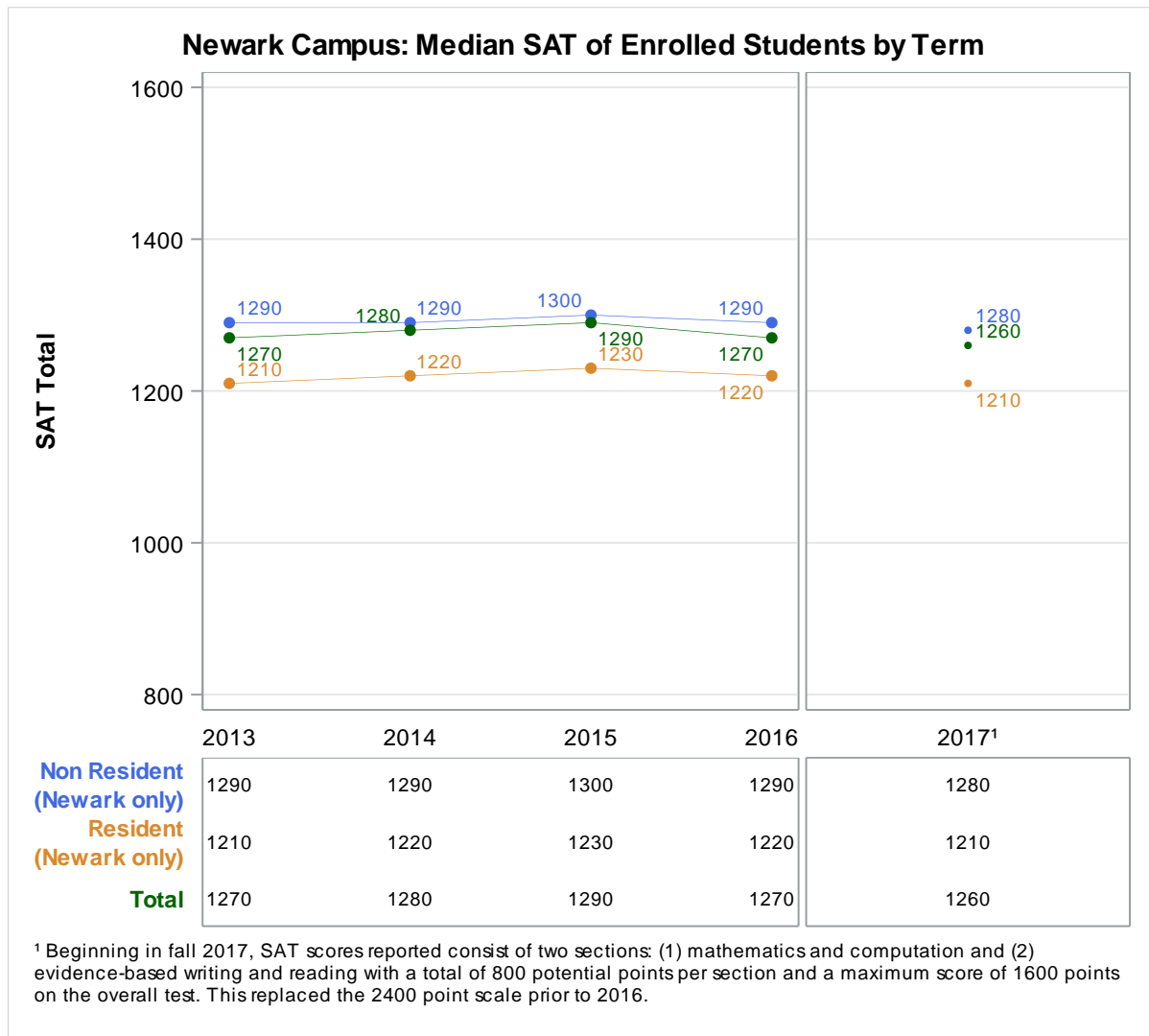
Yield: total and by residency – Total yield, the percentage of students accepting our offer of admission, was up slightly from last year for non-residents and in total. A downward slide continued among residents of the state, reflecting increased competition in the region.



Quality Measures: GPA – The high school GPA of our enrolled class continues to reflect the high-performing students that are attracted to UD. This is true for residents as well as non-residents of the state. The graph above shows the median, while the graph that follows shows the range of GPAs that are shared by the middle band of students.

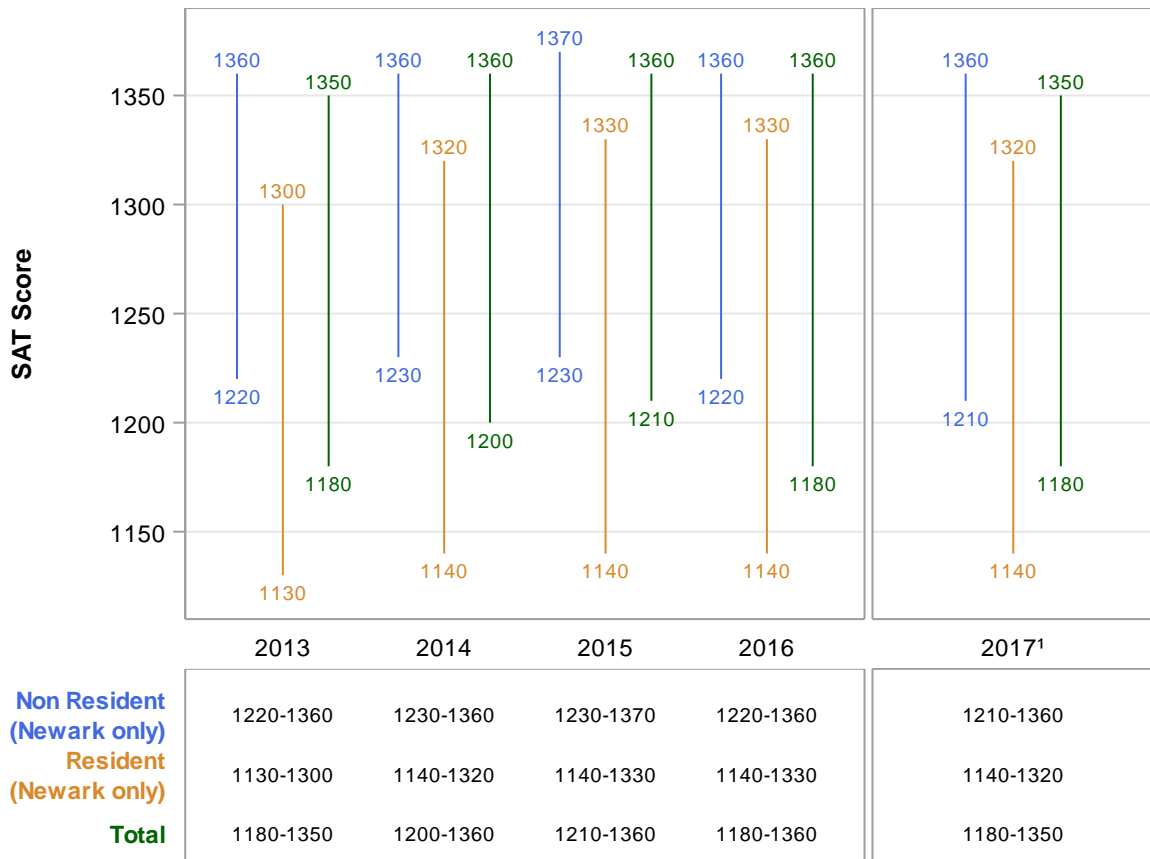
Newark Campus: The 25th and 75th Percentiles of HS GPA of Enrolled Students by Term



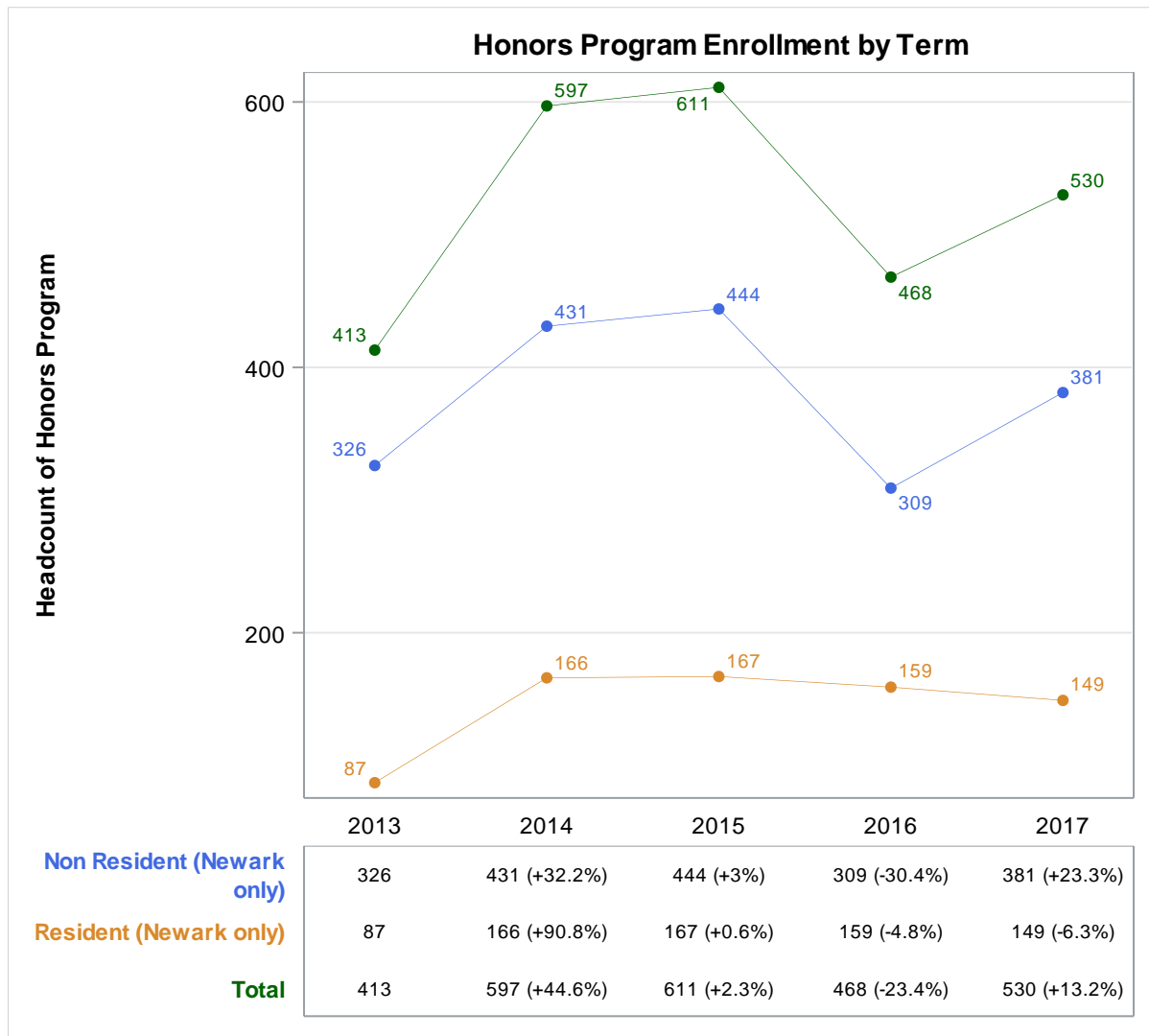


Quality Measure: SAT Scores – Due to major changes in the SAT test, the College Board warns against comparisons of this year’s results with previous years. With that caveat in mind, the graph above and the graph that follows provide a comparison that shows relative stability in scores across the last five years.

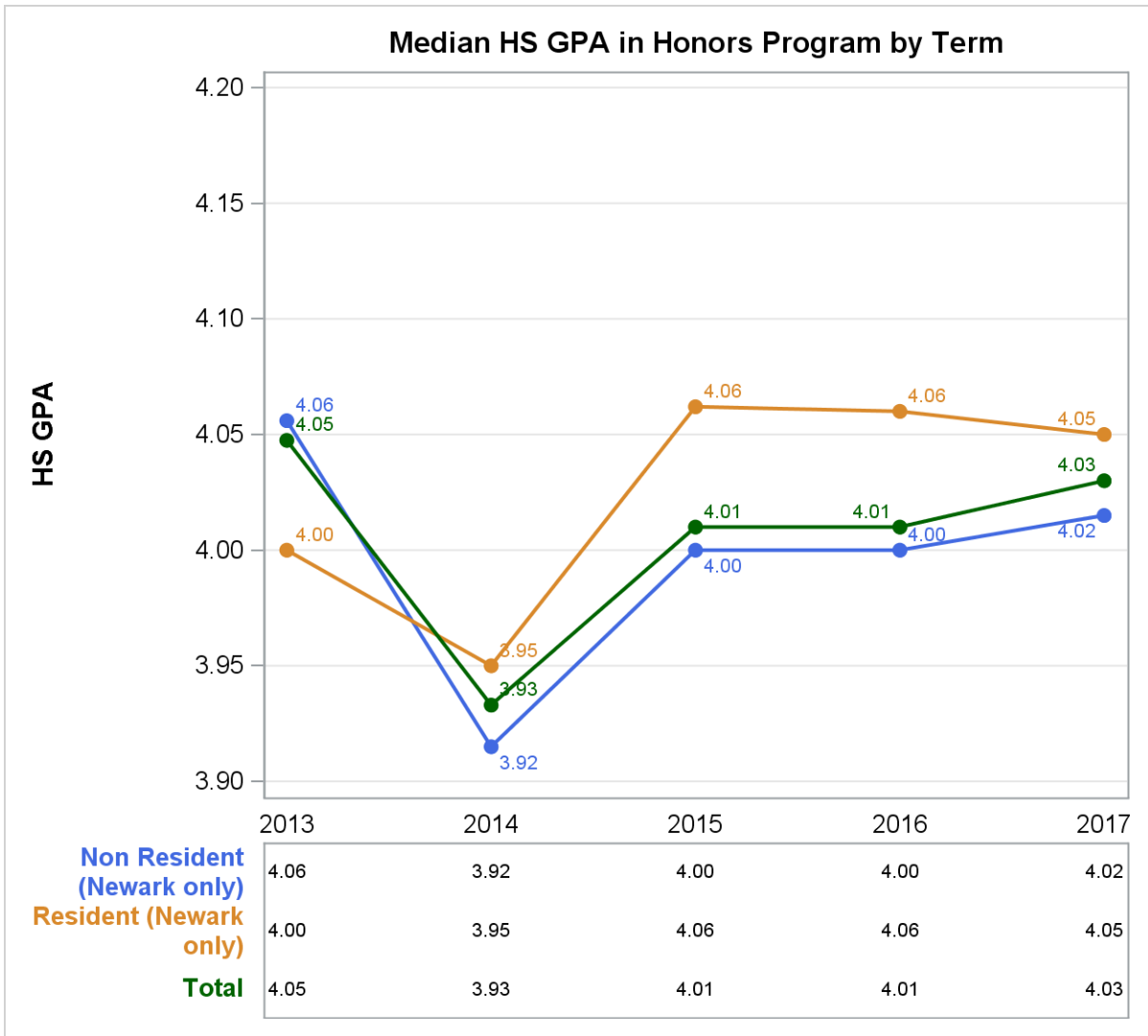
Newark Campus: The 25th and 75th Percentiles of SAT of Enrolled Students by Term



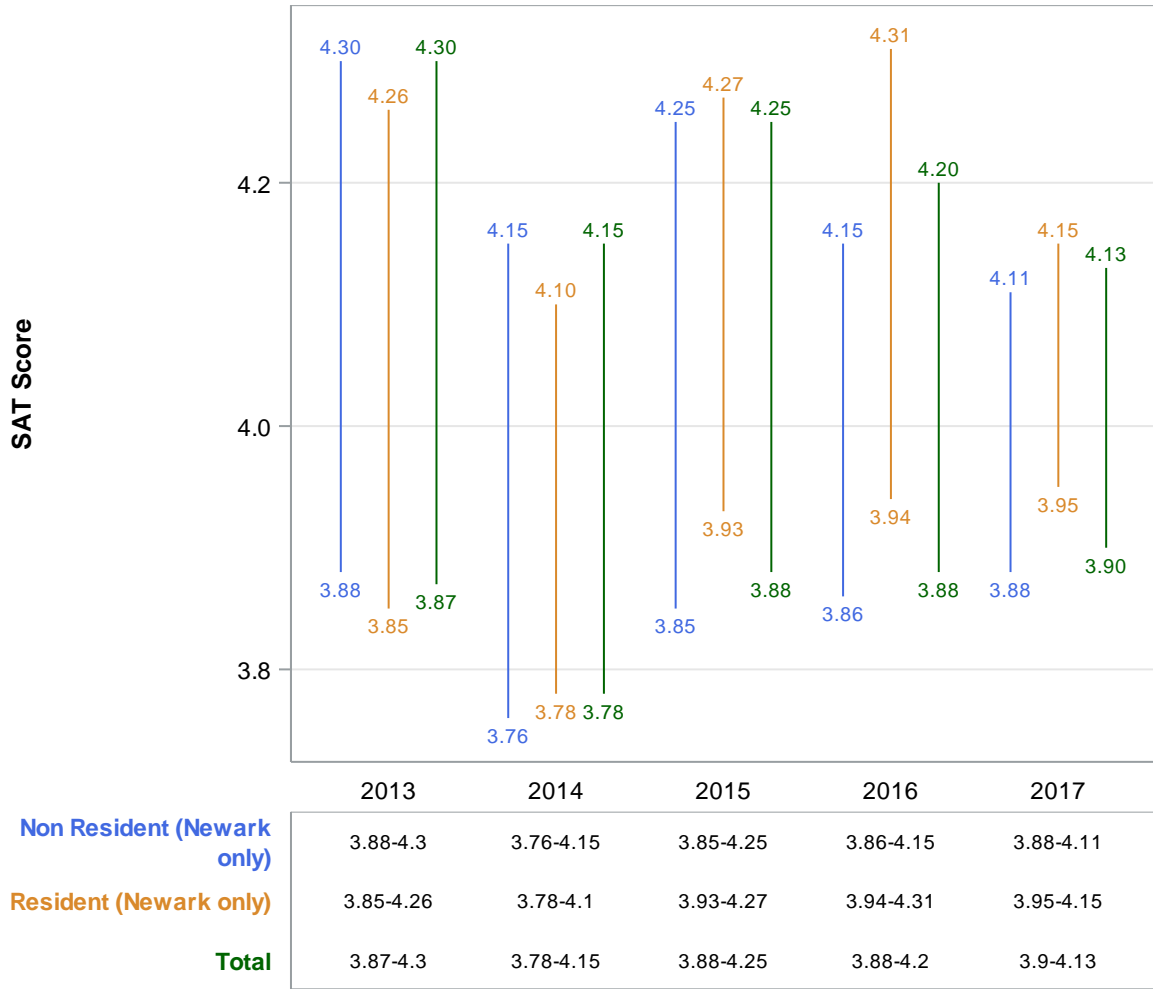
¹ Beginning in fall 2017, SAT scores reported consist of two sections: (1) mathematics and computation and (2) evidence-based writing and reading with a total of 800 potential points per section and a maximum score of 1600 points on the overall test. This replaced the 2400 point scale prior to 2016.



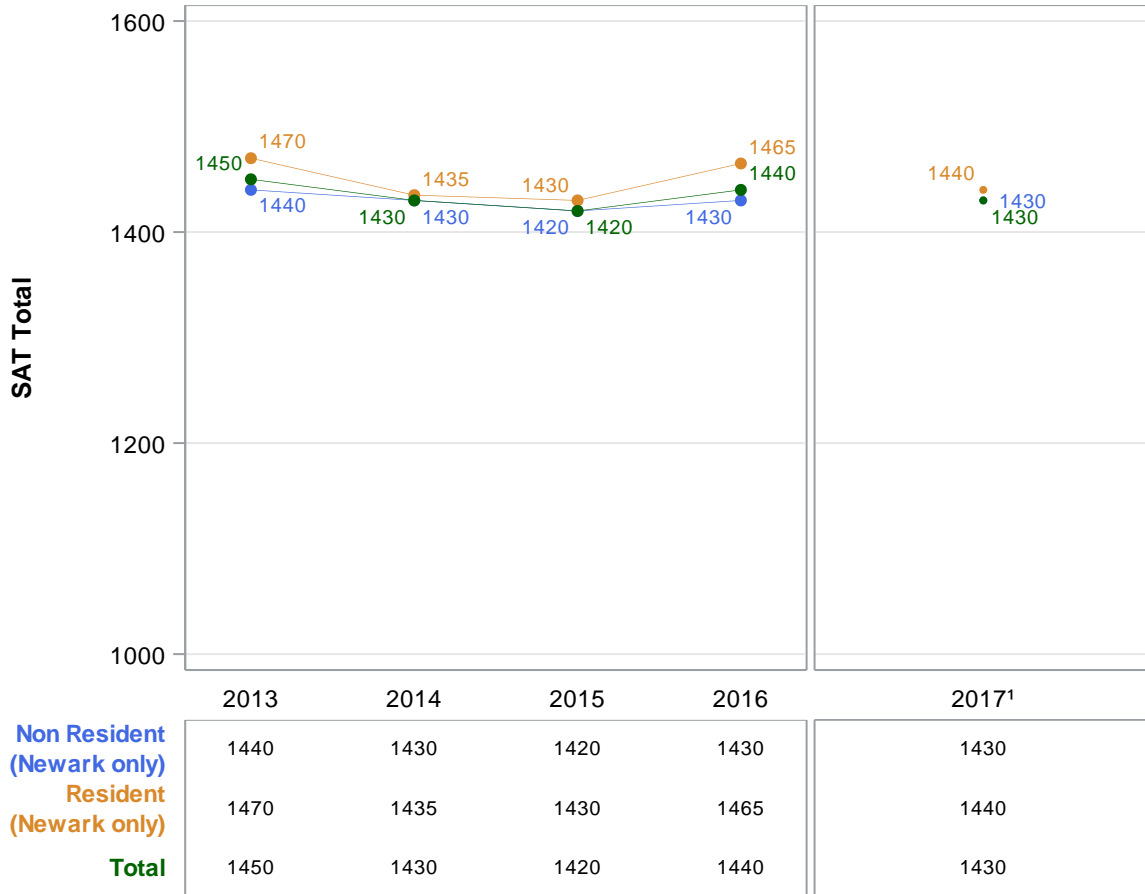
Honors Program Enrollment – The third-largest honors class enrolled this fall, as shown in the graph above. The four (4) graphs that follow compare the Honors program classes of the last five years with regard to GPA and test scores. Across those measures, this year’s Honors class is, again, highly talented and consistent with classes in recent years.



The 25th and 75th Percentiles of HS GPA in Honors Program by Term

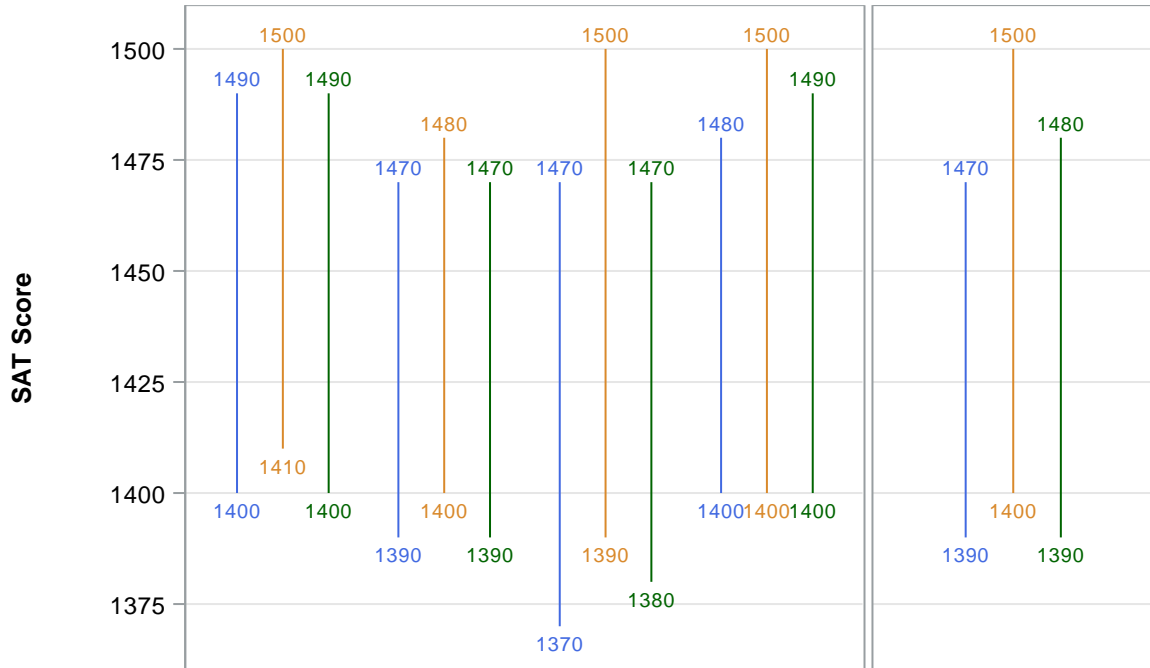


Median SAT in Honors Program by Term



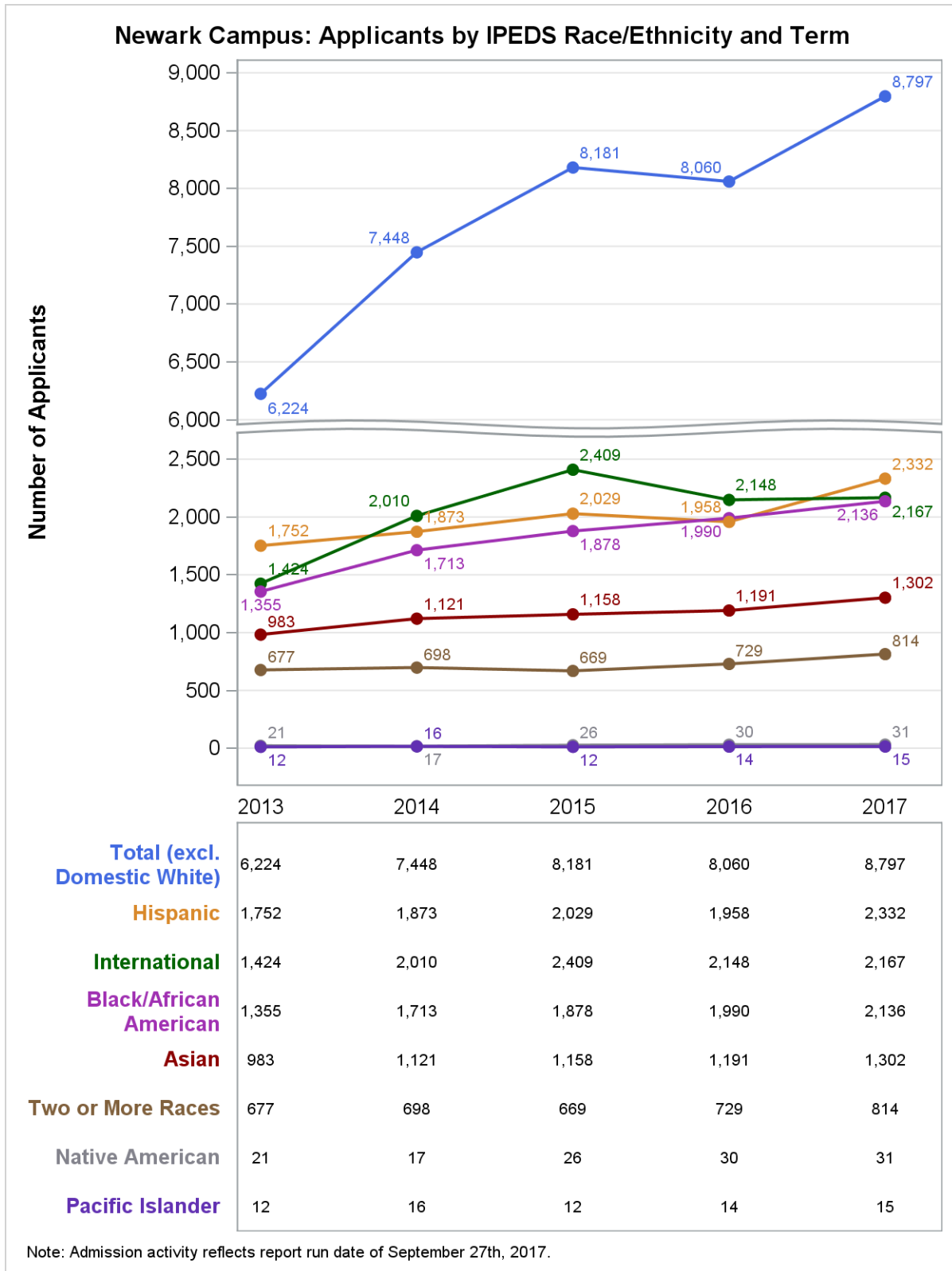
¹ Beginning in fall 2017, SAT scores reported consist of two sections: (1) mathematics and computation and (2) evidence-based writing and reading with a total of 800 potential points per section and a maximum score of 1600 points on the overall test. This replaced the 2400 point scale prior to 2016.

The 25th and 75th Percentiles of SAT in Honors Program by Term

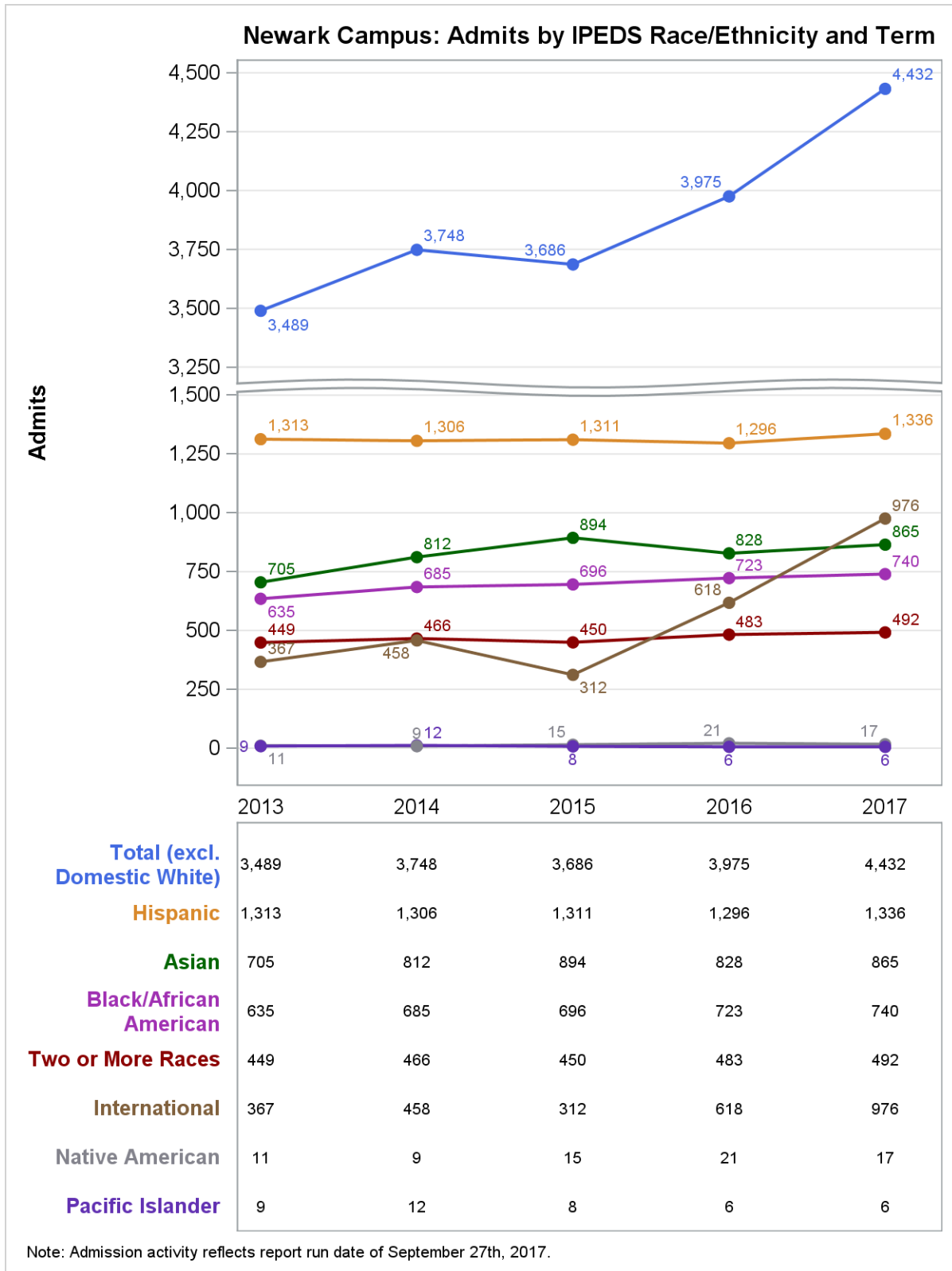


	2013	2014	2015	2016	2017 ¹
Non Resident (Newark only)	1400-1490	1390-1470	1370-1470	1400-1480	1390-1470
Resident (Newark only)	1410-1500	1400-1480	1390-1500	1400-1500	1400-1500
Total	1400-1490	1390-1470	1380-1470	1400-1490	1390-1480

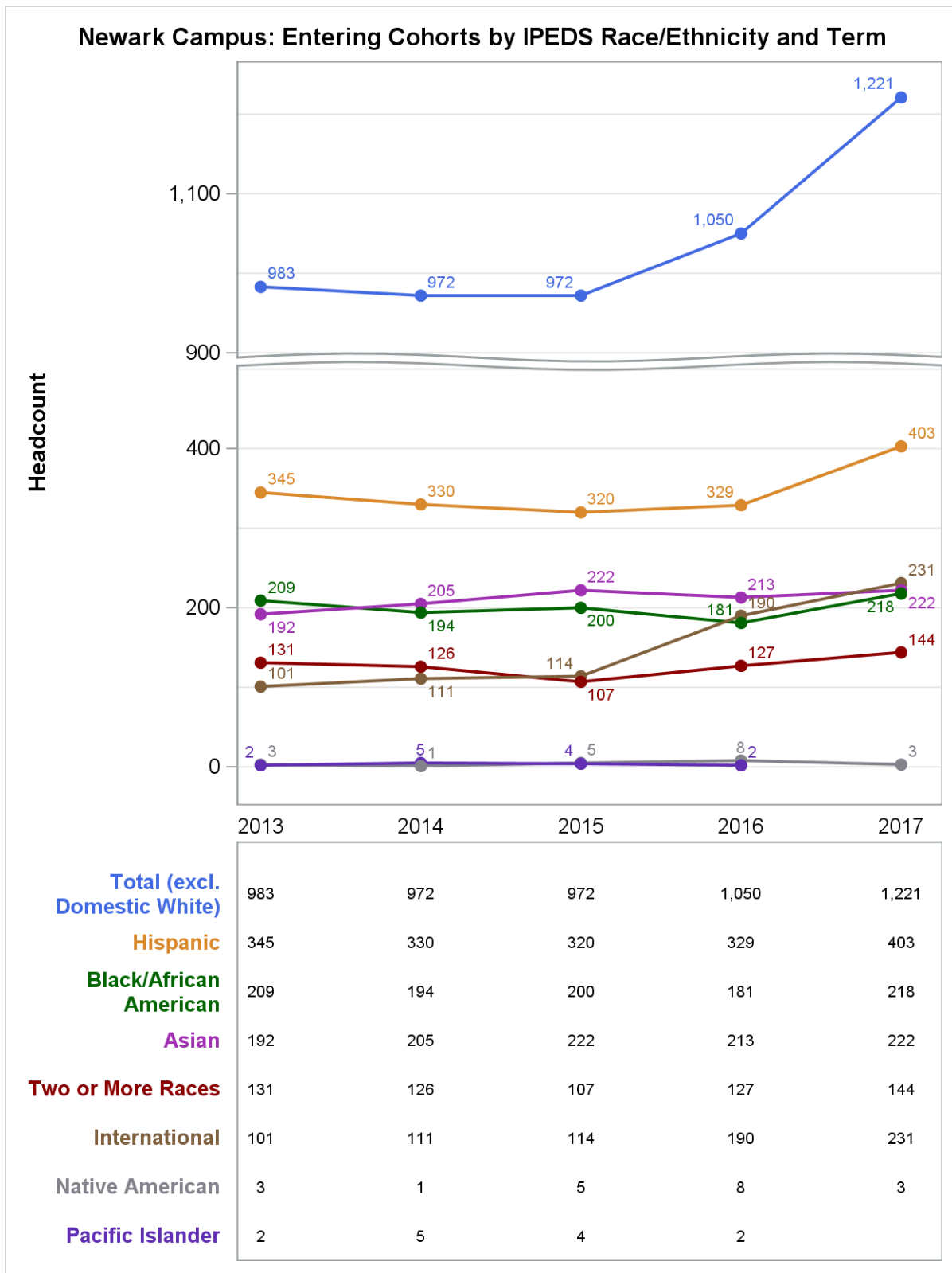
¹ Beginning in fall 2017, SAT scores reported consist of two sections: (1) mathematics and computation and (2) evidence-based writing and reading with a total of 800 potential points per section and a maximum score of 1600 points on the overall test. This replaced the 2400 point scale prior to 2016.



Diversity: Applicants – The applicant pool is increasingly diverse, especially among those who identify as Latina/o, Black/African American, Asian, and Multiracial. We have been strategic and intentional in our efforts to attract more historically underrepresented applicants, and we are succeeding.

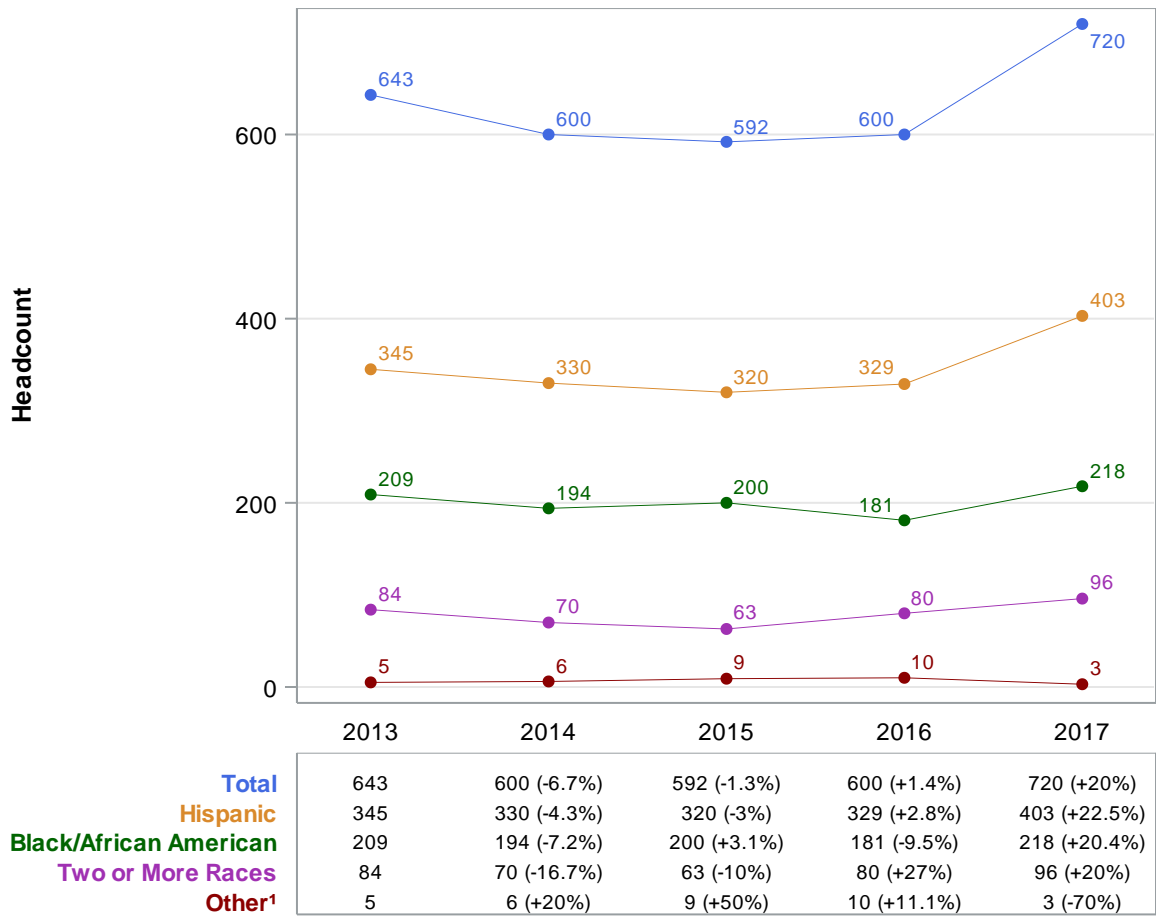


Diversity: Offer of Admission – A record number of offers were made to diverse populations for the incoming class, with notable increases in offers to international students in addition to historically underrepresented domestic students.



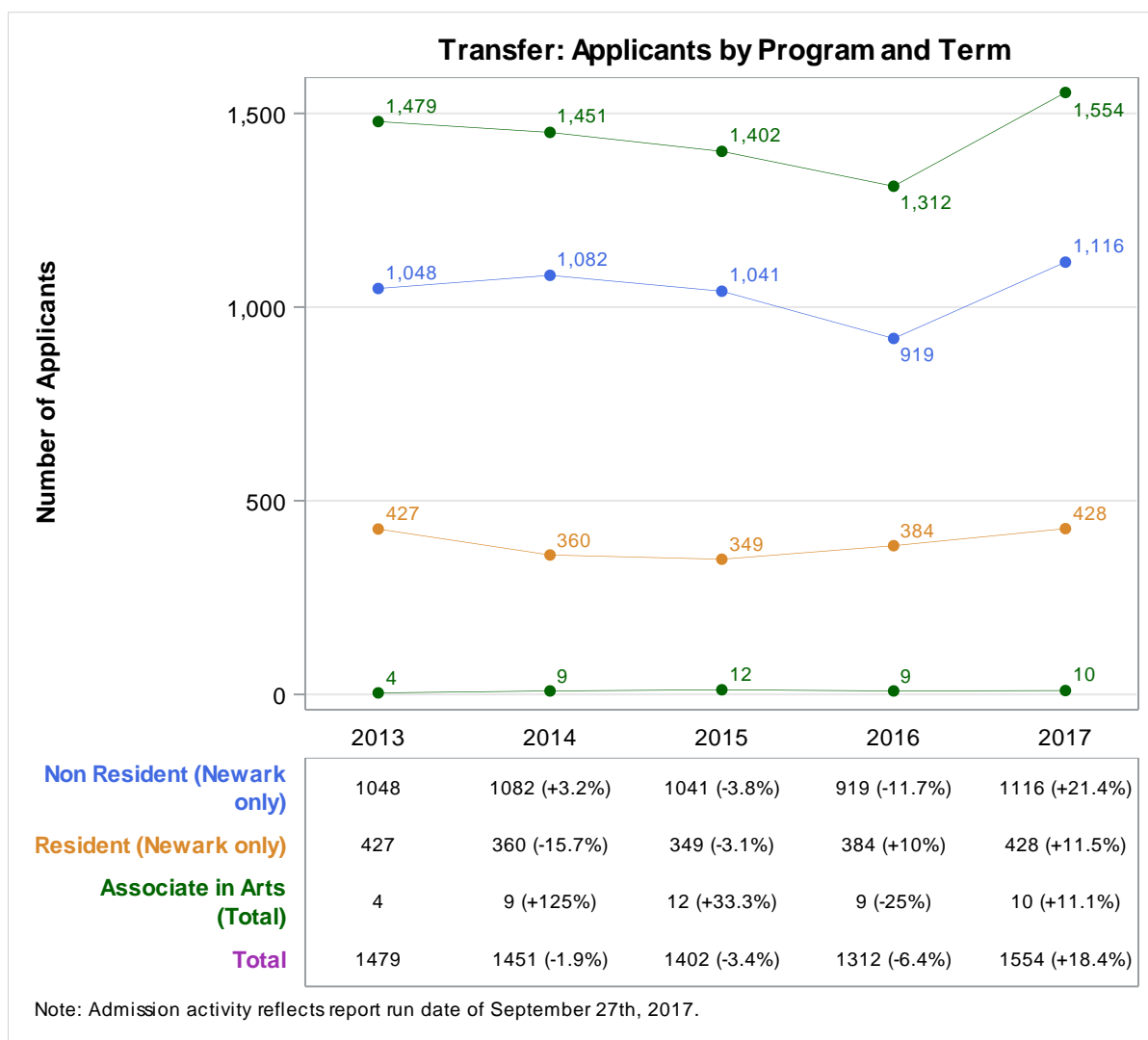
Diversity: Enrollment – The class that enrolled this fall was more diverse than ever. Gains were made in nearly every category, including significant gains in international students.

Newark Campus: Entering Domestic Undergraduate Underrepresented Minority Enrollment by Ethnicity and Term

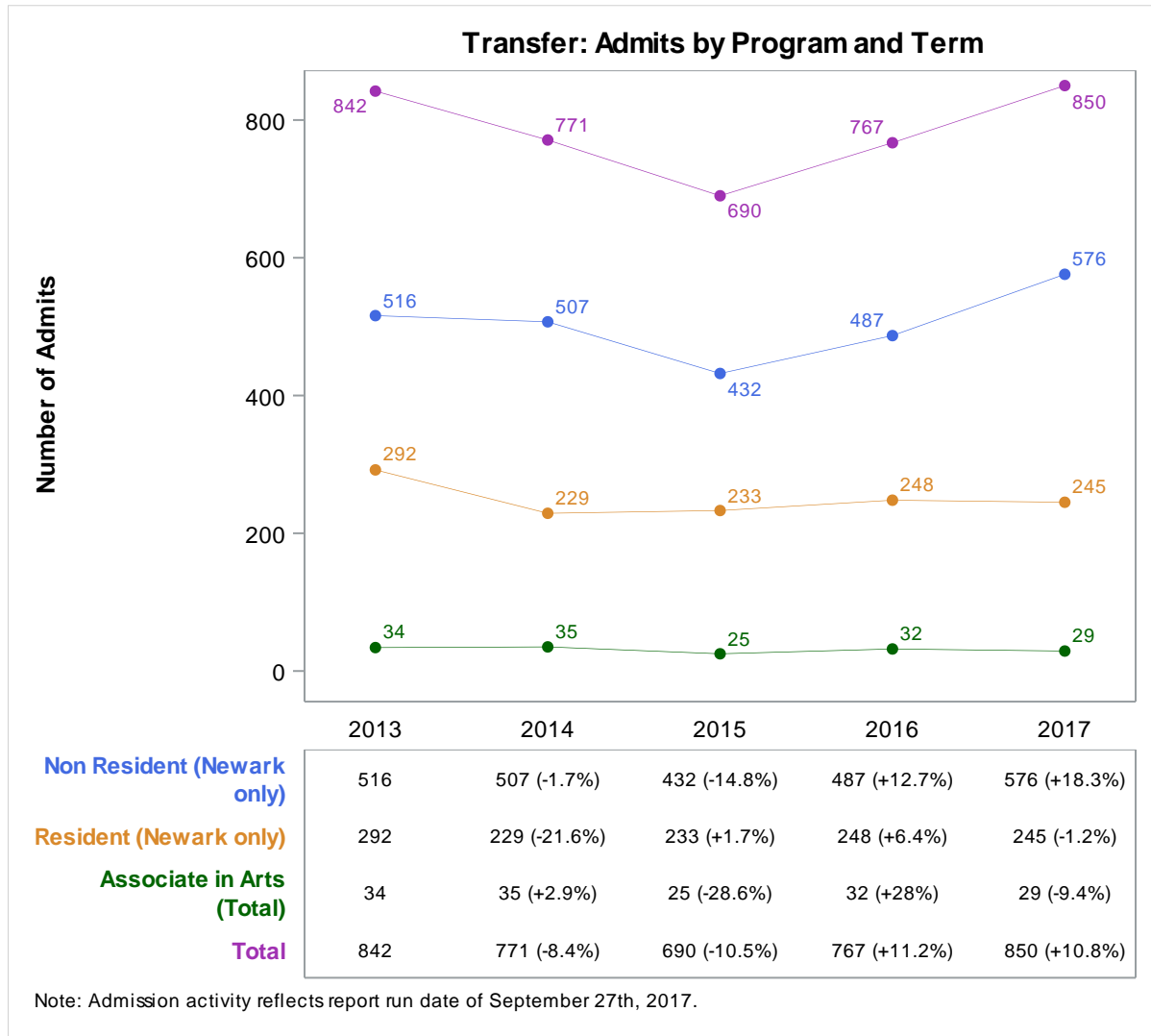


¹ Other includes Alaska Native or American Indian, Native Hawaiian or Other Pacific Islander.

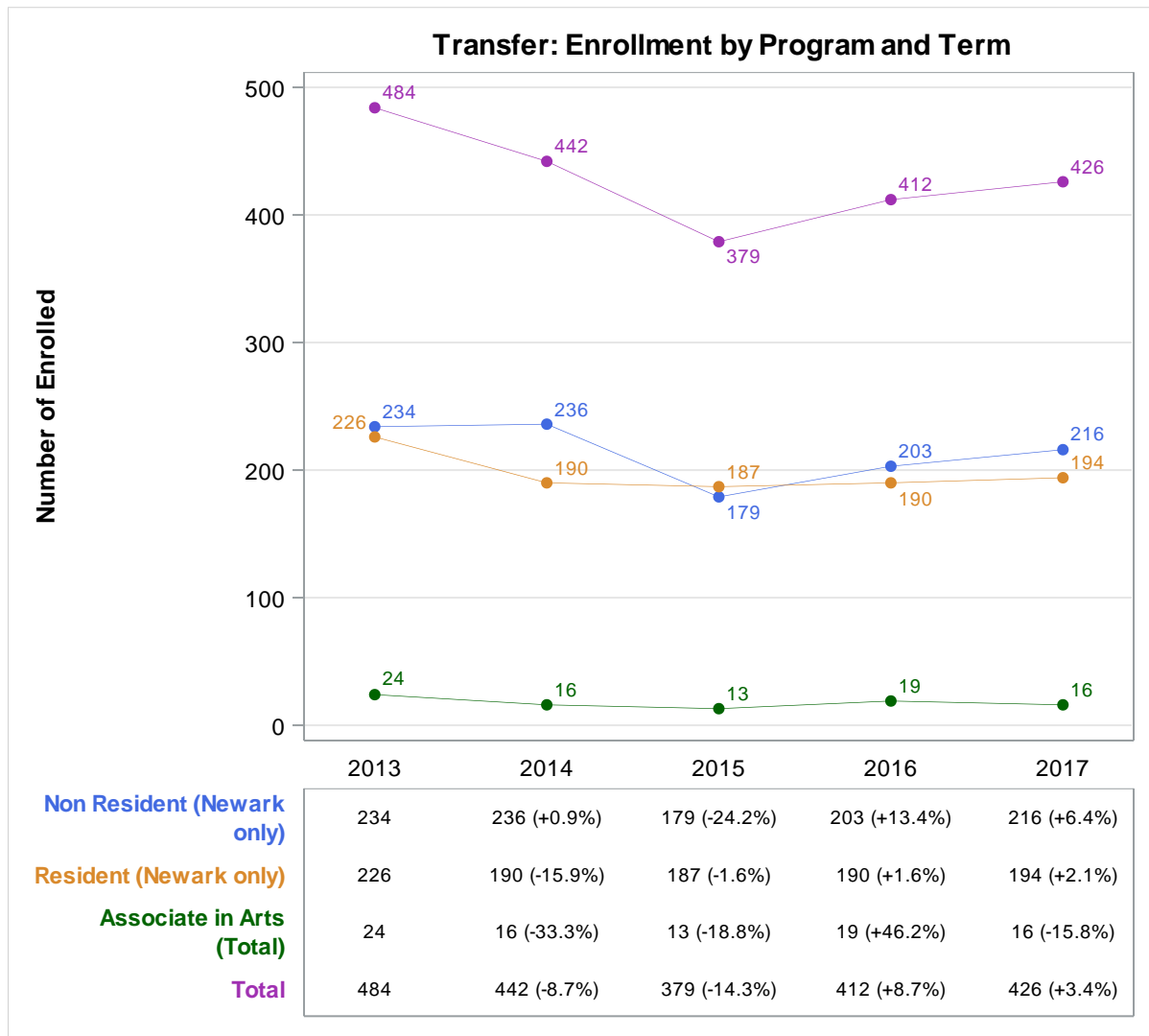
Diversity: Enrollment of URM Students – One of the proudest accomplishments for this year’s fall class of new students is the gain in enrollment among students who have been traditionally underrepresented and underserved at UD and in higher education as a whole. While we have additional gains for which to strive, we are clearly making progress.



Transfer Students: Applications – We received the largest number of applications from transfer students in recent memory, with the greatest increases coming from outside of the state. We have increased our focus on transfer admissions, including efforts to market to the transfer student population more broadly. The results are positive.



Transfer Students: Offers of Admission – Our more-robust applicant pool allowed for more offers of admission, especially to the out-of-state population that increased the most substantially. Nearly 100 more offers were made to out-of-state students.



Transfer Students: Enrollment – Although applications and offers of admission increased substantially, enrollment increased only marginally over last year. Most of the gains in applications and offers came from non-residents, and this has historically been a lower-yielding group. We continue to focus on a high level of outreach and service to our transfer students in order to realize greater gains.