



Fall 2018 Undergraduate Enrollment Report

The following provide data and narrative highlights related to the University of Delaware's Fall 2018 undergraduate enrollment, including retention and graduation rates, as well as Newark and Associate of Arts freshman enrollment, and transfer enrollment.

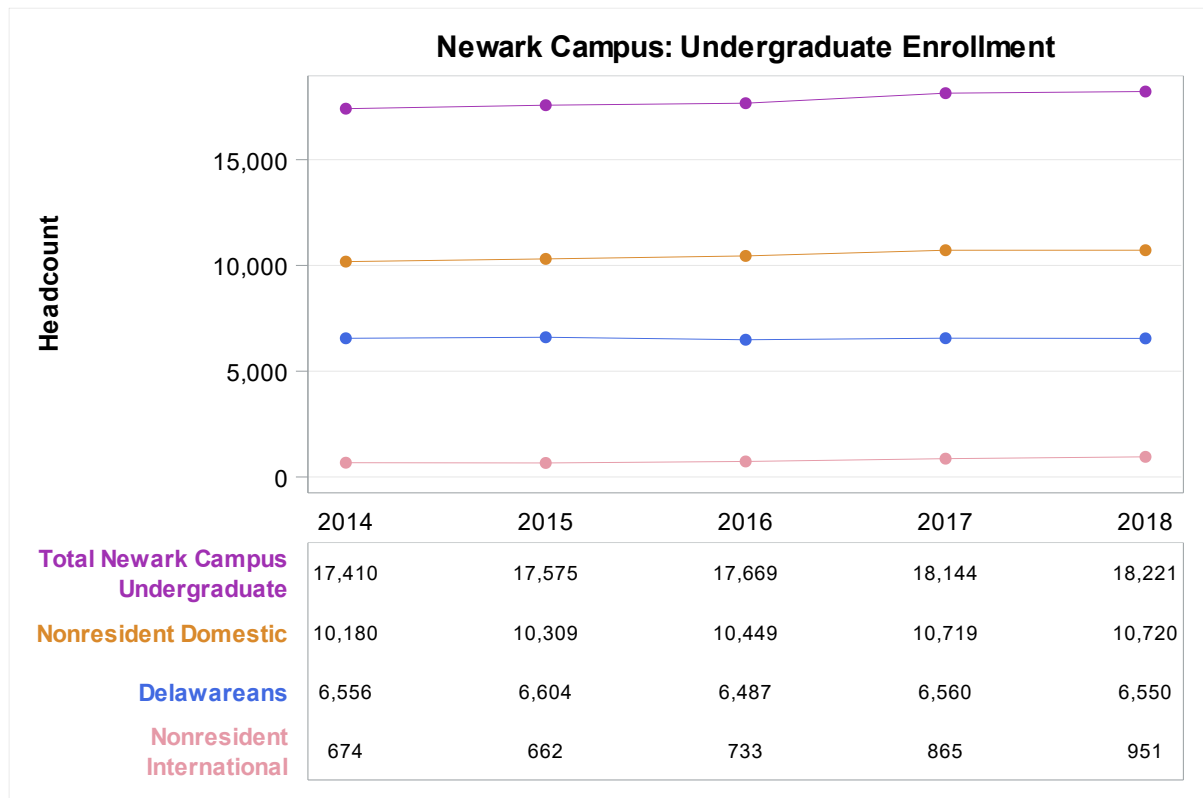
Prepared by:

Chris Lucier
Vice President for Enrollment Management

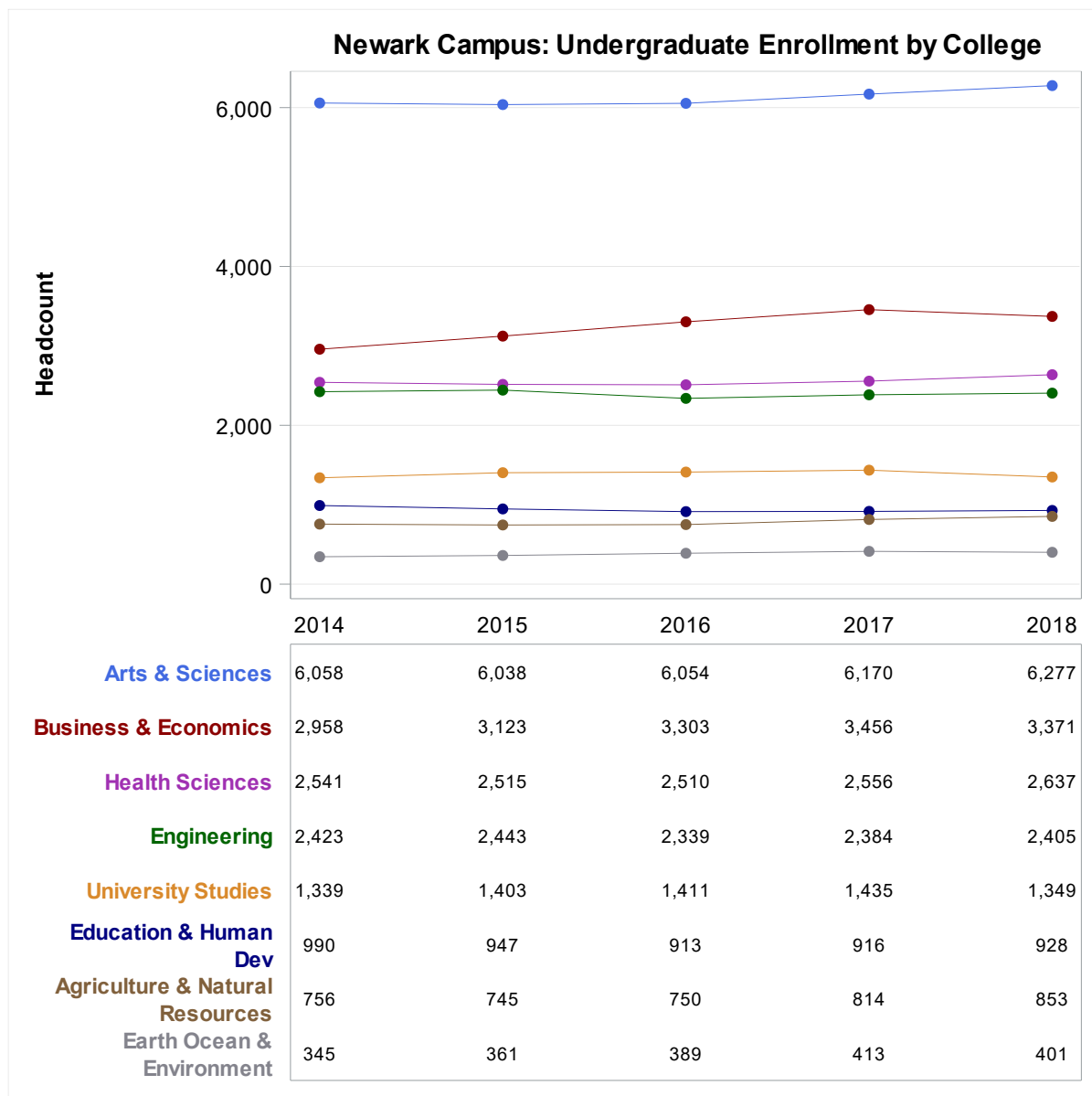
Douglas Zander
Executive Director of Admissions

October 2018

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

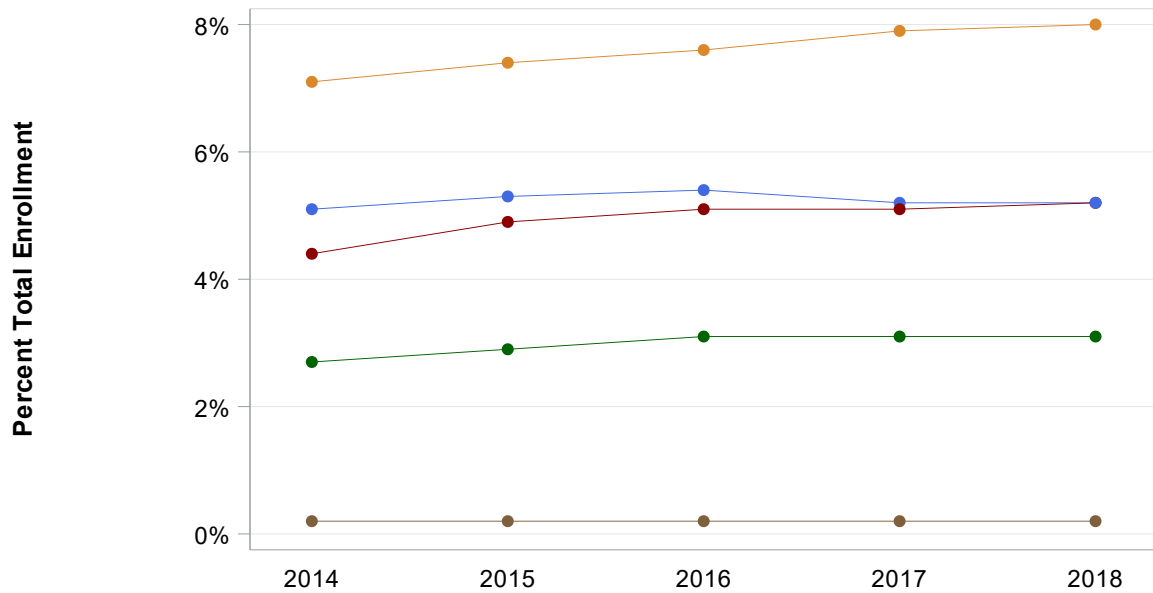


This fall, we enrolled the most undergraduate (UG) students in the history of the University of Delaware. We have seen an increase in UG enrollment of 4.7% from fall 2014 to fall 2018. 36% of the UG enrollment are Delaware students. The class is comprised of the most non-resident domestic students and international students in history. International students comprise 5.2% of all UG students, up from 4.8% in fall 2017.



Arts & Sciences, Business and Economics and Health Sciences have the largest enrollment since 2014.

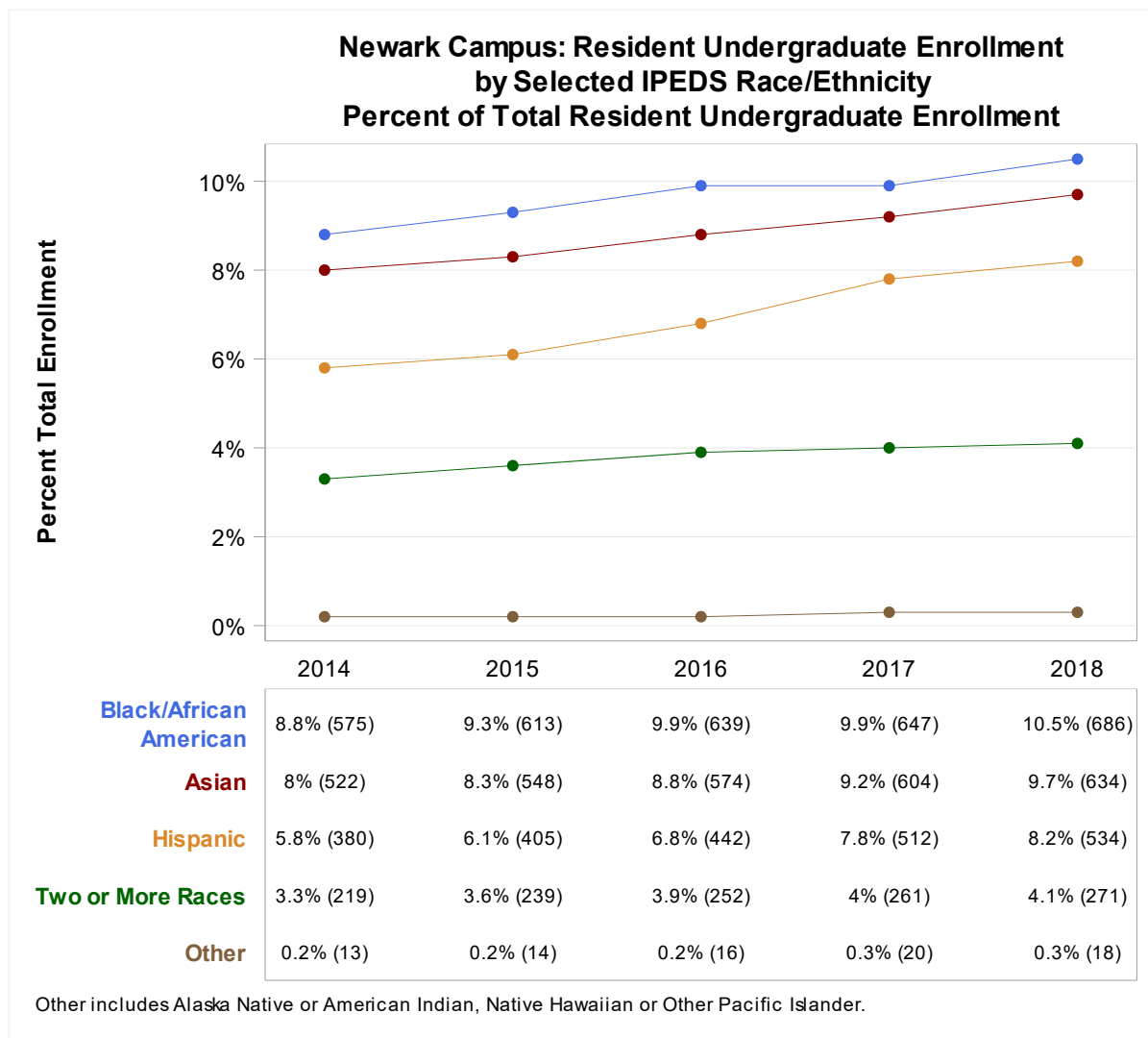
Newark Campus: Undergraduate Enrollment by Selected IPEDS Race/Ethnicity Percent of Total Undergraduate Enrollment



Hispanic	7.1% (1236)	7.4% (1299)	7.6% (1347)	7.9% (1434)	8% (1461)
Black/African American	5.1% (881)	5.3% (926)	5.4% (951)	5.2% (951)	5.2% (953)
Asian	4.4% (774)	4.9% (864)	5.1% (905)	5.1% (929)	5.2% (956)
Two or More Races	2.7% (466)	2.9% (504)	3.1% (543)	3.1% (557)	3.1% (570)
Other	0.2% (28)	0.2% (29)	0.2% (31)	0.2% (36)	0.2% (32)

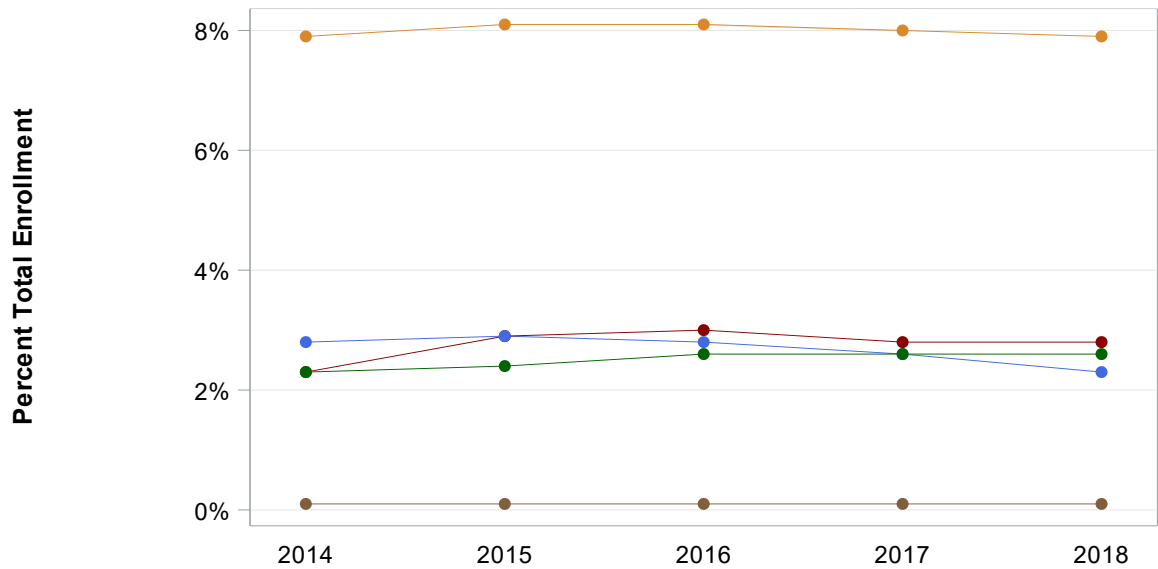
Other includes Alaska Native or American Indian, Native Hawaiian or Other Pacific Islander.

Our UG enrollment is the most diverse in terms of domestic students of color in the history of the University. There are 3,972 students of color enrolled, 21.8%, up 3,907 last year, 21.5% .



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 resident students of color, going from 1,709 in fall '14 to 2,143 in fall '18, a 25.4% increase!

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

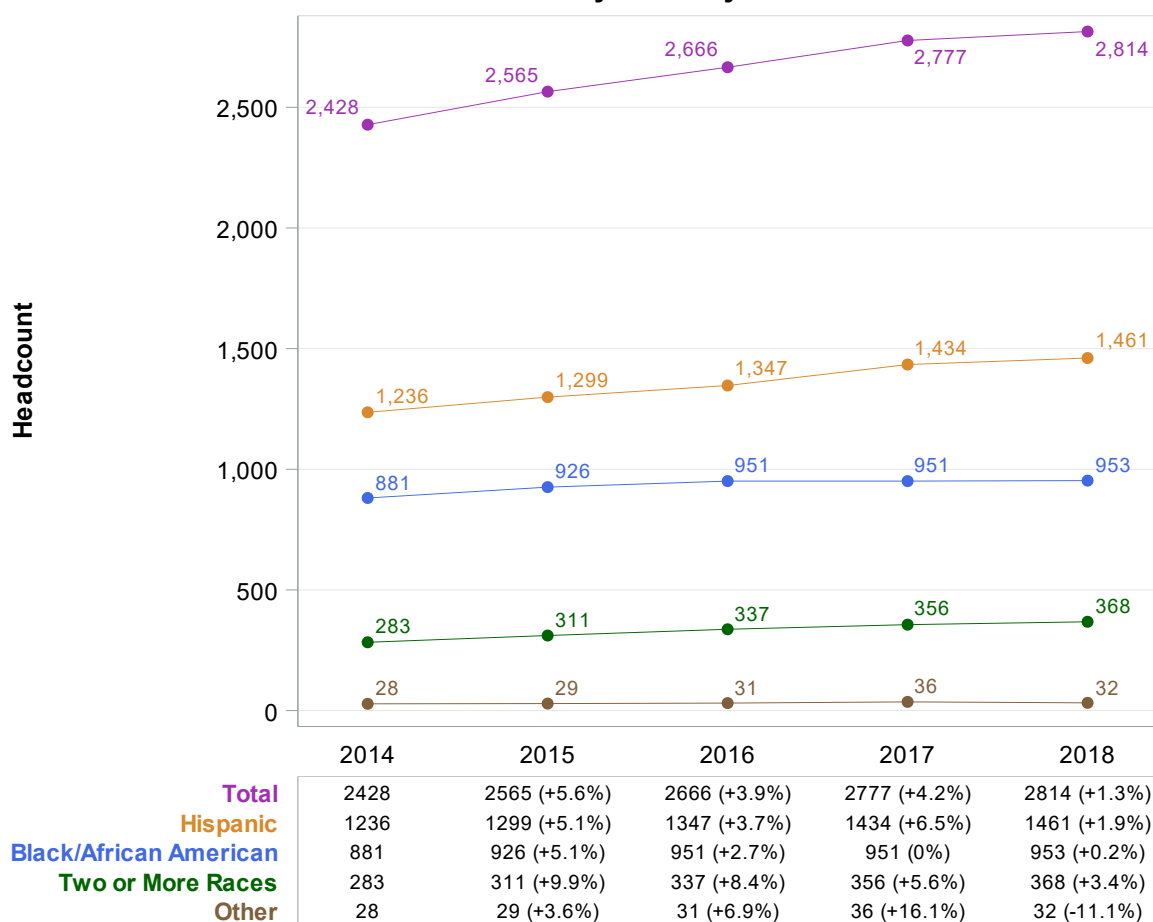


Hispanic	7.9% (856)	8.1% (894)	8.1% (905)	8% (922)	7.9% (927)
Black/African American	2.8% (306)	2.9% (313)	2.8% (312)	2.6% (304)	2.3% (267)
Asian	2.3% (252)	2.9% (316)	3% (331)	2.8% (325)	2.8% (322)
Two or More Races	2.3% (247)	2.4% (265)	2.6% (291)	2.6% (296)	2.6% (299)
Other	0.1% (15)	0.1% (15)	0.1% (15)	0.1% (16)	0.1% (14)

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

UG enrollment of non-resident students of color declined slightly from last year's record enrollment.

Newark Campus: Domestic Undergraduate Underrepresented Minority Enrollment by Ethnicity

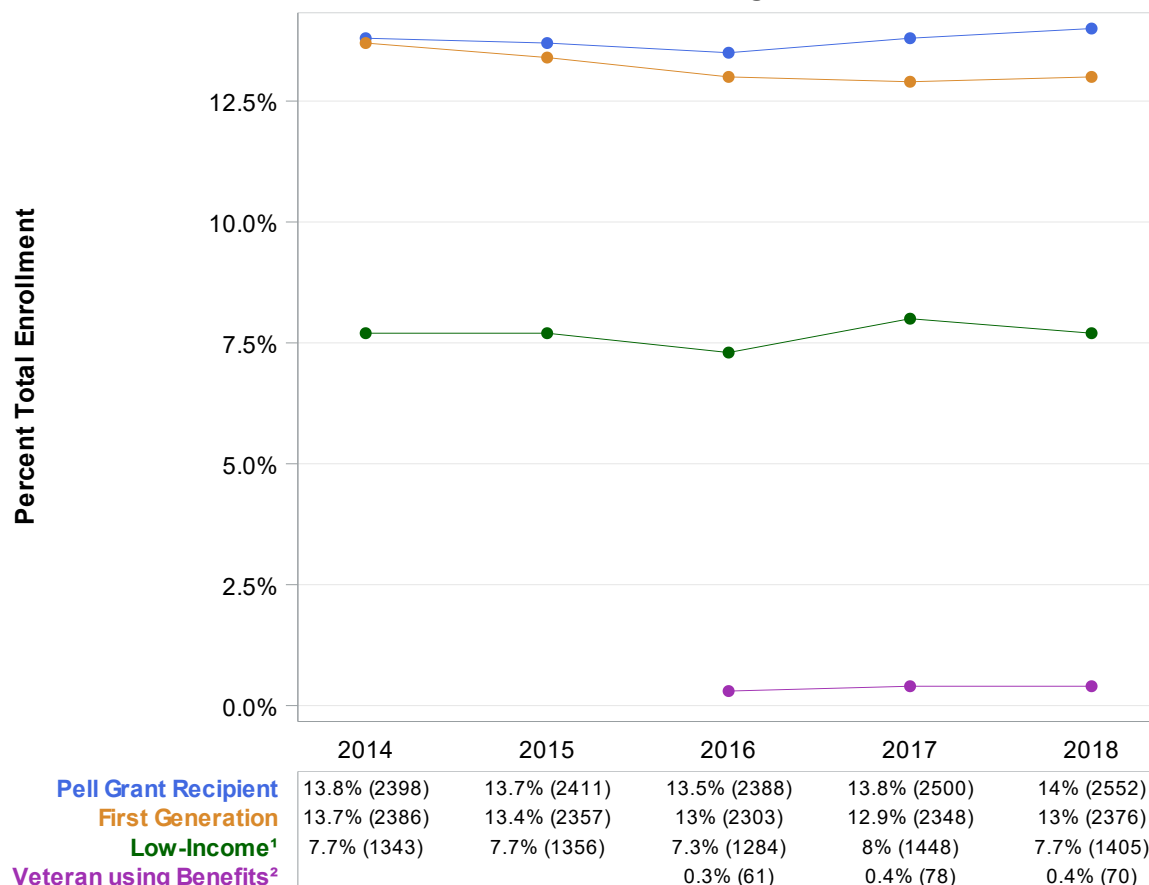


Other includes Alaska Native or American Indian, Native Hawaiian or Other Pacific Islander.

At 2,814, we have record enrollment of underrepresented minority of students, up from last year's 2,777. This graph and table illustrate 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 2014 to 2018 is:

- Overall: 16%
- Hispanic: 18%
- Black/African American: 6%
- Two or more races: 14%

Newark Campus: Undergraduate Diversity Characteristics Percent of Total Undergraduate Enrollment

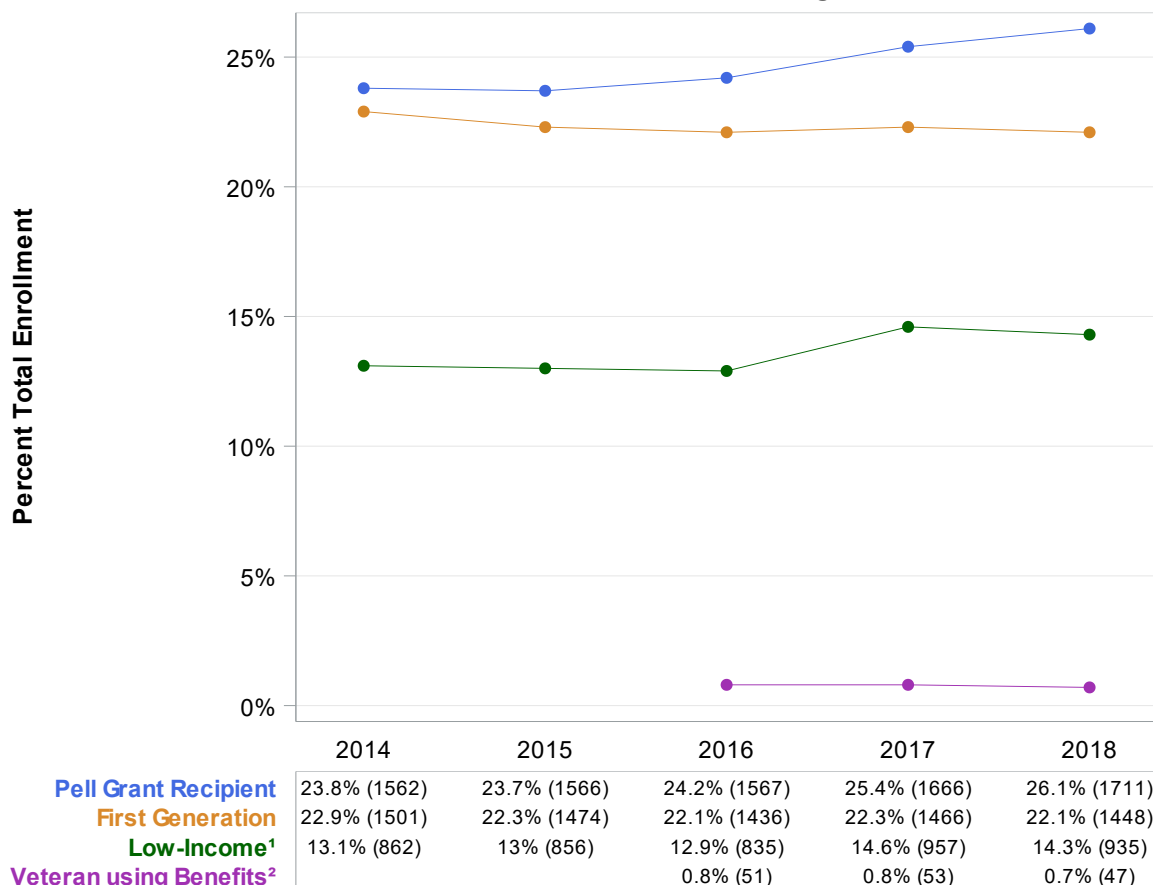


¹ Family's taxable income for the preceding year did not exceed 150% of the poverty level.

² Information on veterans receiving benefits is only available since fall 2016.

This graph provides data on other aspects of diversity, particularly UG enrollment of students from underserved populations. We have seen a significant increase of students who receive Pell grants, the most financially needy students, going from 2,398 in fall '14 to 2,552, a 6.4% increase.

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

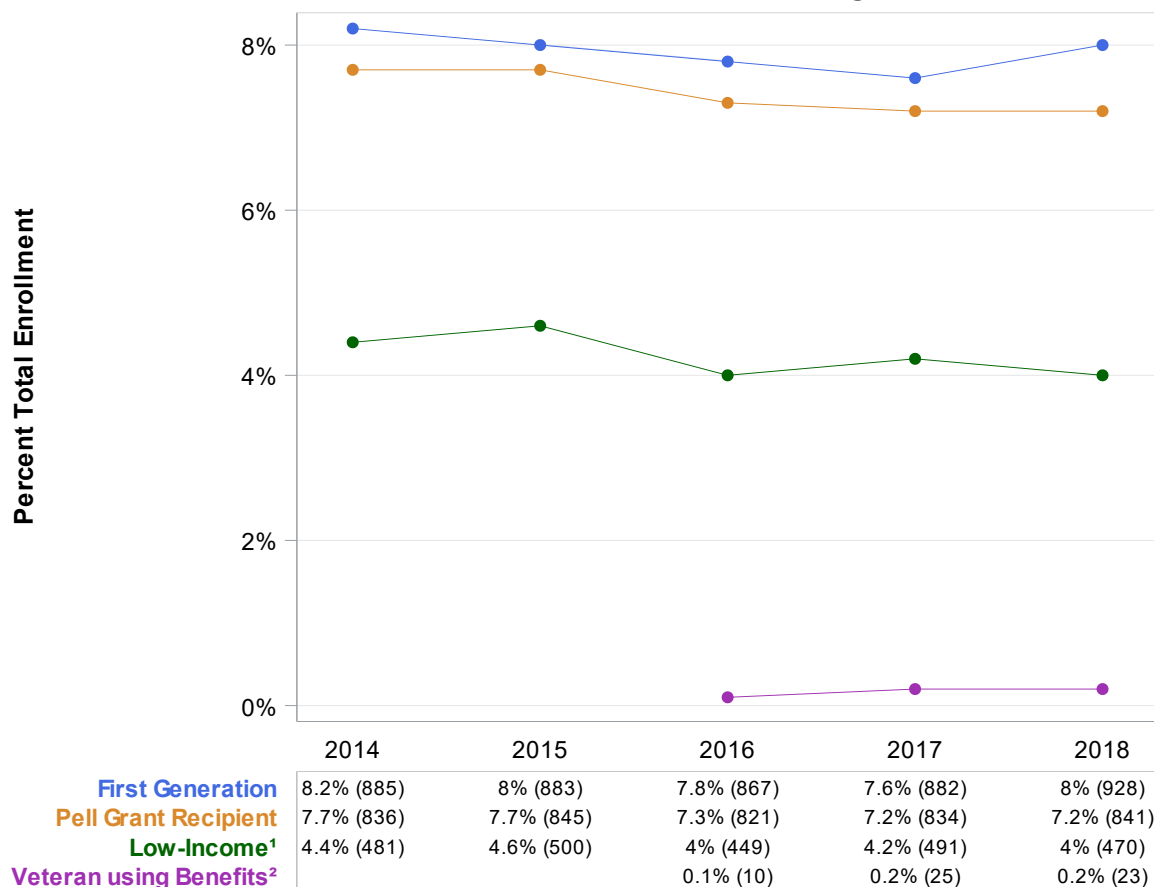


¹ Family's taxable income for the preceding year did not exceed 150% of the poverty level.

² Information on veterans receiving benefits is only available since fall 2016.

Thanks to the Commitment to Delawareans, we have made progress in promoting access to Pell Delaware UG students, which now comprise over 26% of our resident UG enrollment in fall '18 compared to 23.8% in fall '14.

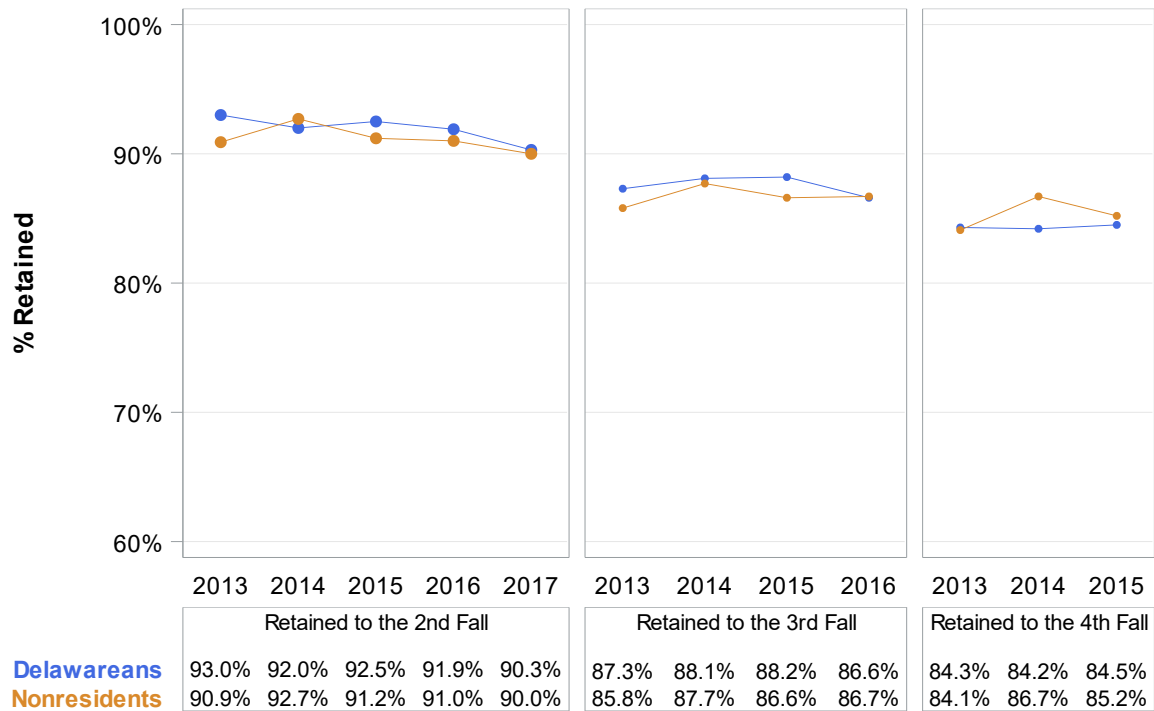
Newark Campus: Non Resident Undergraduate Diversity Characteristics Percent of Total Non Resident Undergraduate Enrollment



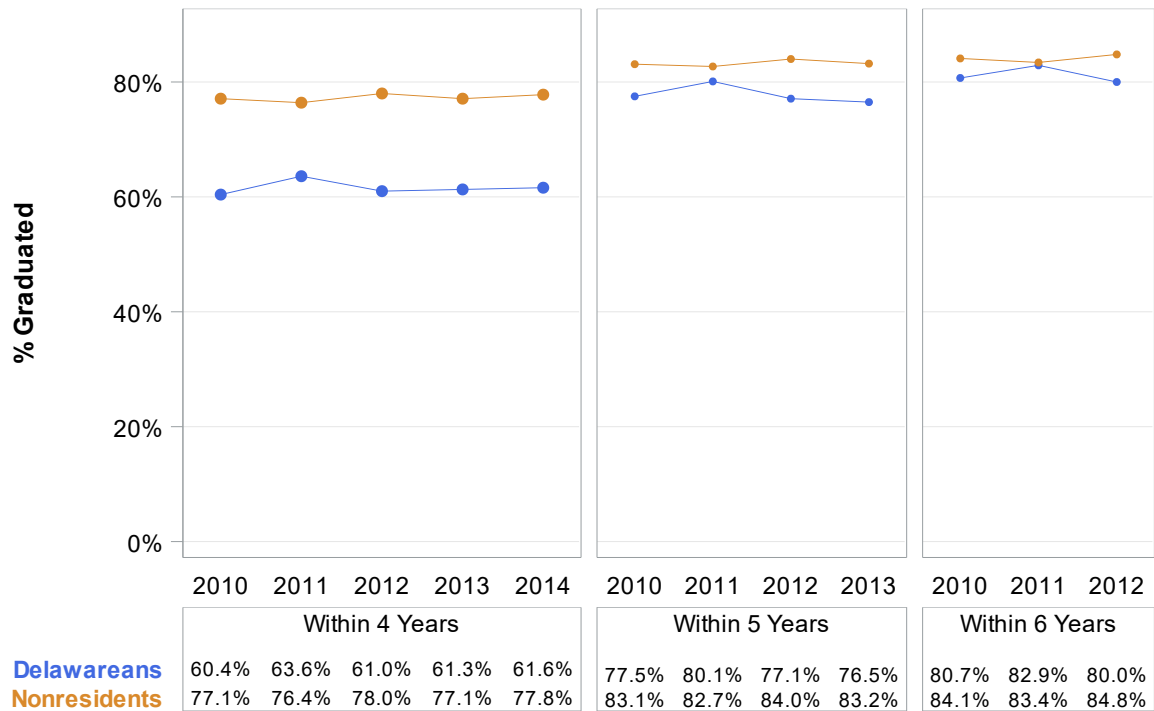
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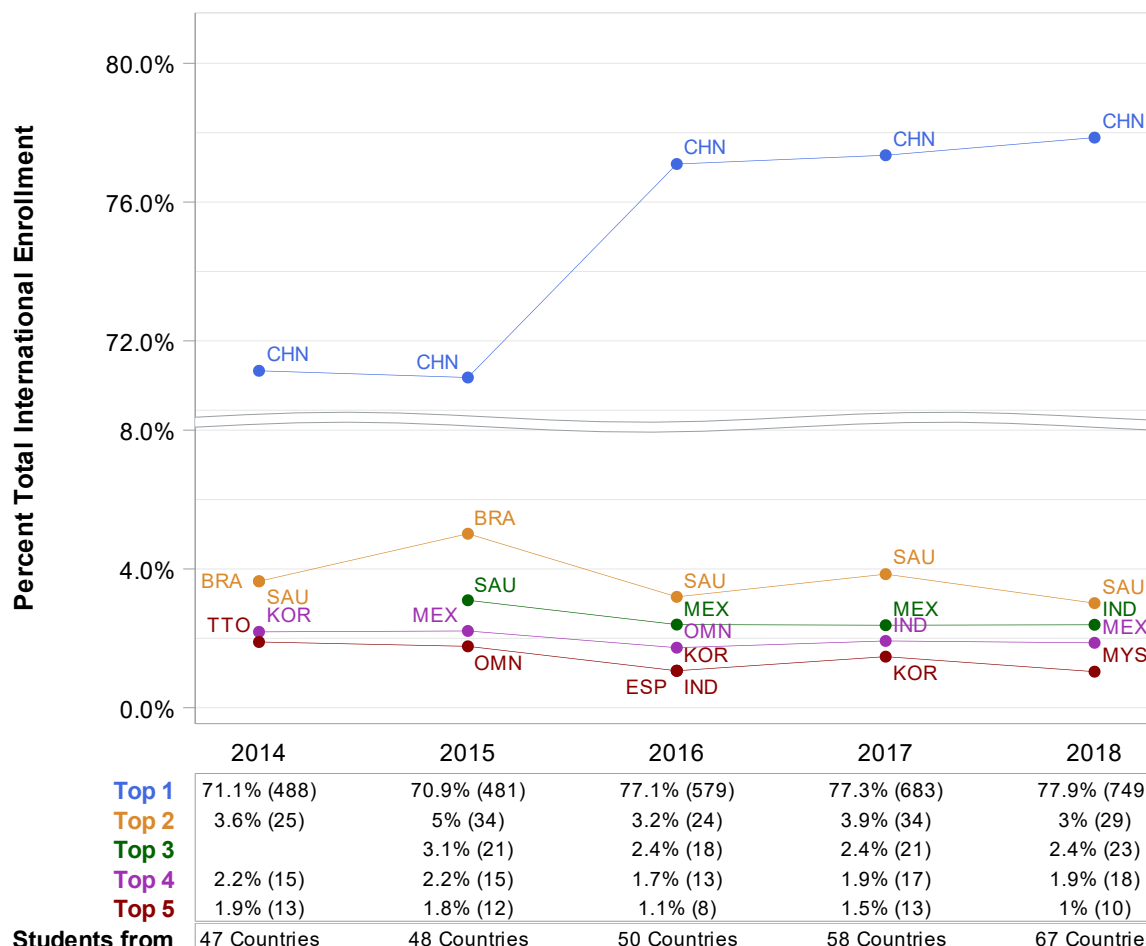
Newark Campus: Retention to 2nd, 3rd and 4th Fall by Cohort



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



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

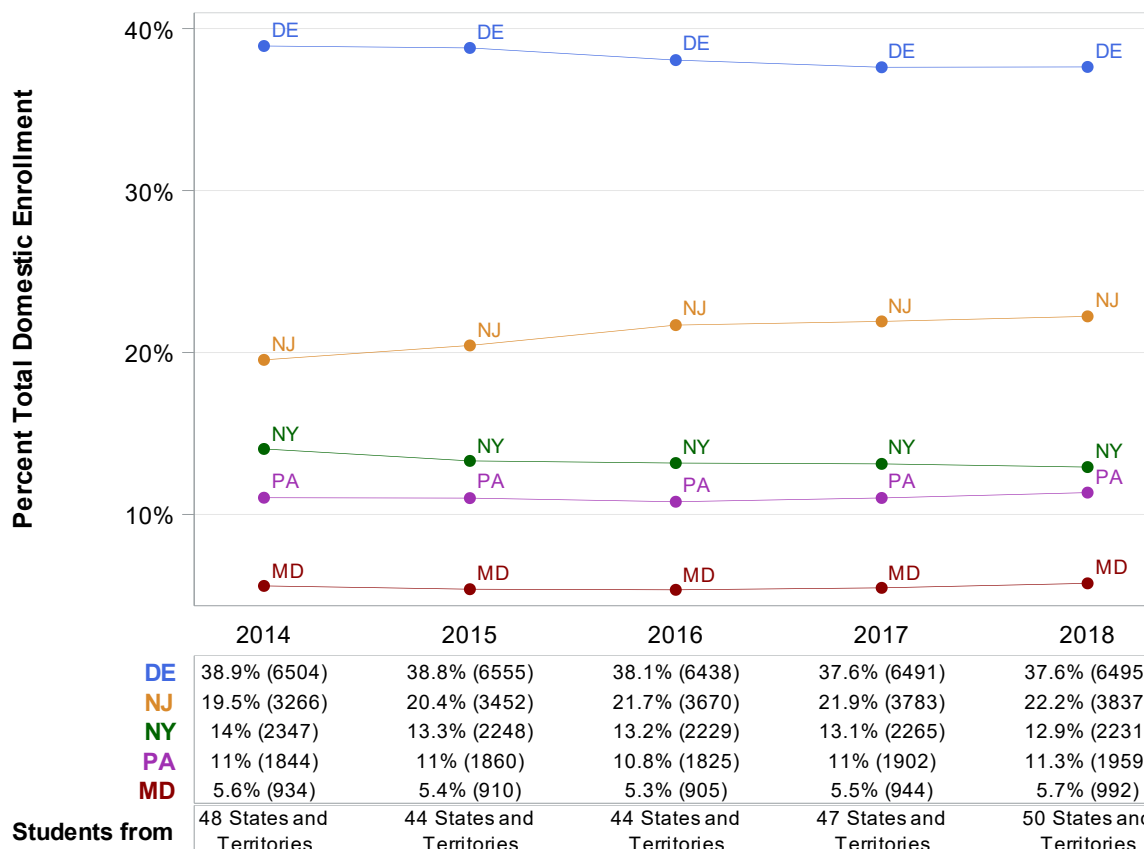


BRA=Brazil CHN=China ESP=Spain IND=India KOR=Korea MEX=Mexico
MYS=Malaysia OMN=Oman SAU=Saudi Arabia TTO=Trinidad and Tobago

For example, 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, 2017 and 2018.

Our 951 international UGs are from 67 countries, the most countries over the past five years, reflecting our focused efforts to increase the diversity of our international enrollment as we increase international enrollment overall.

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

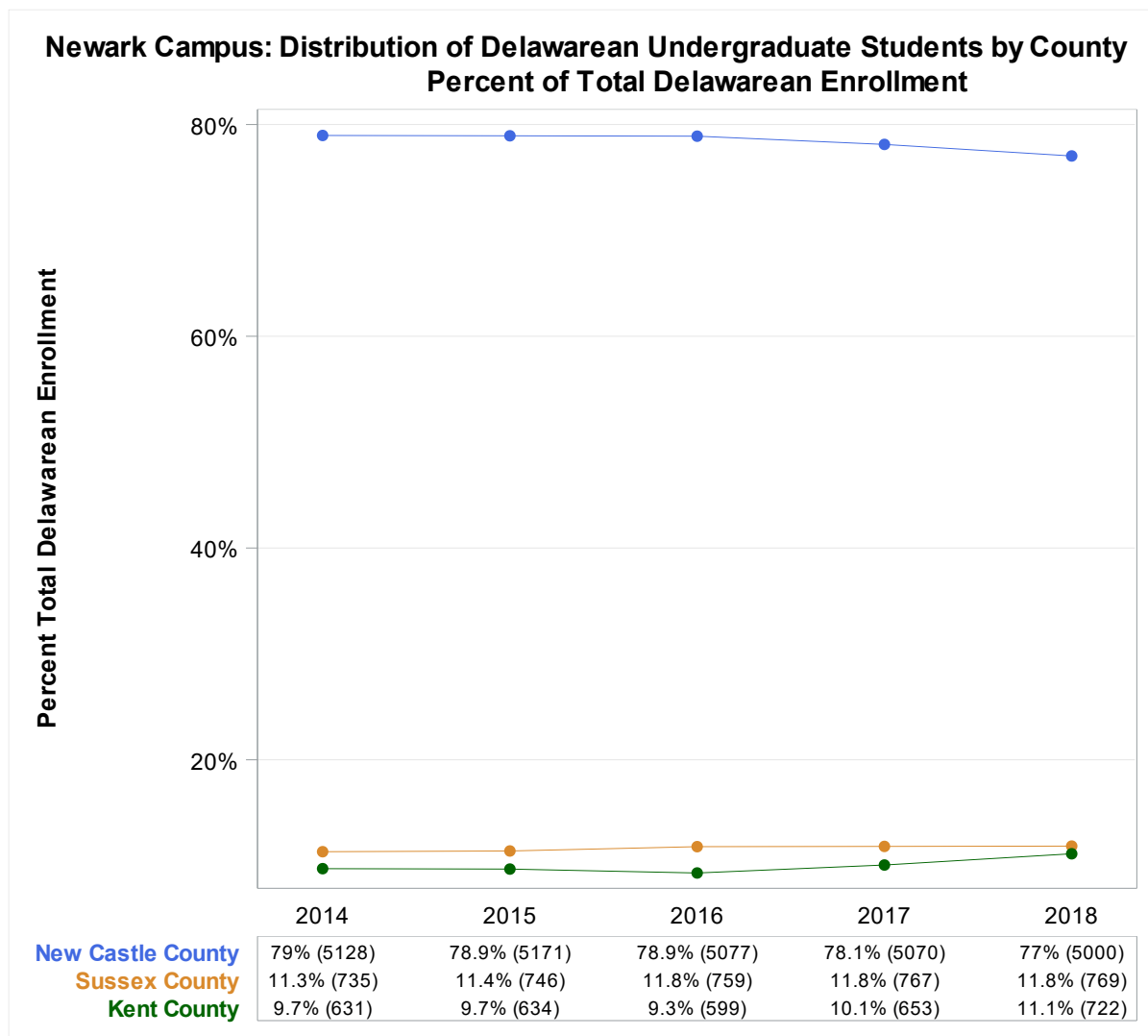


Home Address is self-reported.

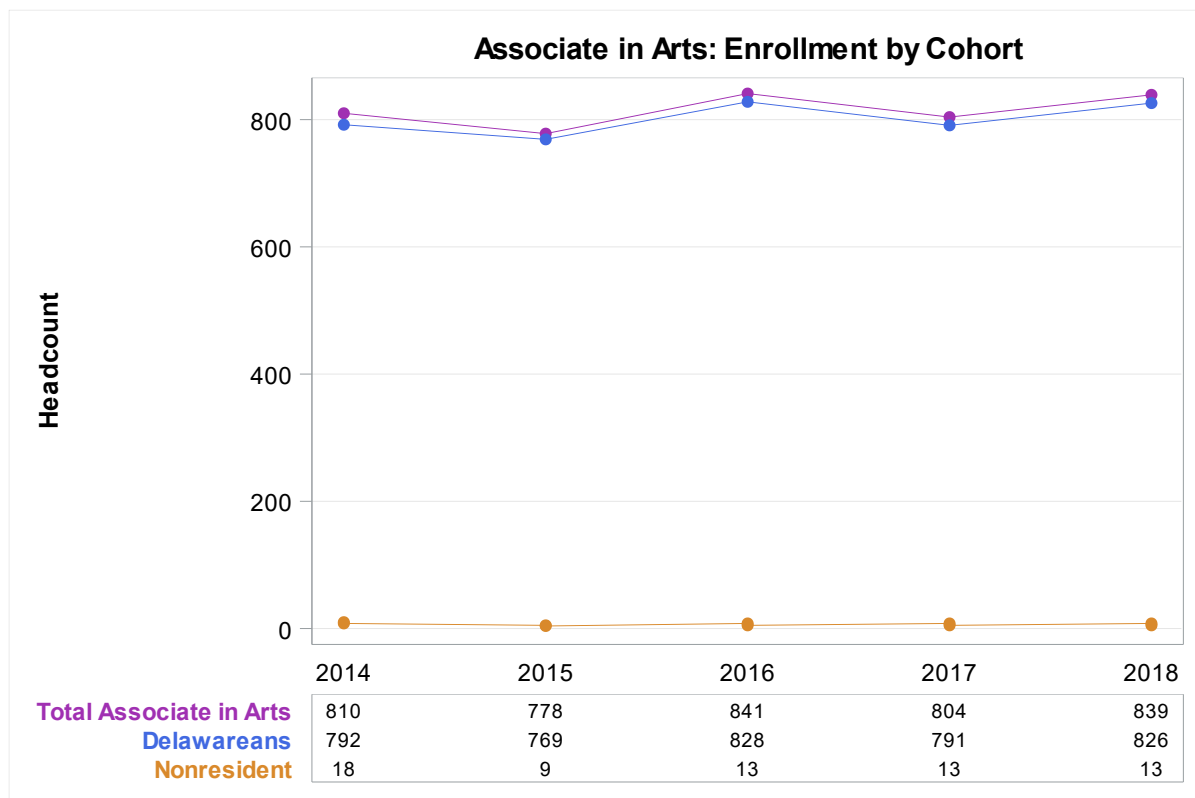
A nonresident student's home state is changed to blank if he/she reports home state being DE

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

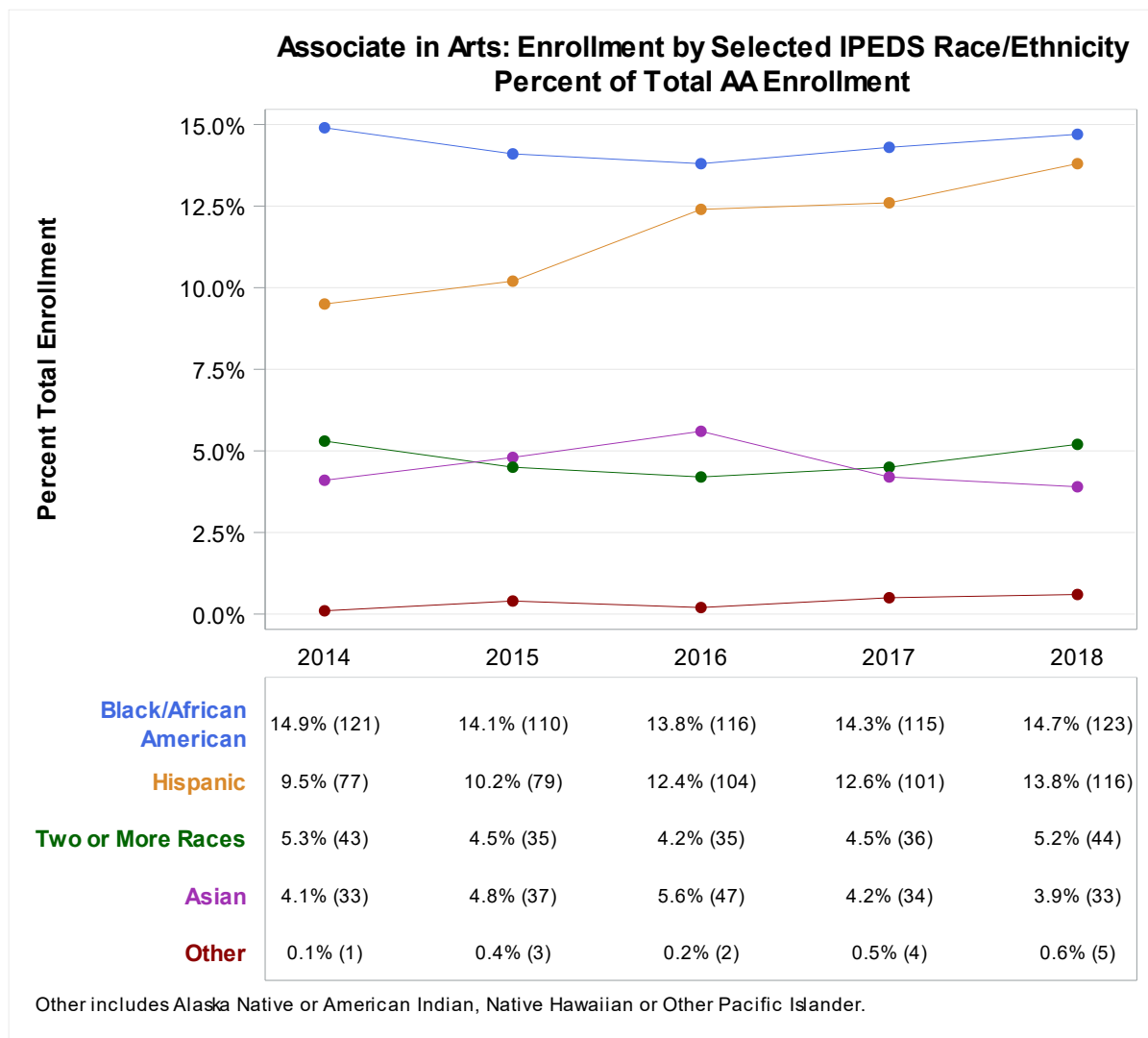
Five states, including Delaware, still provide the bulk of the UG enrollment. The proportions from PA, and MD are fairly consistent, but over the past five years we have seen a significant increase in enrollment of students from NJ, and this past year a noticeable decline in students from NY, potentially representing the state's implementation of the Excelsior Scholarship.



Since 2014, we've seen the largest enrollment increase from Kent County, from 9.7% to 11.1%.

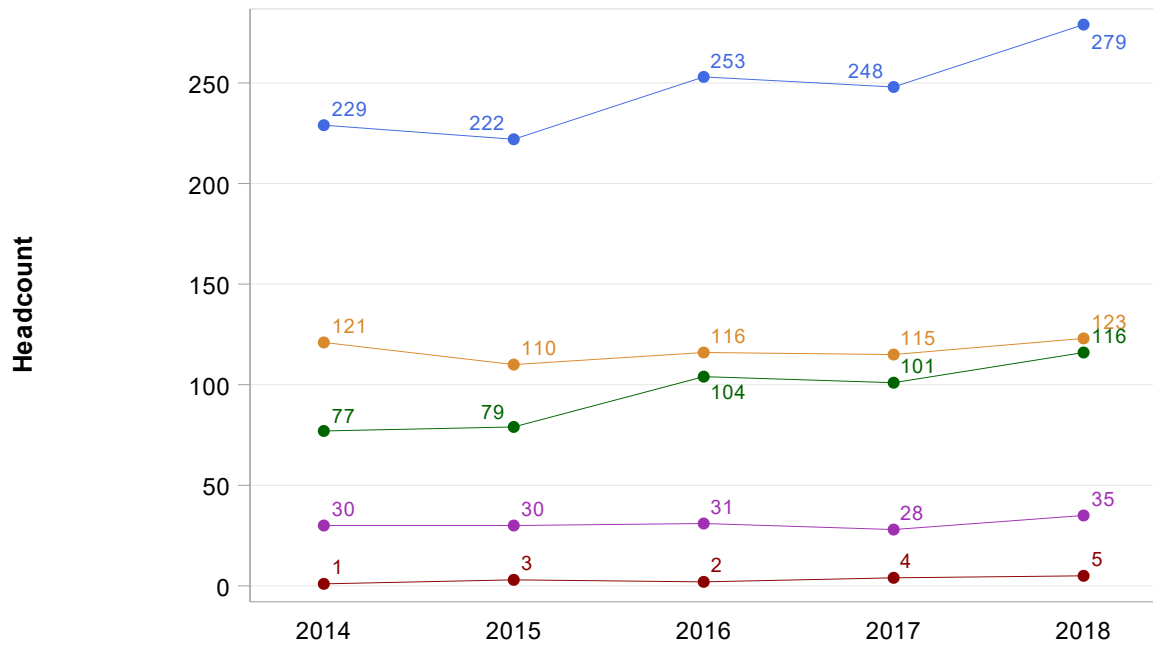


839 enrolled, second only to the 841 in 2016.



There are 321 students of color enrolled, 38.3%, compared to 290 last year, 36.1% of AA enrollment. We have managed a significant increase from fall '14 when we enrolled 275, 34% of total AA enrollment.

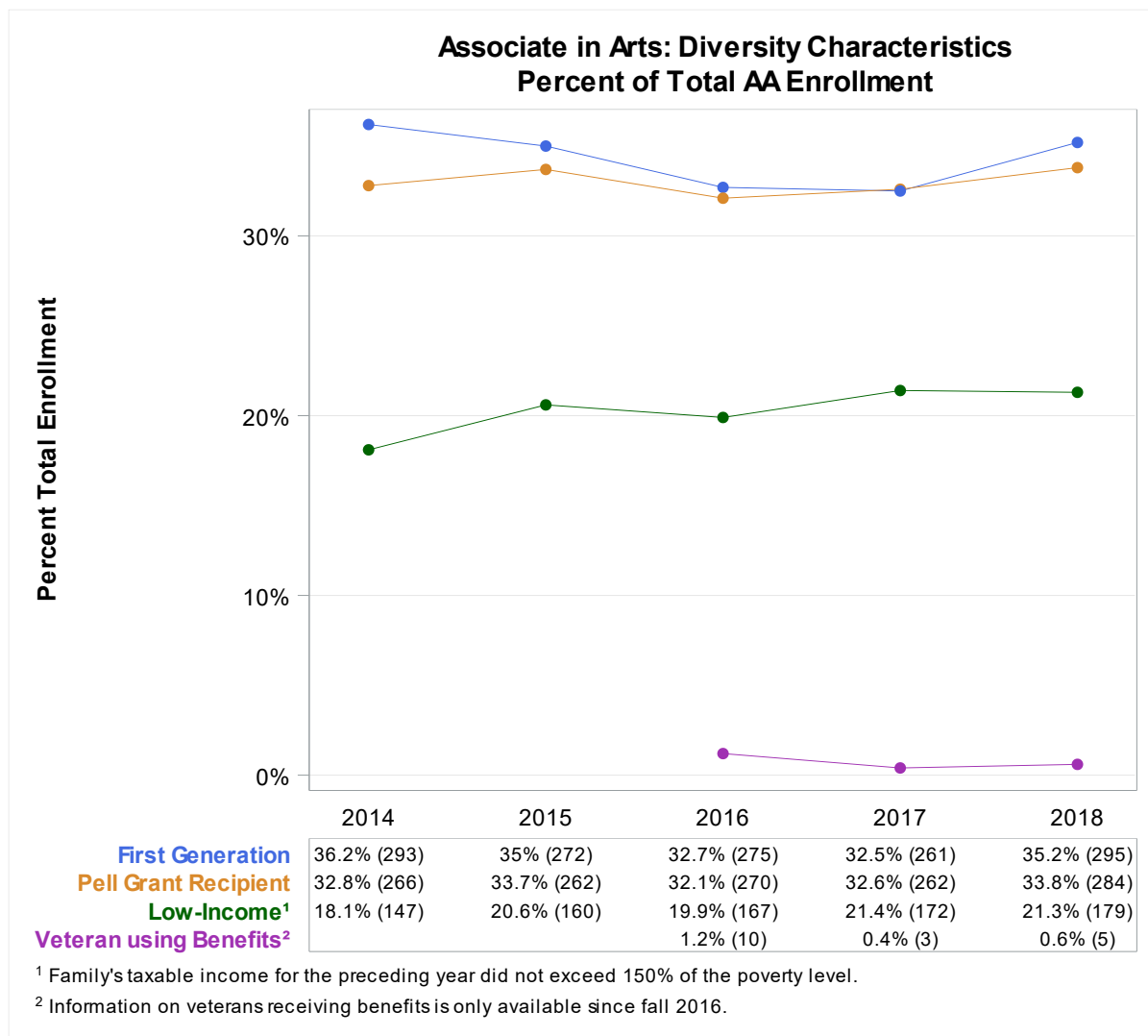
Associate in Arts: Domestic Underrepresented Minority Enrollment by Ethnicity



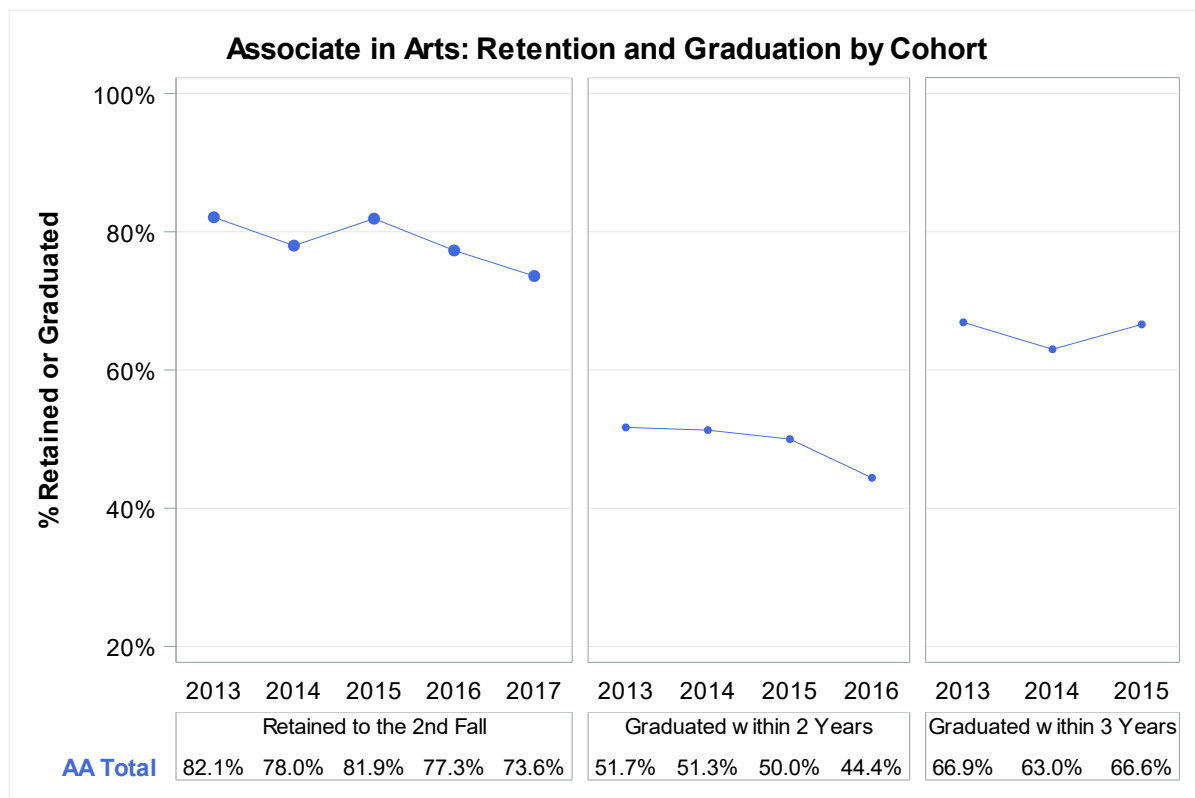
Total	229	222 (-3.1%)	253 (+14%)	248 (-2%)	279 (+12.5%)
Black/African American	121	110 (-9.1%)	116 (+5.5%)	115 (-0.9%)	123 (+7%)
Hispanic	77	79 (+2.6%)	104 (+31.6%)	101 (-2.9%)	116 (+14.9%)
Two or More Races	30	30 (+0%)	31 (+3.3%)	28 (-9.7%)	35 (+25%)
Other	1	3 (+200%)	2 (-33.3%)	4 (+100%)	5 (+25%)

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

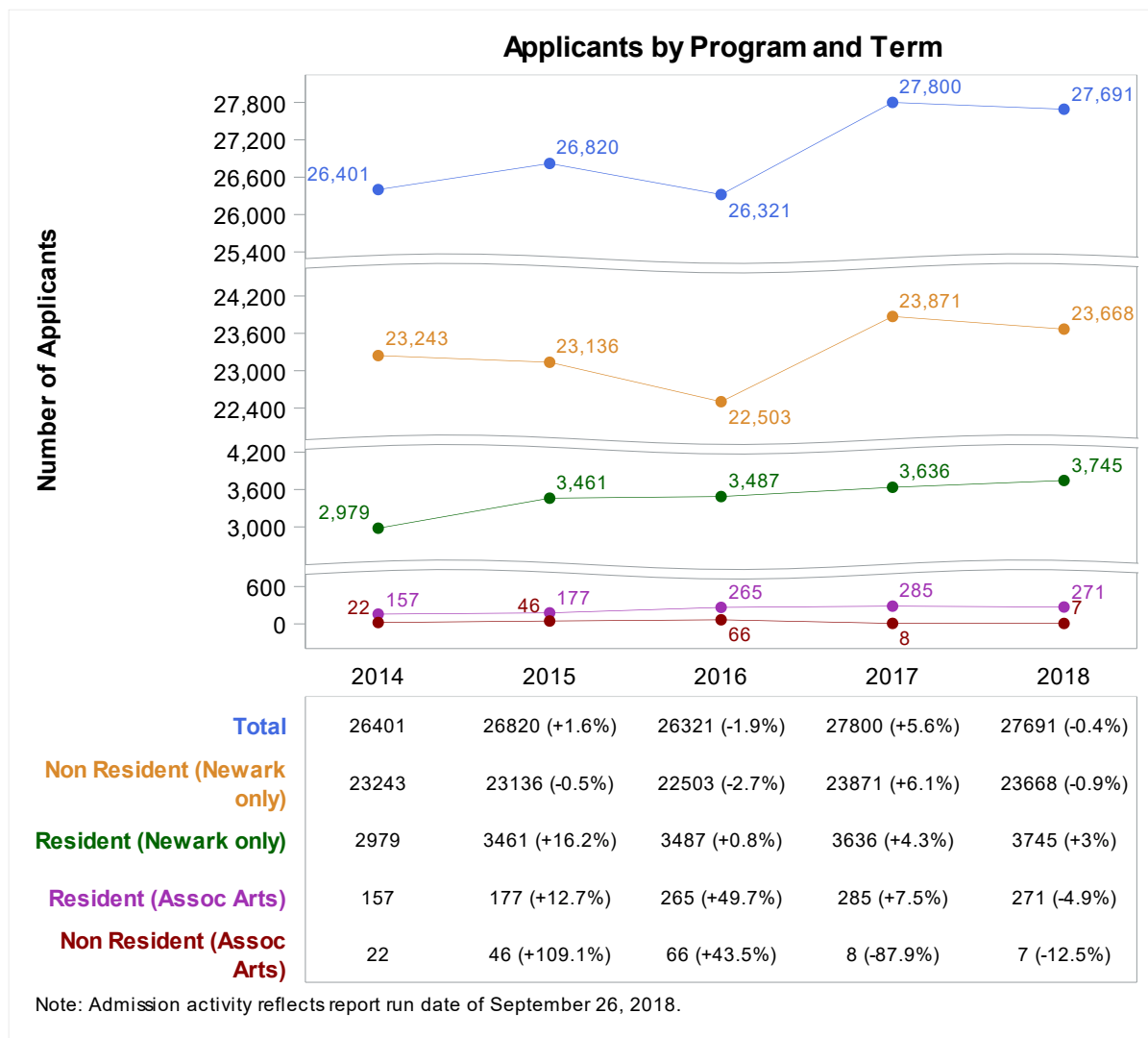
Likewise, we had managed a significant increase in the enrollment of underrepresented minority students enrolled in the AA program, going from 229 in fall '14 to 279 this year.



The Associate of Arts program also provides access, opportunity, and affordability to Delaware students from underserved populations. Almost 34% of the AA program enrollment are student who receive Pell grants.

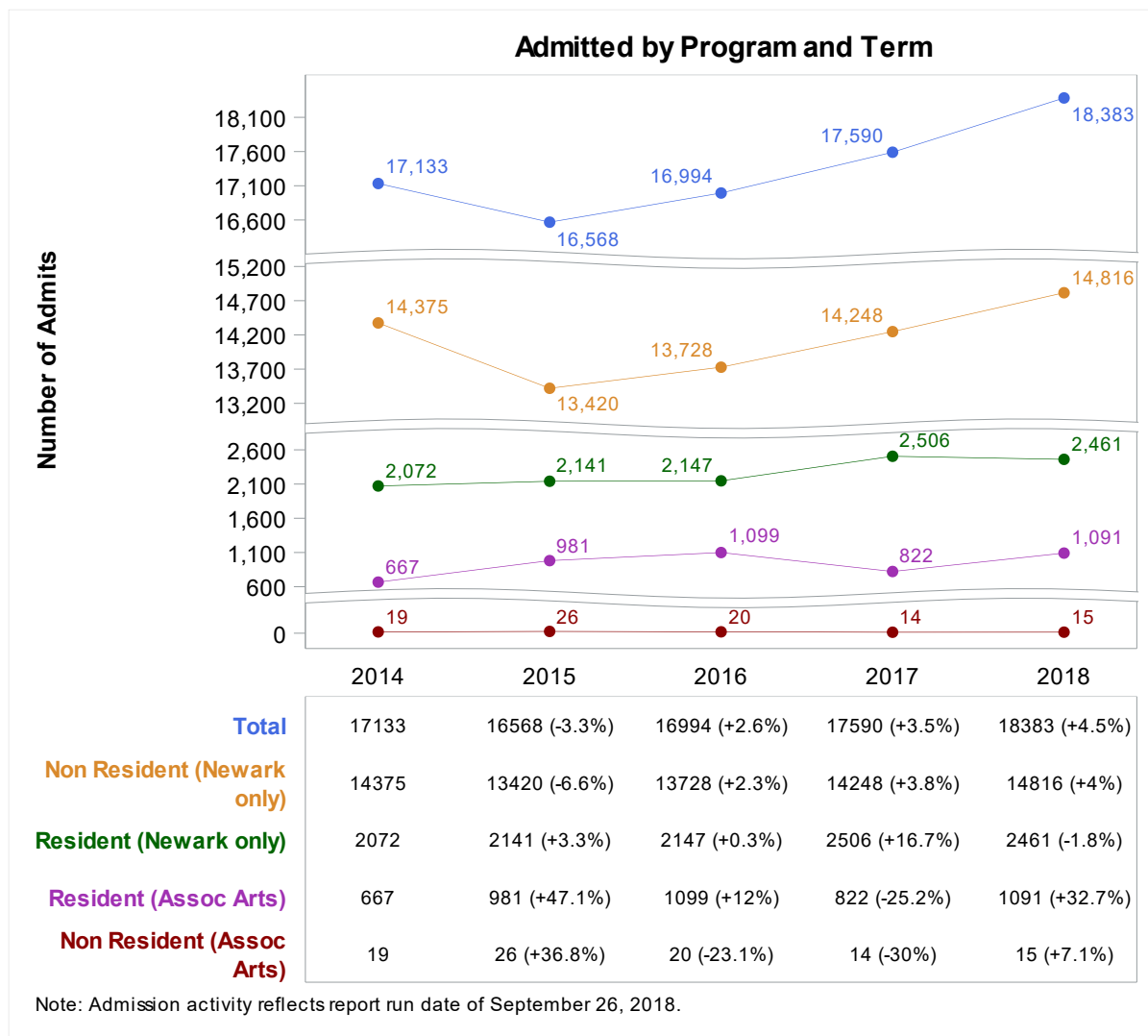


Our Associate of Arts Program continues to be a success story. Not only does it provide access, opportunity, and affordability to Delaware students from underrepresented and underserved populations, but it provides outcomes that far exceed national averages. Nationally, the three-year graduation rate 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.

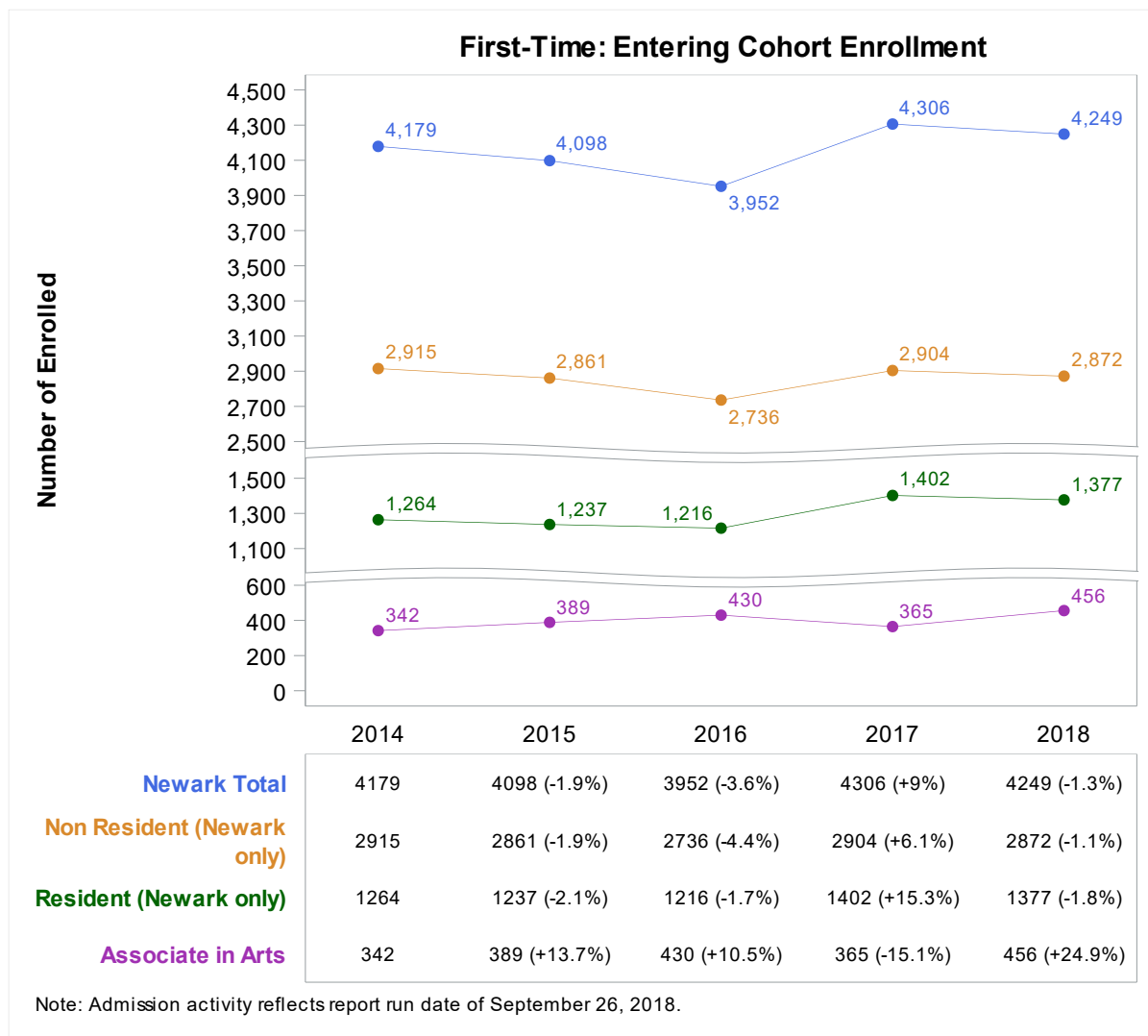


Admission – First Year Students

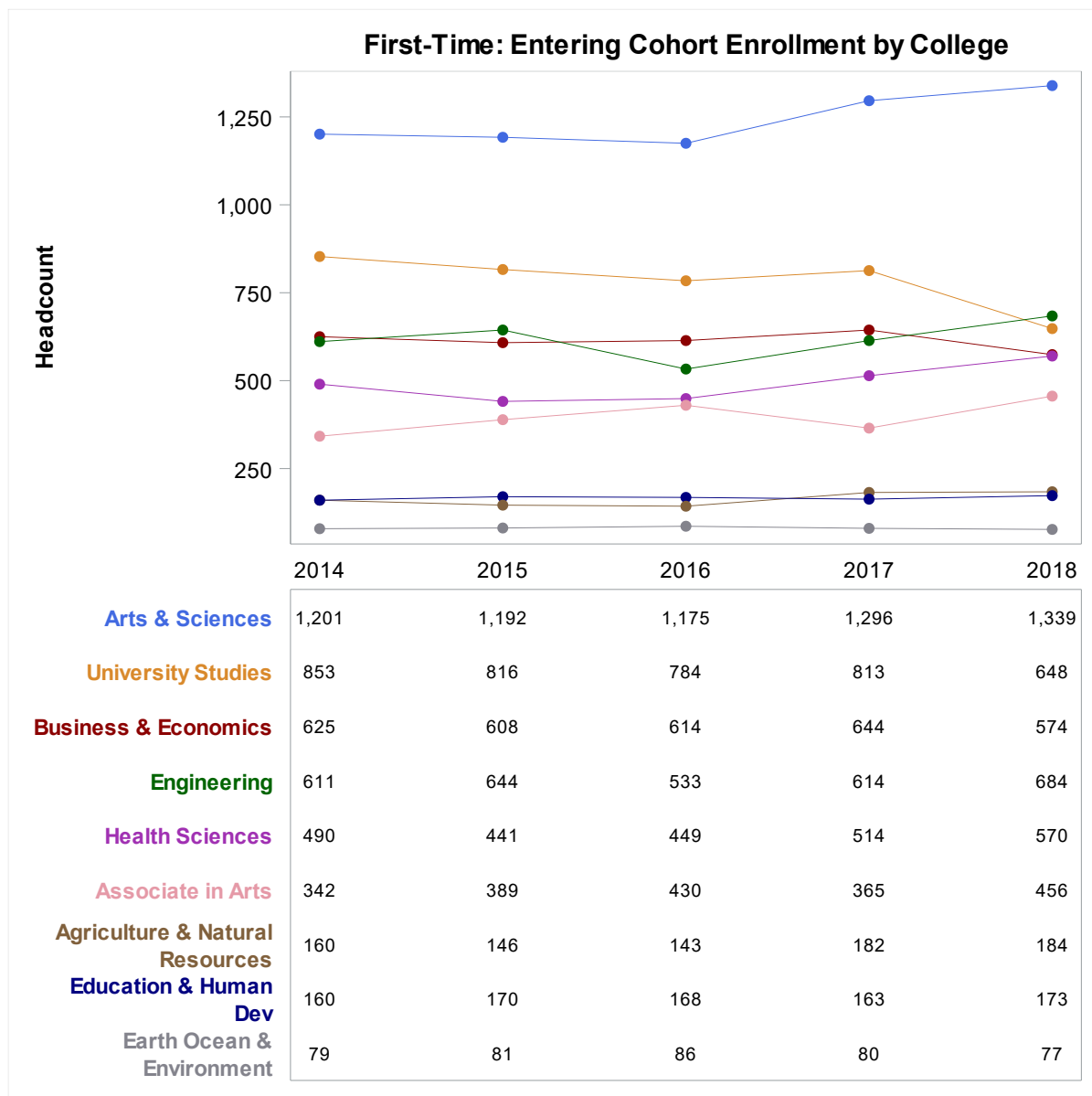
Application volume: total and by residency – Volume was strong this year with overall numbers just slightly behind last year which was a record. Application volume from Delaware residents did set another record. These successes fly in the face of negative demographic trends and strong competition in our region.



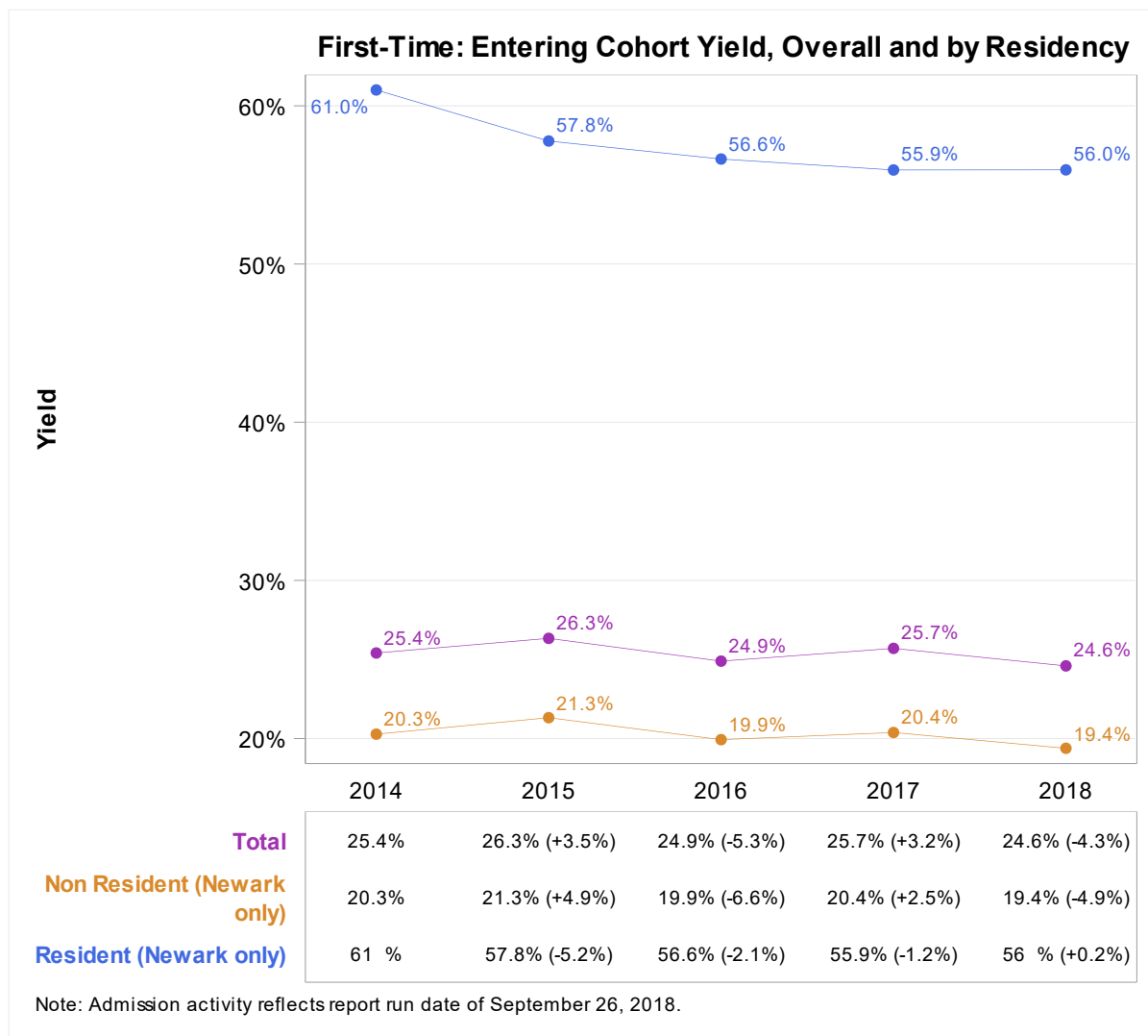
Offers of Admission: total and by residency – The total number of offers increased over previous years, reflecting, in part, greater challenges in competing for students and a greater number of residents who were admitted to the Associate in Arts program.



Enrollment: totals by residency – The enrollment goal, 4,239, was achieved. Just slightly fewer Delawareans enrolled in Newark compared to last year’s record-setting enrollment of Delawareans. Including residents served through the Associate in Arts program, Delawarean enrollment did set a record. Note, also, that enrollments of students entering through the English Language Institute (ELI) were included in first-year counts prior to Fall 2018. ELI students now enroll with credits earned in their foundation year with us (Academic Transitions), so they are included in the transfer counts starting with the fall 2018 cohort.

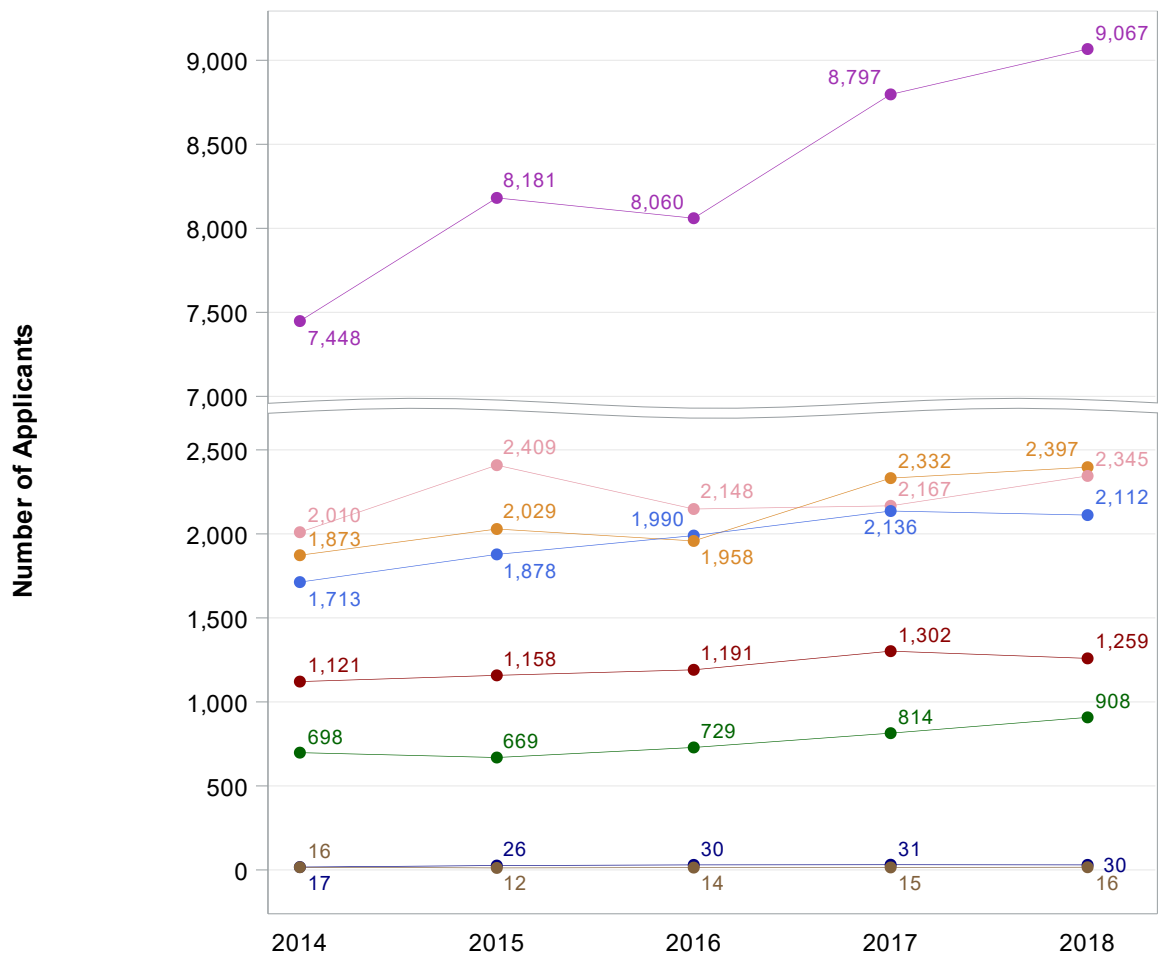


Enrollments increased in five of the seven colleges. The exceptions were the College of Earth, Ocean and Environment, and the Lerner College of Business and Economics. The dip in Lerner first year enrollment could be related to the implementation of differential charges.



Yield: total and by residency – Total yield, the percentage of students accepting our offer of admission, dropped by a percentage point for non-residents and increased very slightly for residents of the state. Demographic shifts will continue to provide challenges in the coming years as institutions in the region compete for a declining population of prospective students.

Newark Campus: Applicants by Selected IPEDS Race/Ethnicity and Term

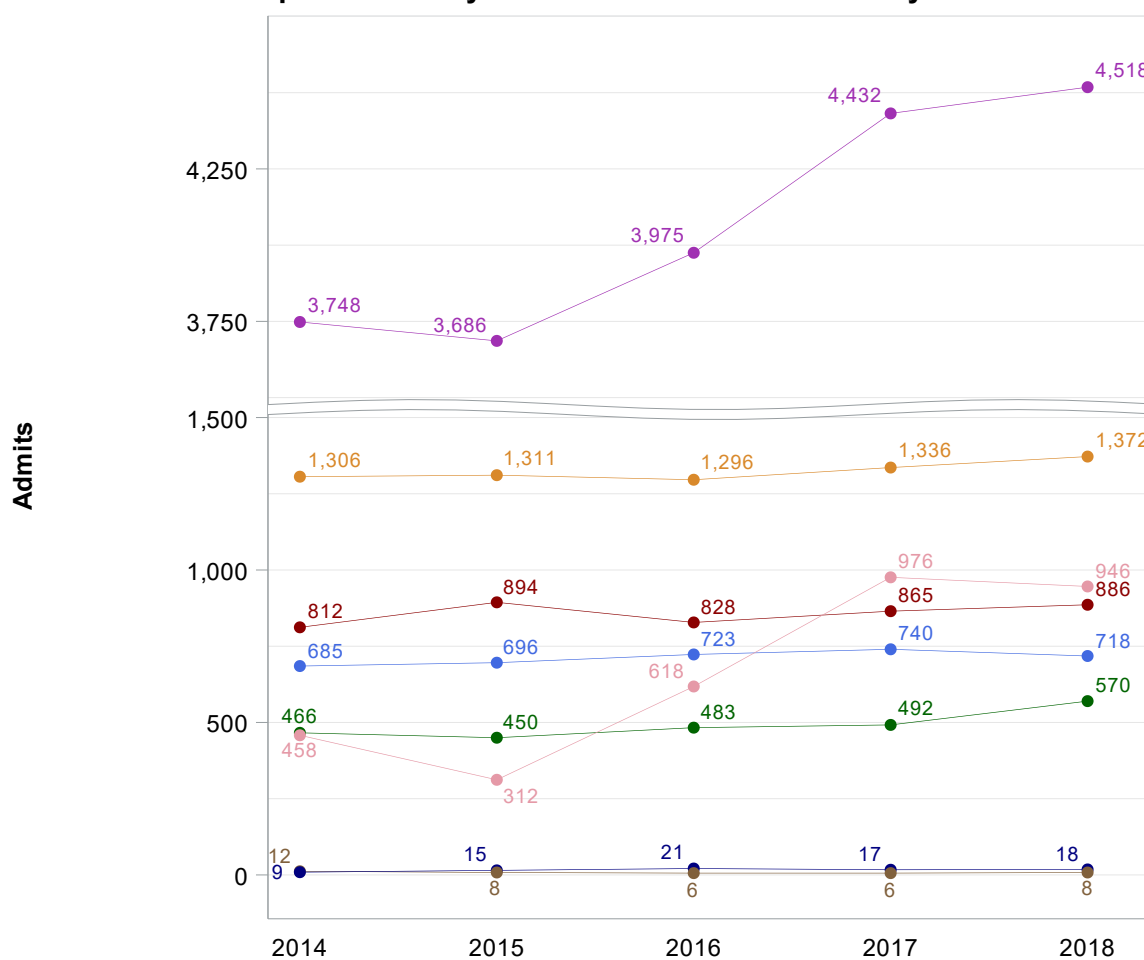


Total (excl. Domestic White)	7,448	8,181	8,060	8,797	9,067
International	2,010	2,409	2,148	2,167	2,345
Hispanic	1,873	2,029	1,958	2,332	2,397
Black/African American	1,713	1,878	1,990	2,136	2,112
Asian	1,121	1,158	1,191	1,302	1,259
Two or More Races	698	669	729	814	908
Native American	17	26	30	31	30
Pacific Islander	16	12	14	15	16

Note: Admission activity reflects report run date of September 26, 2018.

Diversity: Applicants – We continue to attract an increasingly diverse pool of applicants. Of note this year are major increases in international applicants and among those identifying as multiracial. Attracting a diverse pool continues to be a major strategic focus for the admissions office.

Newark Campus: Admits by Selected IPEDS Race/Ethnicity and Term



Total (excl. Domestic White)	3,748	3,686	3,975	4,432	4,518
Hispanic	1,306	1,311	1,296	1,336	1,372
Asian	812	894	828	865	886
Black/African American	685	696	723	740	718
Two or More Races	466	450	483	492	570
International	458	312	618	976	946
Pacific Islander	12	8	6	6	8
Native American	9	15	21	17	18

Note: Admission activity reflects report run date of September 26, 2018.

Diversity: Offer of Admission – A record number of offers were made to diverse populations for the incoming class, with notable increases in offers to many historically underrepresented domestic students. Counting methodology for students entering through the English Language Institute shifted to the transfer population for the first time this year, masking what was actually an increase of nearly 200 offers to first-year international students.

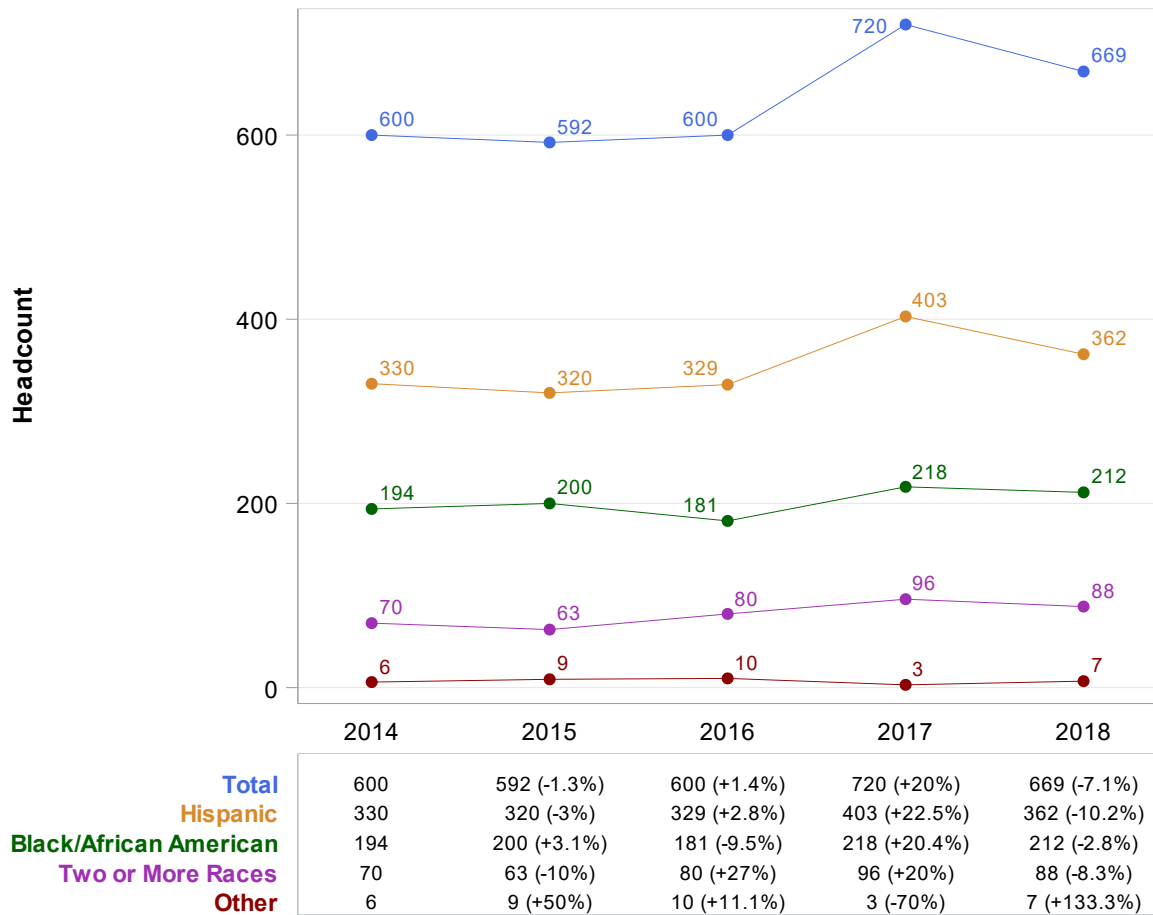
Newark Campus: Entering Cohorts by Selected IPEDS Race/Ethnicity and Term



Total (excl. Domestic White)	972	972	1,050	1,221	1,094
Hispanic	330	320	329	403	362
Asian	205	222	213	222	215
Black/African American	194	200	181	218	212
Two or More Races	126	107	127	144	149
International	111	114	190	231	149
Pacific Islander	5	4	2		3
Native American	1	5	8	3	4

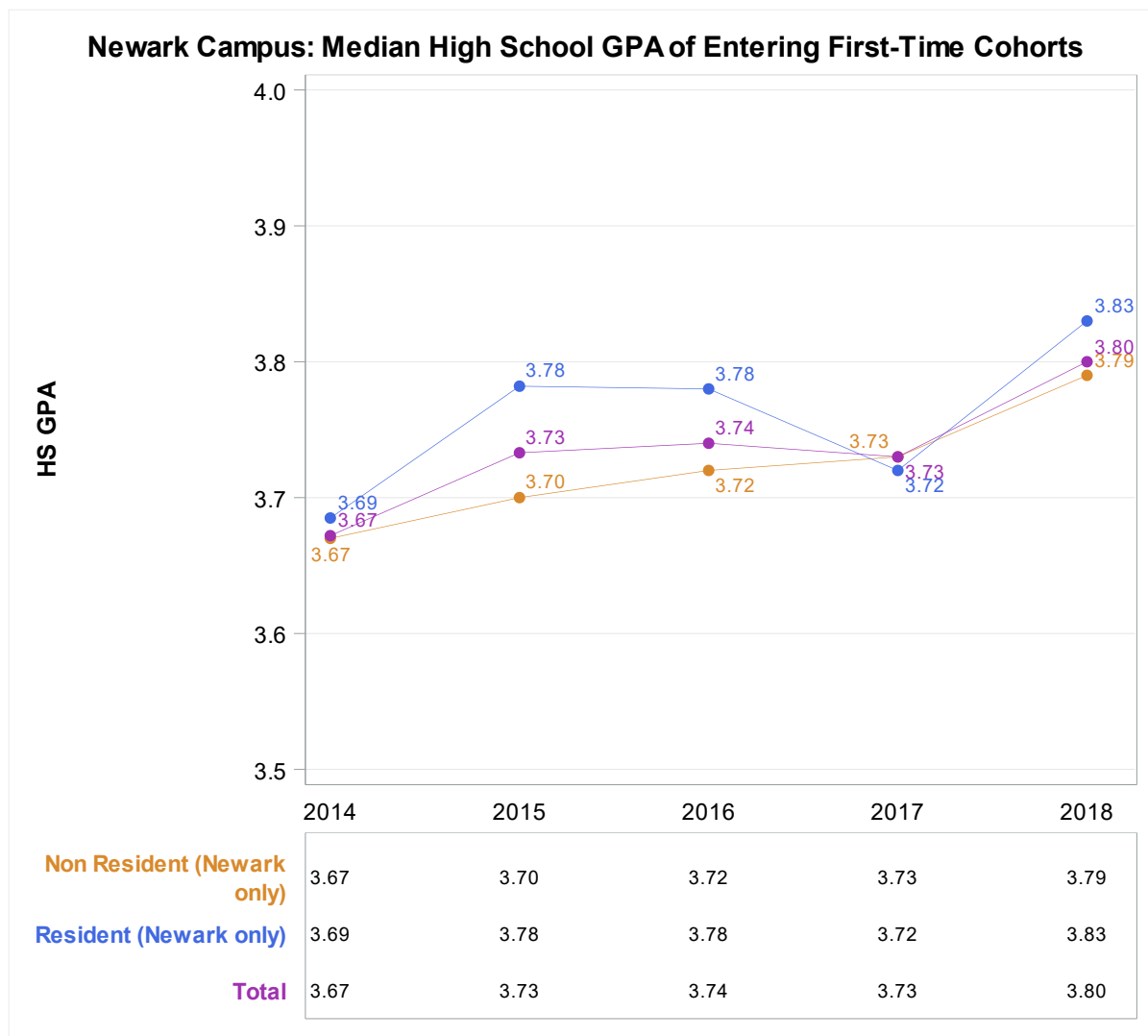
Diversity: Enrollment – The incoming class was the second most diverse in UD history, with last year being the most diverse. Again, the comparison is masked by the new counting methodology for ELI students who appear this year as transfer students but, in previous year, were counted among first-year students. We are actually 35 ahead of last year in 1st-year international students when ELI is excluded.

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



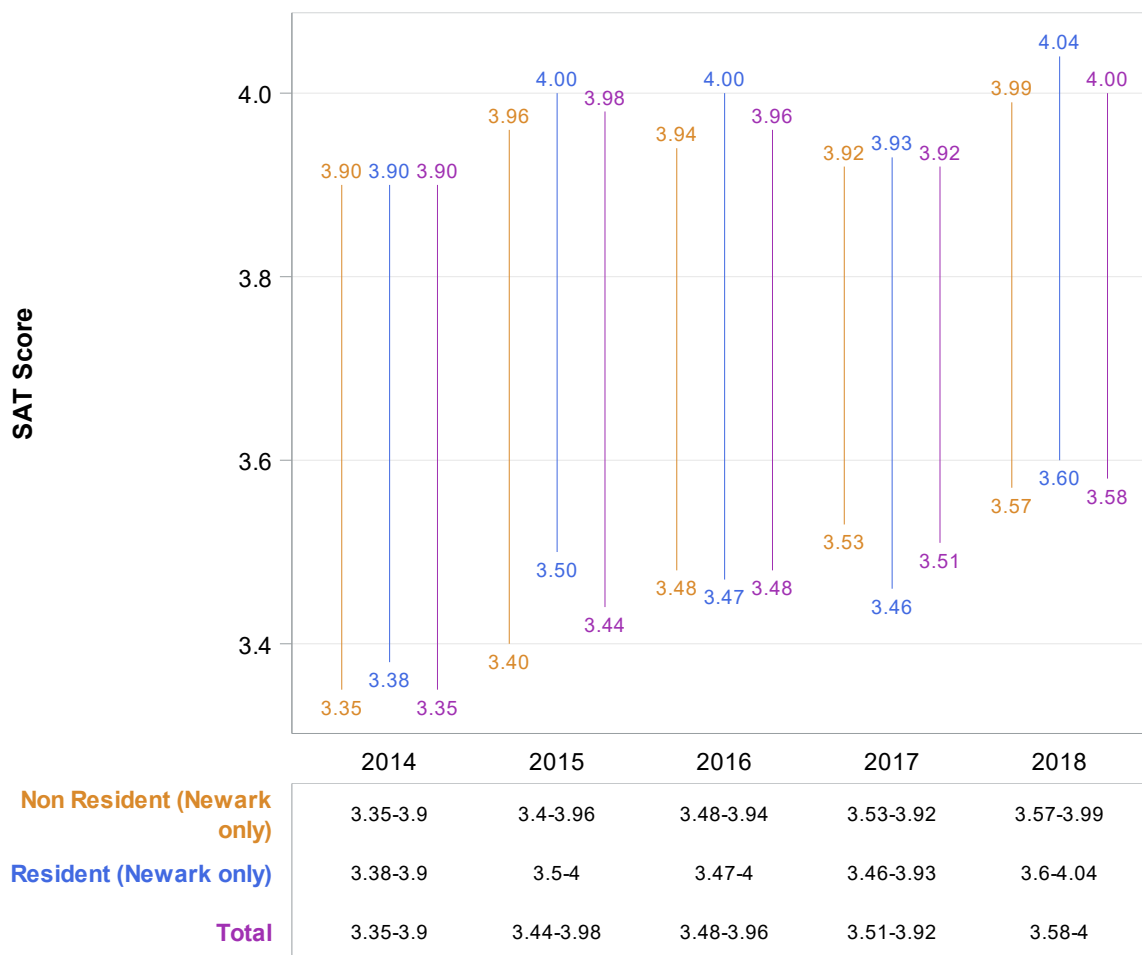
Other includes Alaska Native or American Indian, Native Hawaiian or Other Pacific Islander.

Diversity: Enrollment of URM Students – While we lost some ground this year, we are second only to last year in the enrollment of URM students, and we are significantly ahead of other years. Strategically, we provided more merit aid to URM populations this year but yields still declined. We continue to focus on improving success in attracting diverse students.

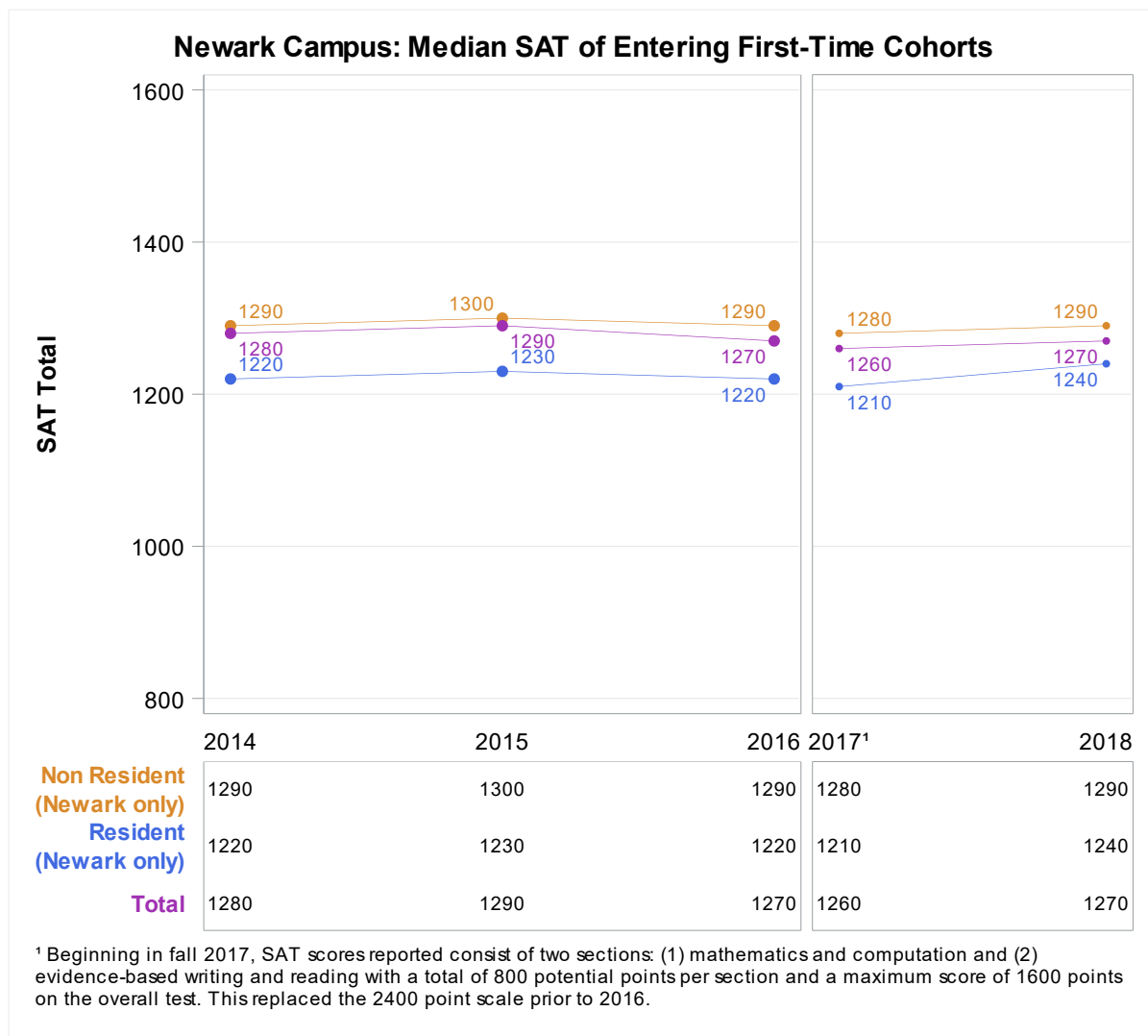


Quality Measures: GPA – The high school GPA of our enrolled class continues to reflect the high- performing students that are attracted to UD. This is true for residents as well as non-residents of the state. The graph above shows the median, while the graph that follows shows the range of GPAs that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

Newark Campus: The 25th and 75th Percentiles of HS GPA of Entering First-Time Cohorts

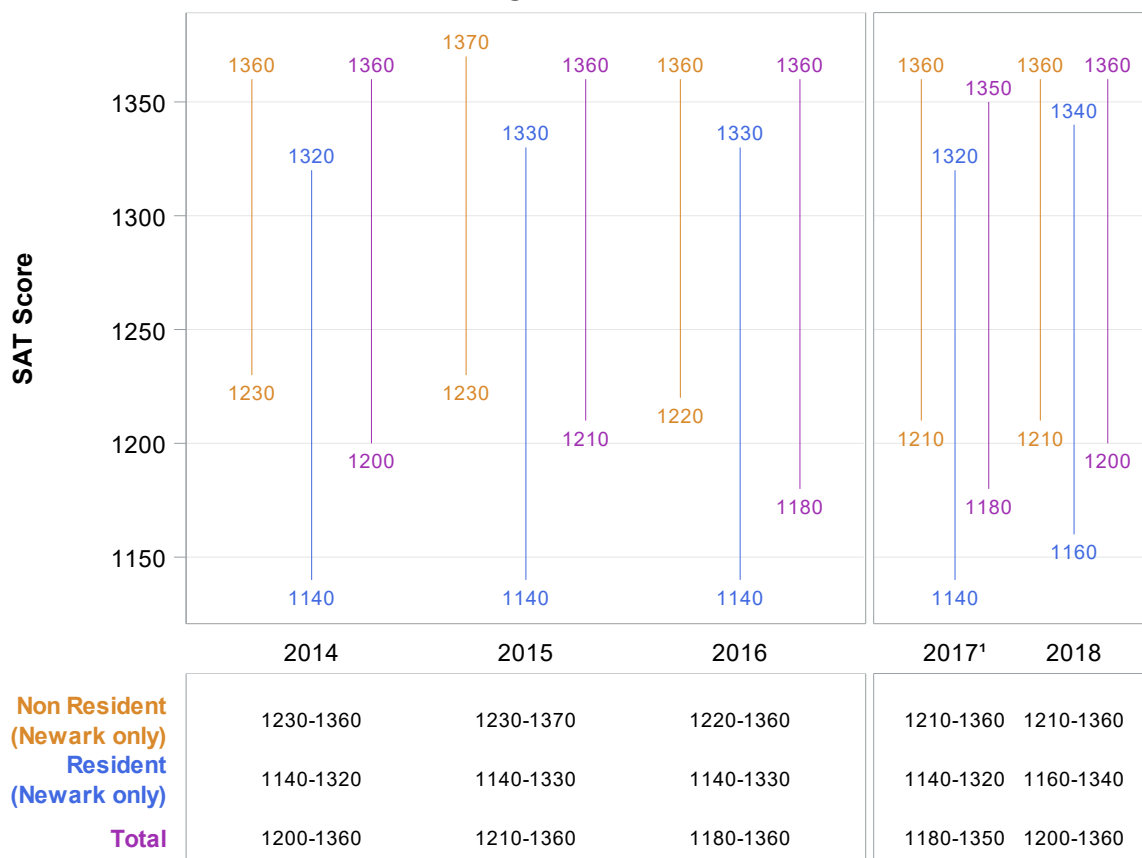


For residents, non-residents, and overall, the current class is stronger than previous classes by this measure. This portends well for the future of this class since high school performance is one of the strongest indicators of likely post-secondary success.



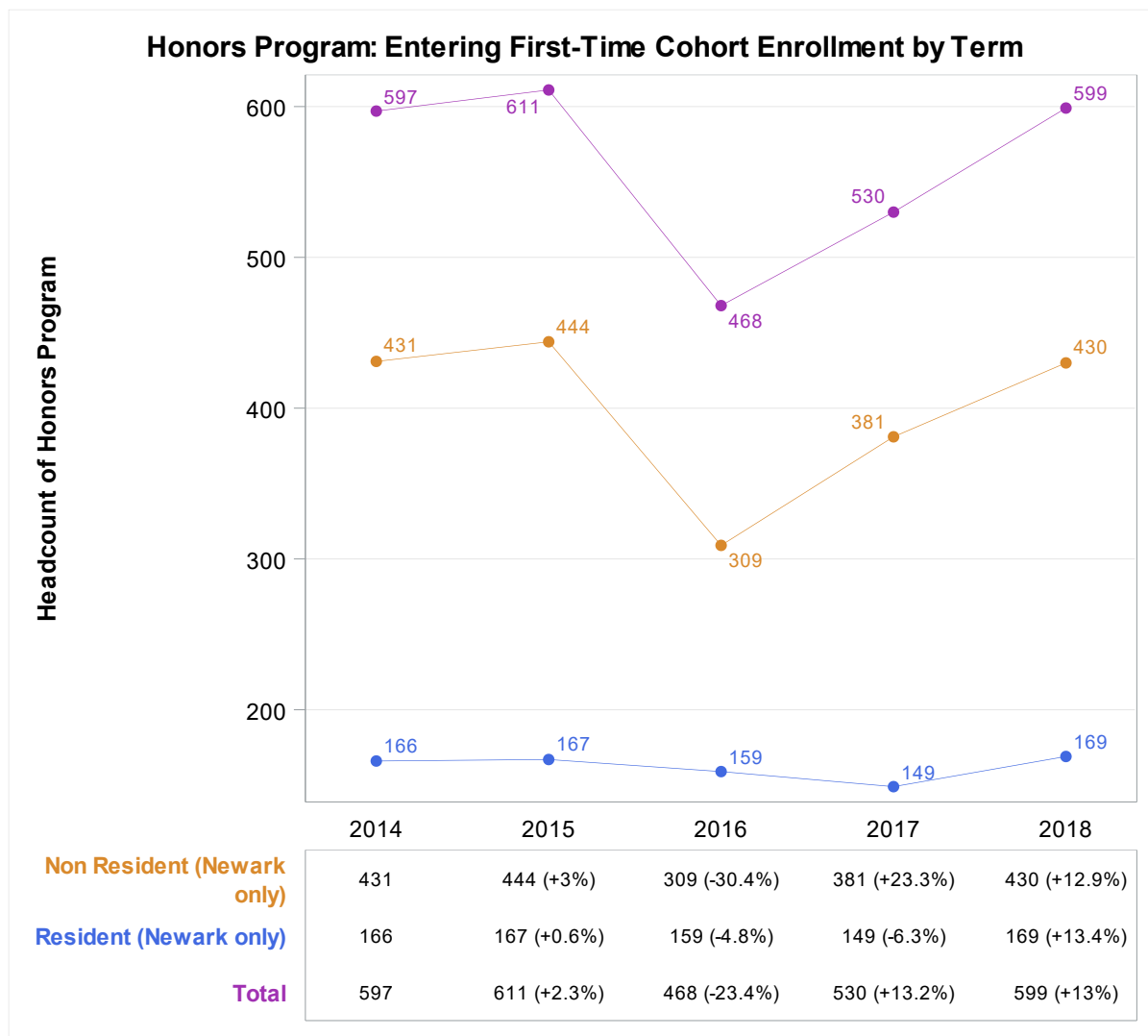
Quality Measure: SAT Scores – Scores increased nicely comparing last year to this year, for which the test followed the same format. Note the 30-point jump for resident students as well as a 10-point increase overall. The largest grouping of resident students ever joined our Honors program this year, reflecting our increasing strength among the most academically talented Delawareans.

Newark Campus: The 25th and 75th Percentiles of SAT of Entering First-Time Cohorts

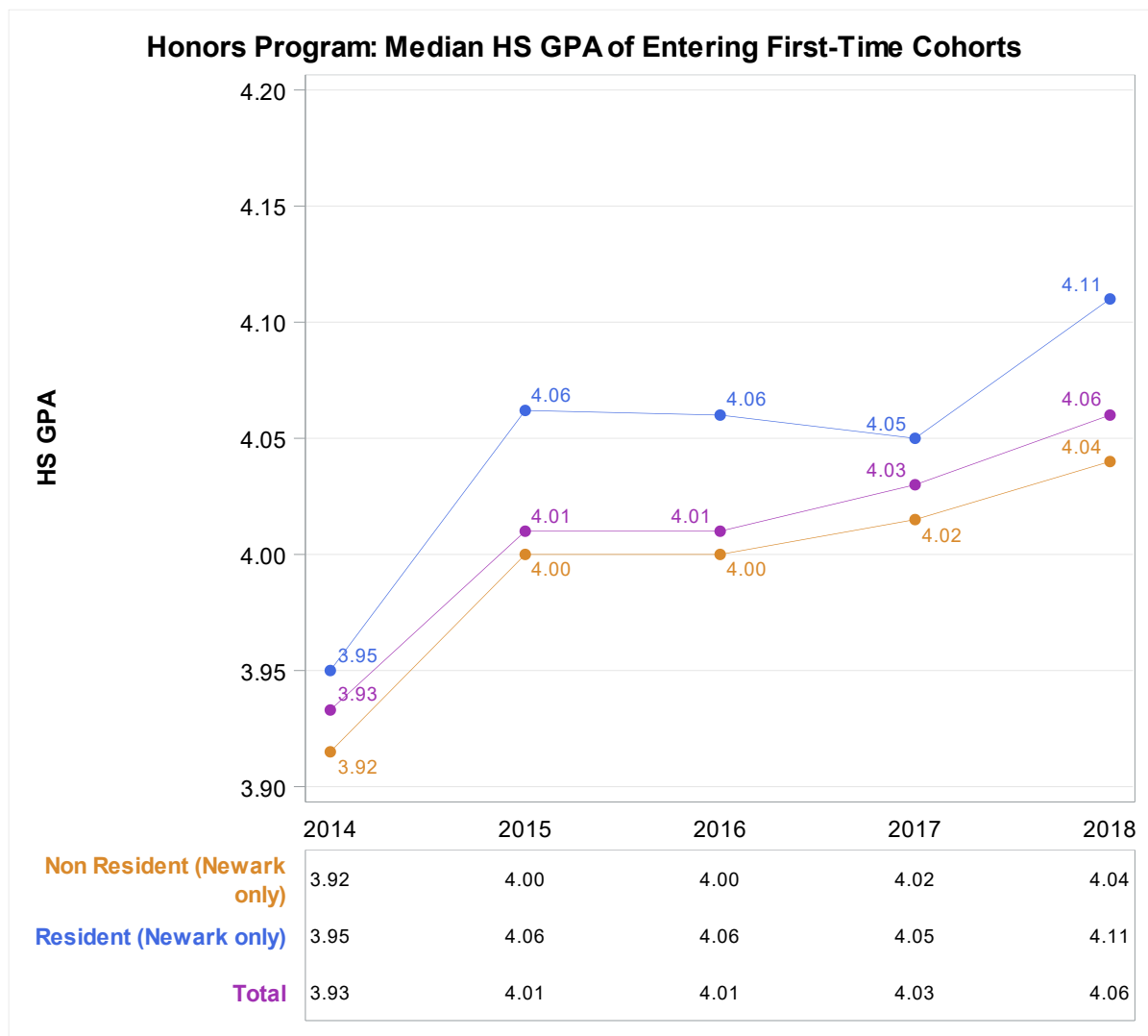


¹ Beginning in fall 2017, SAT scores reported consist of two sections: (1) mathematics and computation and (2) evidence-based writing and reading with a total of 800 potential points per section and a maximum score of 1600 points on the overall test. This replaced the 2400 point scale prior to 2016.

As with median SAT, the middle range of scores shows higher numbers than last year, the only year in which the test had the same format.

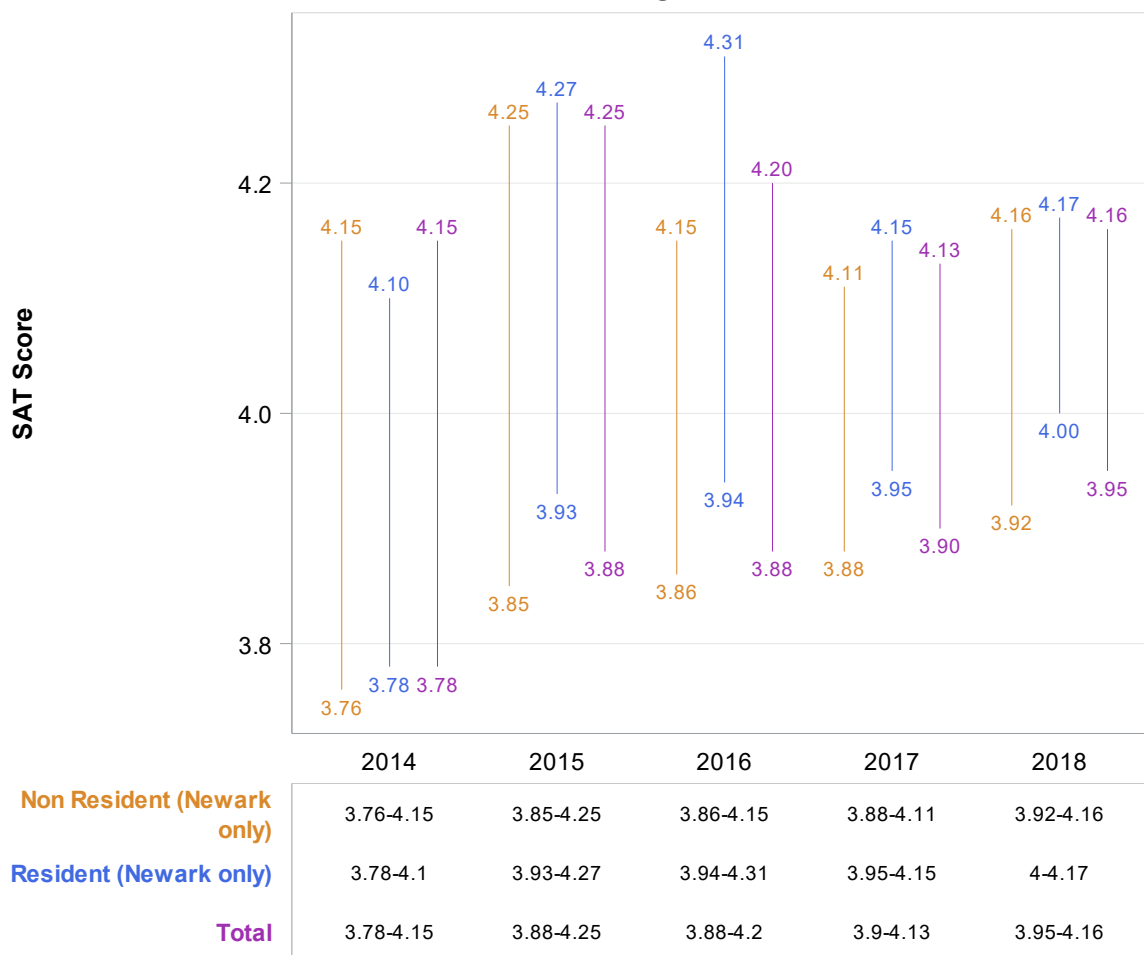


Honors Program Enrollment – This is the second-largest class ever, and it includes the largest representation Delaware residents ever. The Honors Program provides an excellent means for attracting high-achieving students to the University, and we are especially pleased with our ability to attract more in-state talent.

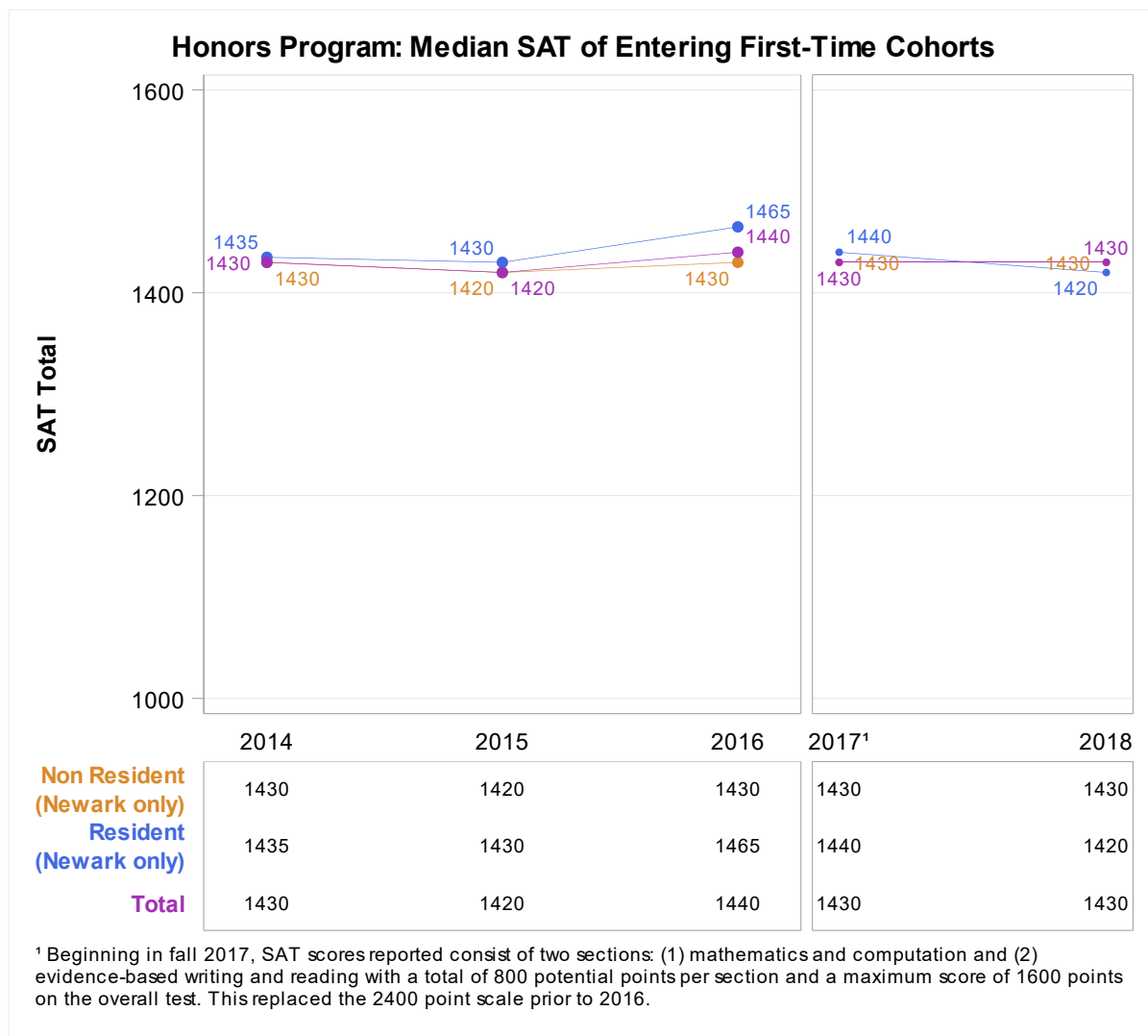


Not only is the among our largest class of honors students, the mean grade point average is also among the highest and is especially strong among Delaware residents.

Honors Program: The 25th and 75th Percentiles of HS GPA of Entering First-Time Cohorts

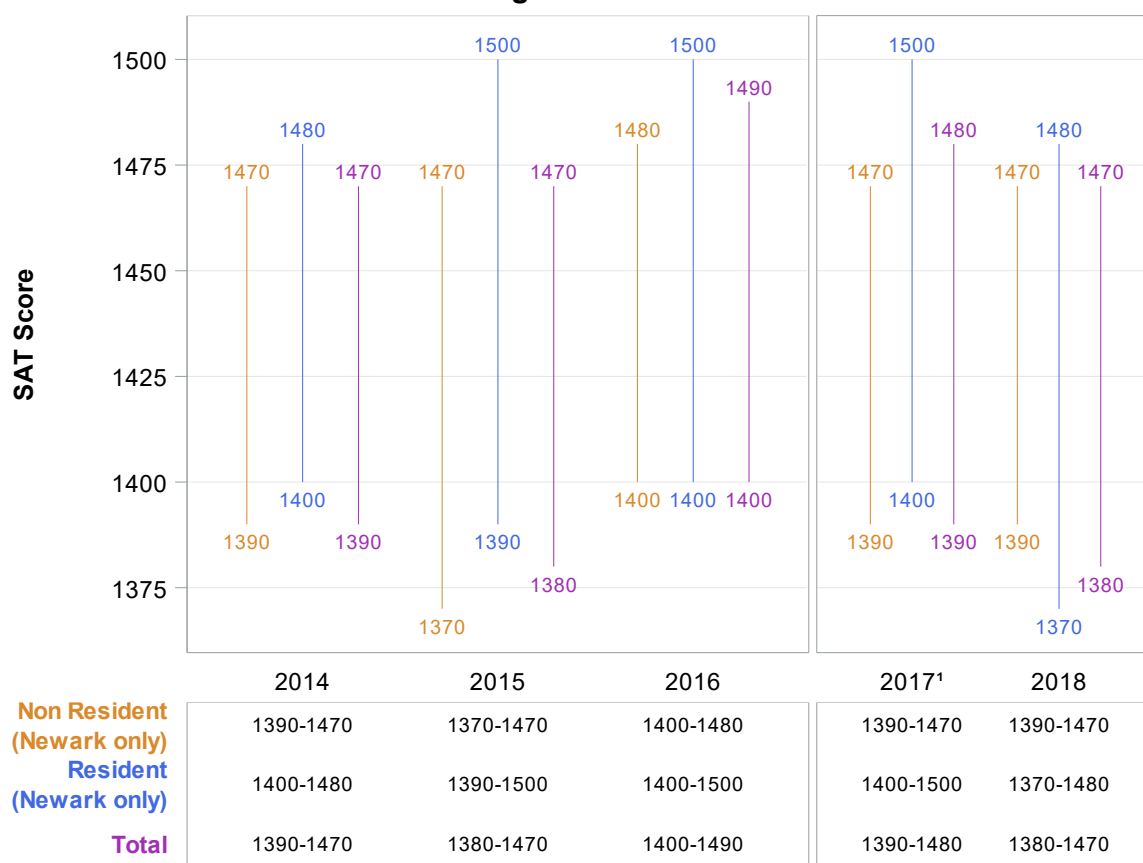


Note that the bottom of the range has lifted among all populations when comparing across years.



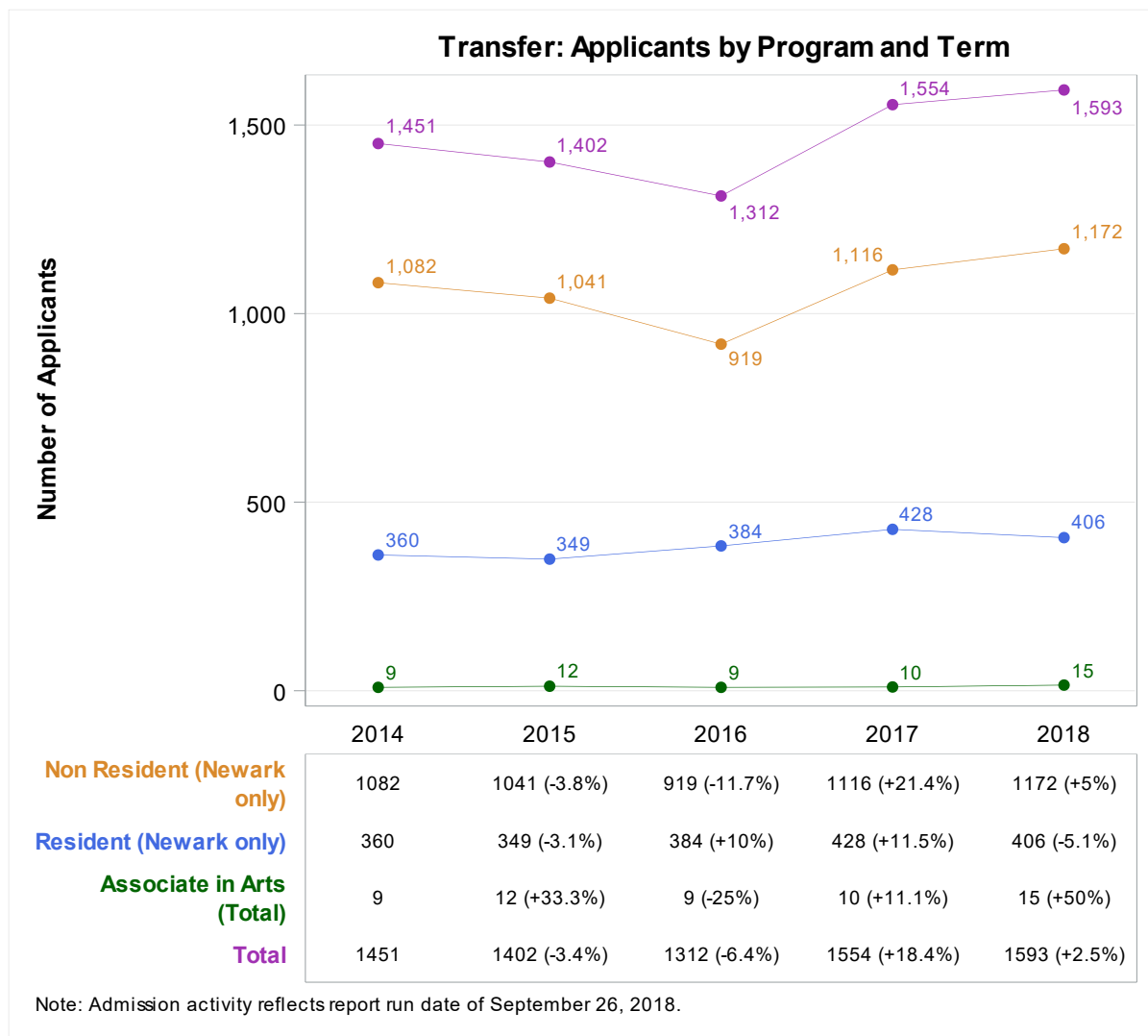
The SAT profile for the overall classes is identical when comparing this year to last year, the only years in which the test followed the same format. While there is a dip in the resident SAT, recall that the resident GPA is actually stronger for residents. High school performance is the best pre-enrollment predictor of long-term success.

Honors Program: The 25th and 75th Percentiles of SAT of Entering First-Time Cohorts

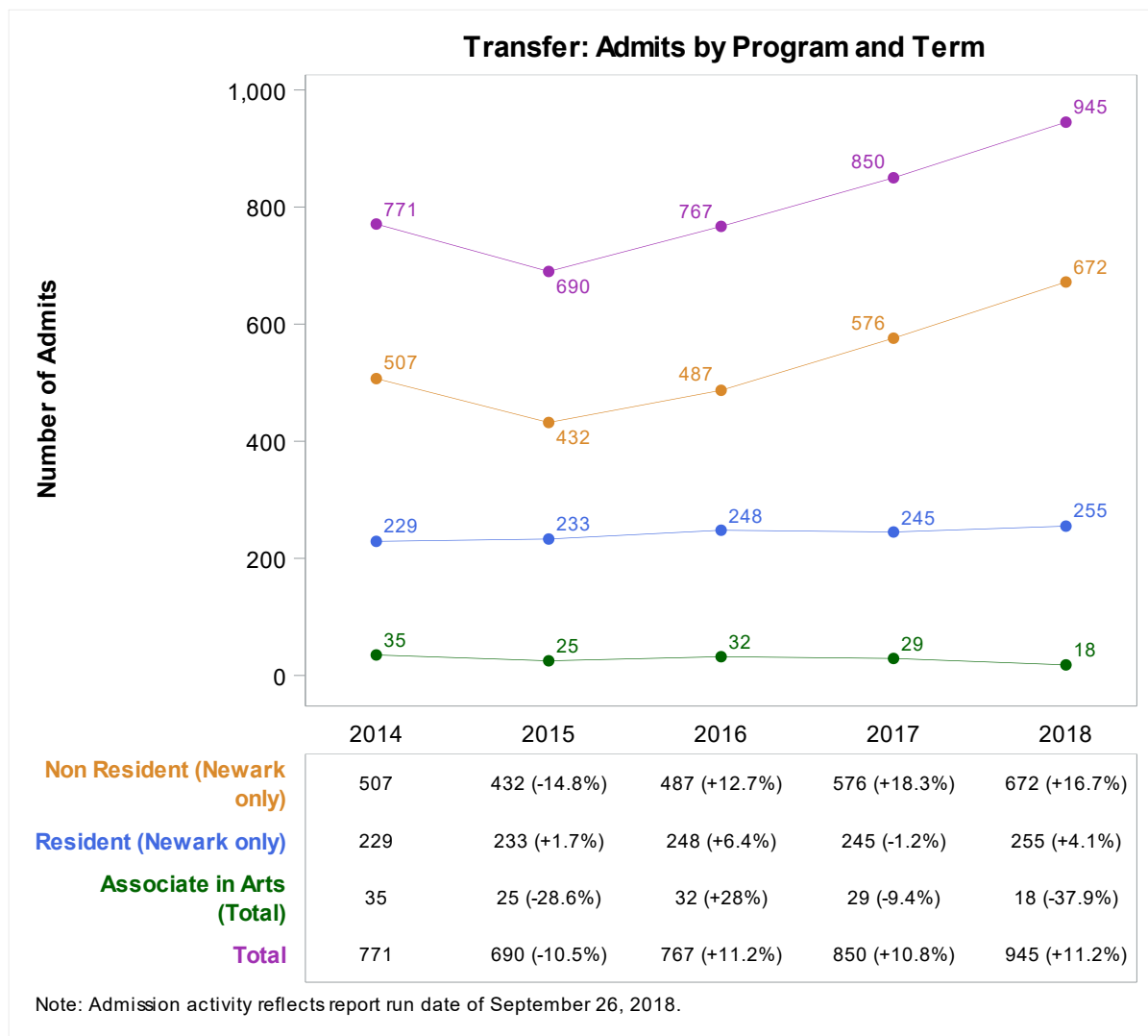


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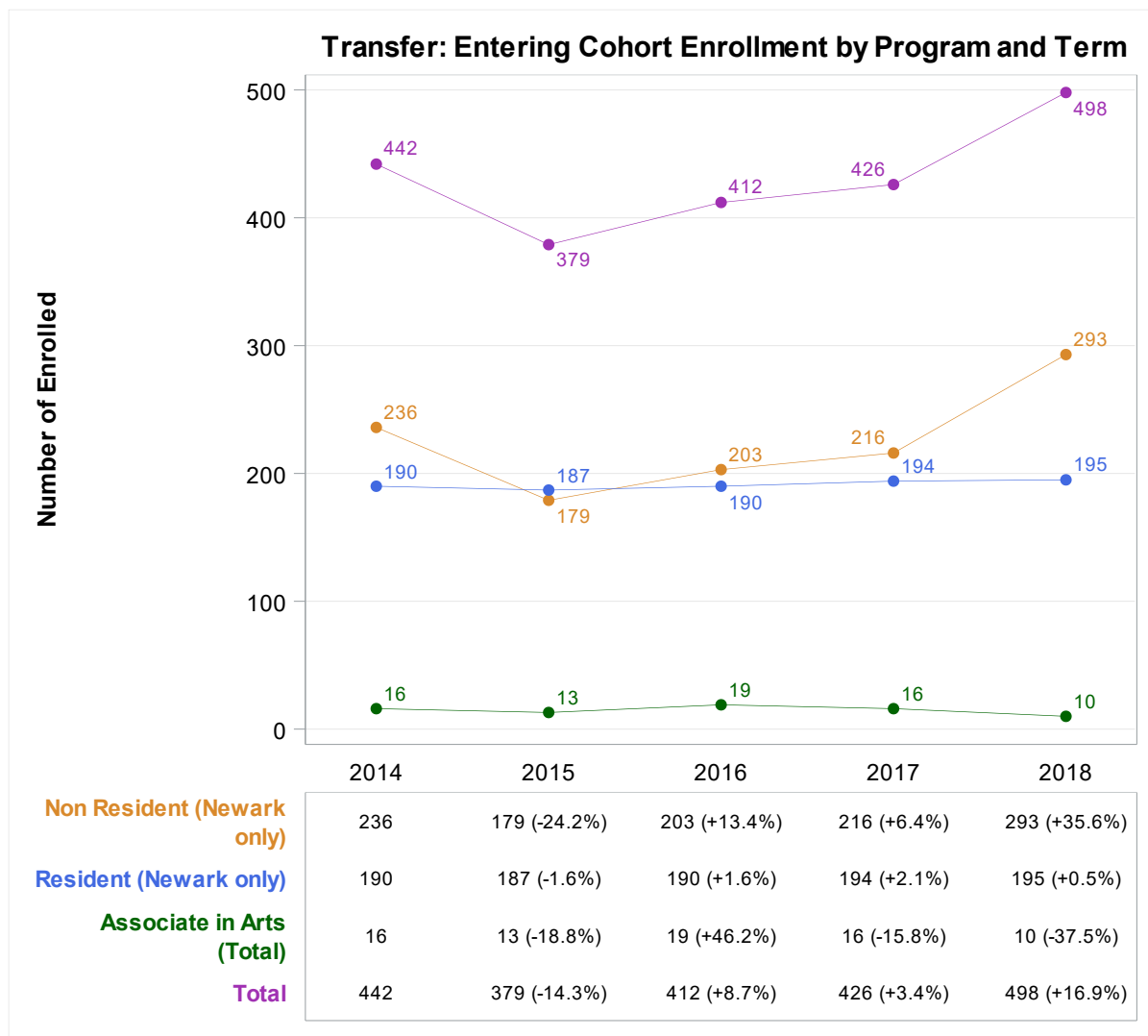
Note the identical range for non-residents when comparing last year to this year (the only two years in which the test had the same format). While the median is identical overall, the range is lower. Recall, however, that GPAs are stronger.



Transfer Students: Applications – Our increased attention to transfer students has again resulted in an increased interest both in-state and among non-residents. Our use of a scholarship for Phi Theta Kappa members, a national honor society for high-performing community college enrollees, was a useful tool in attracting new interest in UD among potential transfer populations.

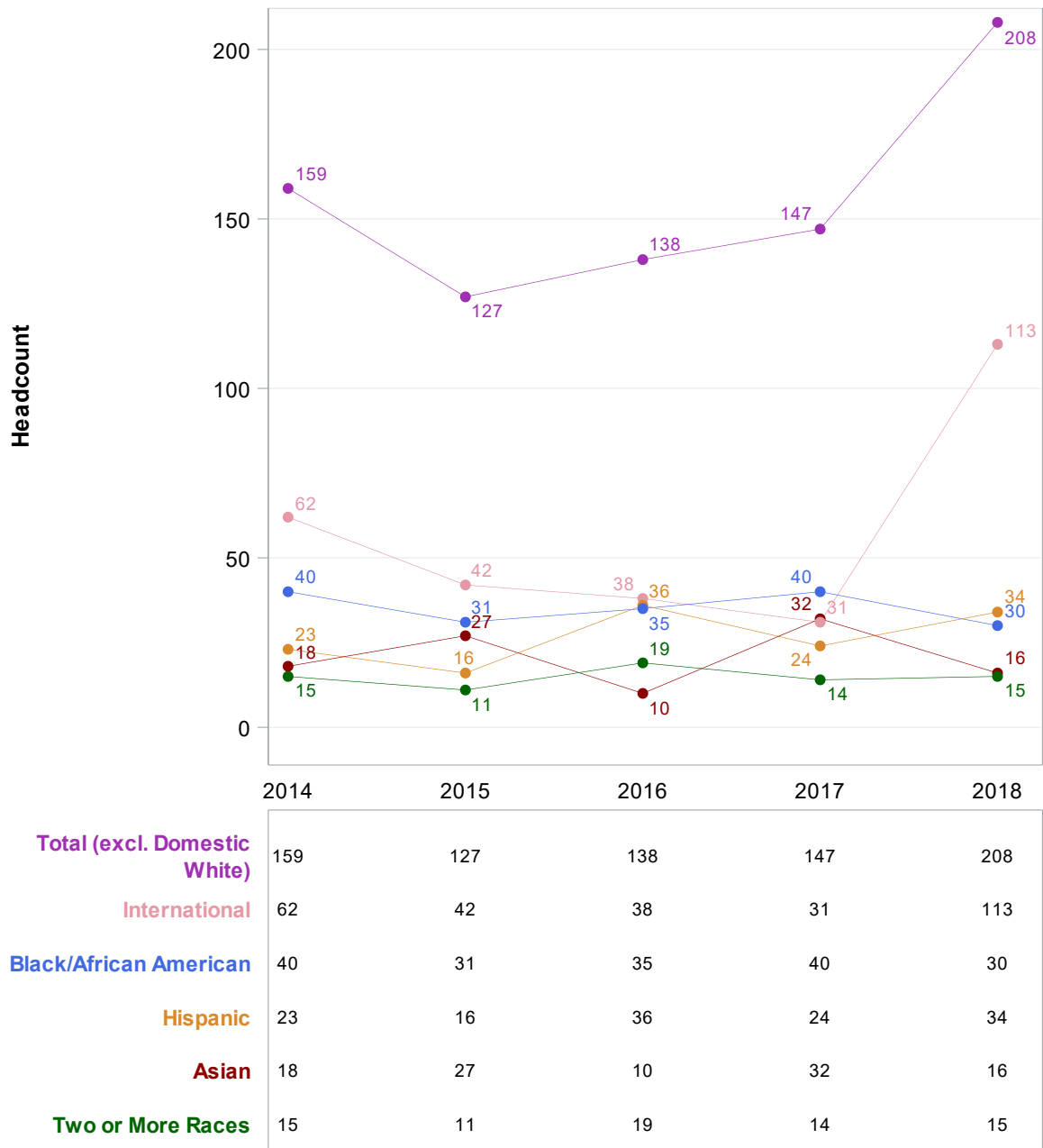


Transfer Students: Offers of Admission – Note that non-resident numbers are inflated when compared to previous years since this is the first year in which the English Language Institute (ELI) pipeline is counted among transfers and not first-year students due to the new format of our Academic Transitions program. If we discount for that phenomenon, the number of offers is nearly identical.



Transfer Students: Enrollment – Actual enrollments, when discounting for the ELI phenomenon, were down this year compared to last year – two fewer in residents and 27 fewer in non-residents. It is the addition of the ELI cohort in the numbers represented in this graphic that drives the overall increase in transfer enrollments.

Transfer: Entering Cohort Enrollment by Selected IPEDS Race/Ethnicity and Term



The transfer market holds the potential for gains in overall diversity in addition to general gains in enrollment. Note that the small gain in Black/African American transfers is offset by the same-sized loss among Hispanic transfers. Financial issues continue to be a large driver in yielding transfer students, a large share of whom come from community colleges. This is a consideration in strategic planning moving forward.